



The Need for Ecological Thinking in Design Education

by Peg Butler

The intent of this paper is to address, in a general manner, the need to educate environmental designers and planners to think ecologically. Ecological thinking grows from a deep understanding of humans as integral participants in the web of life. It is a way of looking at the world from a connected and indigenous view point, being conscious of the interdependencies between ecosystems, humans and other natural systems.

On a broad scale, ecological thinking in environmental design and planning is important because of the "ecological crisis". This is not one discrete event that may or may not have an effect on our lives, but is rather a crisis on the scale of the entire biosphere, which is actually the result of the destruction and collapse of countless ecosystems worldwide. The Union of Concerned Scientists illuminated the magnitude of the problem in a statement presented to the General Assembly of the United Nations in 1993, which was signed by 1600 scientists from 70 countries, including 100 recipients of the Nobel Prize.

"A great change in our stewardship of the Earth and life on it is required if vast human misery is to be avoided and our global home on this planet is not to be irretrievably mutilated. The Earth is finite. Its ability to absorb wastes and destructive effluent is finite. Its ability to provide food and energy is finite. And we are fast approaching many of the Earth's limits"(Bowers 1995)



This point of this statement is underscored by the sixteen hundred signatures attached to it. The need for modern western society to take action toward living in more balanced ways in participation with other natural systems is of vital importance to the health and well-being of the biosphere. Disappearing forests, collapsing fisheries, eroding topsoil, rising temperatures and CO² levels, loss of wetlands, and broad scale animal and plant extinction all point out the necessity to rethink the structure and design of modern society.

This western model of the modern world developed out of "the seventeenth-century-Galilean-Cartesian-Bacon-Newtonian Science." (Orr 1992)

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Improving Design Education a collection of student essays

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Bookshelf - What's in the SIC Library?

Page 6-7: Solar and Sustainable Design Showcase:

1998 HOPES Eco-Design Arts Conference April 17-19 Eugene Oregon

In Collaboration:

the art and ecology of place making



Solar Information Center

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**SPECIAL THANKS
TO EWEB FOR
THEIR CONTINUED
SUPPORT!**

What is the Solar Information Center?

It is a student run organization sponsored by the ASUO and EWEB. The purpose of the center is to serve as a research, education, and information center on solar energy and alternative energies, and their applications in architecture and technology.

One of its vital functions is to sponsor a lecture series on local, regional and global energy issues to promote a higher awareness toward conservation and renewable energy. The center also provides an in-house information source of books, periodicals, abstracts, proceedings, topic-files, product-files and a World Wide Web site.



Lecture Series



In-House Library



Student Work



ERC Project



Web Site

A Thanks to John Reynolds

We would like to recognize the retirement of our mentor John Reynolds. After 31 years of teaching Environmental Control Systems (ECS) at the University of Oregon, his last large lecture class was on March 5th. Spectators came from far away for this event in which he received a standing ovation at the beginning and the end. John will continue to teach his passive heating and cooling seminars for the next five years.

His work and dedication as teacher to thousands of students over the years has been an amazing contribution to the environment of our earth. Not only have many of the ECS teachers around the country studied under John, but all of those who have gone on to practice architecture, undoubtedly consider passive heating, cooling, daylighting and other energy conserving design principles in the buildings that they create. The multiplication of his efforts makes the full impact of his work seemingly beyond measurement.

John and Physics Professor David McDaniels established the Solar Energy Center in 1974. The research and weekly meetings sponsored by the Solar Energy center proved to be very valuable early work in solar energy. The Solar Information Center was formed by students in 1978, inspired by the work of the Solar Energy Center. Since that time, John has been a dedicated advisor, supporting the ongoing efforts of the Solar Information Center. The work of the SIC is directly analogous to all of John's efforts. The staff, materials and events will continue to inspire individuals to design better buildings.

Thank you John for teaching us so much and having such a profound impact on this planet. The momentum you created will continue as you get to enjoy the serenity of the Mediterranean courtyards and his own backyard. We wish you the best! ■

Environmental Resource Center

ERC Mission Statement

The Environmental Resource Center is a student based network of environmental groups at the University of Oregon. Our mission is to promote a greater awareness of actions and beliefs that are beneficial to the health of the ecosystem.

Goals

The Environmental Resource Center's goals are to facilitate: the dissemination of information, the collaboration between individuals and groups, and an active dialogue between local stakeholders about environmental and social issues. The Environmental Resource Center provides for various educational opportunities and physical demonstrations of ecologically sustainable design. Through these activities, the Environmental Resource Center intends to provide for present needs as well as those of future generations.

Design Charette at the HOPES Conference - April 16 and 17

A charette is an intensive design investigation into possible schemes for a project.

The Solar Information Center is coordinating with HOPES on a design charette during the 1998 Eco-Design Arts Conference. The charette will be facilitated by designer, artist and professional collaborator, James Wines of SITE. It will focus on the Environmental Resource Center (ERC), an actual proposal for the University of Oregon campus (slated for the post-2001 Biennia - University Planning Office).

The ERC is planned as a showcase of ecological design and sustainable building materials. The building will house a common resource space as well as many UO environmental outreach groups. Exterior spaces are a large part of the project, including a demonstration Permaculture garden and outdoor meeting area. The University administration, faculty, staff, and students will operate the ERC in a collaborative manner.

This project is imagined as a network center for environmental issues in the Northwest, providing technical assistance and a resource library for the local community, state and beyond. Through cross-disciplinary collaboration in research, innovation, and public service the ERC is expected to expand UO's current interest in ecology and environmental issues. In its design and operation, the ERC will be a model for how a sustainable university or other community could be organized.

After the introduction, charrette teams will be formed at the first meeting on Thursday. This will be followed by a series of critique and development sessions with James Wines and others. The teams will begin to develop the vision of the ERC. A design background is not required, all are encouraged to participate.

A National Movement

The Environmental Resource Center project is part of a growing trend in the United States. Environmental centers are springing up on universities and college campuses as increased attention is paid to the "environmental crisis." Many of these centers house environmental studies departments, while others house less formal student groups.

At Humboldt State, in Arcata California the Campus Center for Appropriate Technology occupies a modest remodeled house. This student group has built in such features as a passive solar greenhouse, photovoltaics on the roof, and a peddled powered washer. 707-826-3551 email: ccat@axe.humboldt.edu (web site: http://www.humboldt.edu)

The Environmental Technology Center at Sonoma State University, in Cotati California, is yet another example of a small multipurpose demonstration center (2300 square feet). Final construction documents are still being finalized, but this center will prove to be an asset to upcoming environmental centers. 707-664-2249, email: Rocky.Rohwedder@sonoma.edu (web site: www.sonoma.edu/ensp/etc) ■



ERC Project

Other Examples of Environmental Centers

One/Northwest - online networking for the environment
206-448-1008
www.onew.org
1601 2nd Ave. Suite 605
Seattle, WA 98101

EpiCenter - University of Montana, Bozeman
Kath Williams
406-994-2891
kathwms@montana.edu

Oberlin College Environmental Studies Center
Cleveland, Ohio

Rocky Mountain Institute Building
970-927-3851
www.rmi.org
Email: dreed@rmi.org
Snowmass, Colorado

Fort Lewis College Environmental Center
970-247-7676
www.fortlewis.edu/stu-aff/cub/index.html
Email: envcenter@academic.fortlewis.edu

Center for Regenerative Studies
Cal State Pomona



"Newtonian Science saw the rational human observer as separate from nature, which enabled nature to be studied in a detached analytic fashion. This approach has generated a vast amount of scientific knowledge, but it also marginalized a spiritual, emotional or holistic perception of the relationship of humankind to nature, as had been common in earlier civilizations. Nature now became a realm of impersonal objects, to be studied, then 'conquered' or exploited by man." (Carley and Christie 1993)

Modernity as a worldview has engulfed all aspects of civilization; politics, economics, education, the design of human settlements and how humans think about and relate to nature and each other. The effects of modernism have been powerful in the realms of environmental design and art. The characterization of the designer or artist as an autonomous, creative visionary who conceives of a masterpiece to be admired, is well-known. This view of modernist designers as masters set them apart from society and environment. "They frequently aspired to 'transcend' the practical, utilitarian concerns of the present, such as economy and function... Designs frequently became professionally excellent but socially irrelevant, unresponsive to the ecosystem, and alienating to user groups." (Koh 1982) This type of thinking resulted in structures and designs that were imposed upon landscapes. The approach to human settlement design and planning, in this concept, has resulted in the homogenization of cities and townscapes. This has all been taken in stride, in modern western civilization, as the normal, progressive, way a culture would evolve to live on earth.

At present, the environmental design fields and much of western civilization are still influenced by many aspects of modernity and modernism. However many voices across the world are sending out calls to action to address the ecological

crisis and some are optimistic that modern western society is in the midst of a 'paradigm shift.' Fritjof Capra says that we are now witnessing a cultural transformation, "a paradigm shift from perceiving the world as a machine to understanding it as a living system, from a value system based on domination to one based on partnership." (Capra 1996) This emerging paradigm is becoming widely referred to as an Ecological Paradigm. This worldview

This worldview (or Ecological Paradigm) links human beings to the planet and to each other in more ecologically sustainable ways, rethinking the dualistic, anthropocentric, and individualistic habits and ways of thinking with which modern society has become comfortable.

links human beings to the planet and to each other in more ecologically sustainable ways, rethinking the dualistic, anthropocentric, and individualistic habits and ways of thinking with which modern society has become comfortable.

All disciplines and fields need to learn to work together toward viable, sustainable models for living on earth. Because of the environmental design and planning fields' influence on the structure and symbolism of society, environmental designers and planners have a particular responsibility to understand, interpret and educate others about living on earth in sustainable ways. It is this responsibility that leads to the importance of educating environmental design and planning students to think ecologically and in turn, for students to act accordingly.

References:

Bowers, C.A. 1995. *Educating for an Ecologically Sustainable Culture*. Albany, NY: SUNY Press.
Capra, Fritjof. 1996. *Guide to Ecoliteracy: A New Context for School Restructuring*. Berkeley, CA: Center for Ecoliteracy.
Carley, M. and Christie, I. 1993, *Part II, The Western View of humankind and Nature, Managing Sustainable Development*. Minneapolis: University of Minnesota Press.
Koh, Jusuck. 1982. Ecological Design: A Post-Modern Design Paradigm of Holistic Philosophy and Evolutionary Ethic. *Landscape Journal*, Vol.1, No. 2, 76-84.
Orr, David. 1992. *Ecological Literacy Education and the Transition to a Postmodern World*. Albany, NY: SUNY Press. ■



Student Work

Many of the problems with design education today stem from the isolation of this elite system. The majority of the public does not understand the design process nor are they encouraged to interact with the built environment. The "modern" designer is often thought of as autonomous and disconnected from her or his community. This exclusionary practice usually results in designs that do not adequately serve the needs of the users and are visually alienating. Improving this system demands that design education shift to a community basis. Through instituting respect for community knowledge, user involvement, and universal access, "Universal Design" education can begin the transition to social sustainability.

• Respect for Community Knowledge

Discourse between various community members must be encouraged, rather than separating the community into levels and groups. Collaboration between people of different ages, ability, economic standing, and races would allow the sharing of community knowledge. An example of this is the mentor program "Break the Cycle" in the Bay Area, which brings college level students together with disadvantaged youth. The children are presented a convincing alternative, while the older students are challenged to face tough community problems. This is an example of the exchange of knowledge that in turn strengthens community bonds between disparate individuals.

• User Involvement

A collaborative design process brings students and professionals out into the community and encourages community members to question their built environment. Greater user involvement tends to increase the sense of community pride in the design. Lucien Kroll has taken advantage of user involvement in many of his projects,

"We constructed a model large and robust enough to be manipulated by a dozen children at a time... Each class took up and improved on the work of the previous class, sticking the partitions into the cork floor, and coming to grips with the rules of the modular grid much more readily than our engineers... With people who are committed and interested, participation is straightforward and enjoyable." Kroll 1986

• Universal Accessibility

At the University of Auburn in Alabama, Samuel Mockbee coordinates the "rural studio." The students in this course design efficient houses that respond to the natural environment and cultural heritage of the South. Using mostly salvaged and recycled materials along with student labor, these designs become a reality. Many of the projects are built for people in the community with extremely low incomes. This is a rare example of design education striving for universal access. Design education today is much too restrictive. The cost of entering the system excludes a vast segment of the population. For example at the University of Oregon (a "public" institution) the Architecture Department has a computer requirement in addition to the tuition and cost of supplies. As well, in most schools the design students are limited to studying rigid dogmatic principles and solving design problems for imaginary wealthy clients. The design education system must become less exclusive if it is to truly serve the needs of communities. Education should be open to and include people of all income levels.

• The Challenge of Globalization

The problems faced by the design education system are part of a larger failing system of globalization. In an e-mail report, C. Martin described the situation as follows:

"Capital moves so freely across the globe that it is often impossible for governments to find, let alone tax. Corporations treat the world like a global chessboard, bidding down wages and taxes, avoiding environmental regulations and pillaging natural resources. Their right to do this is no longer even considered controversial. They are courted by politicians of all political stripes."

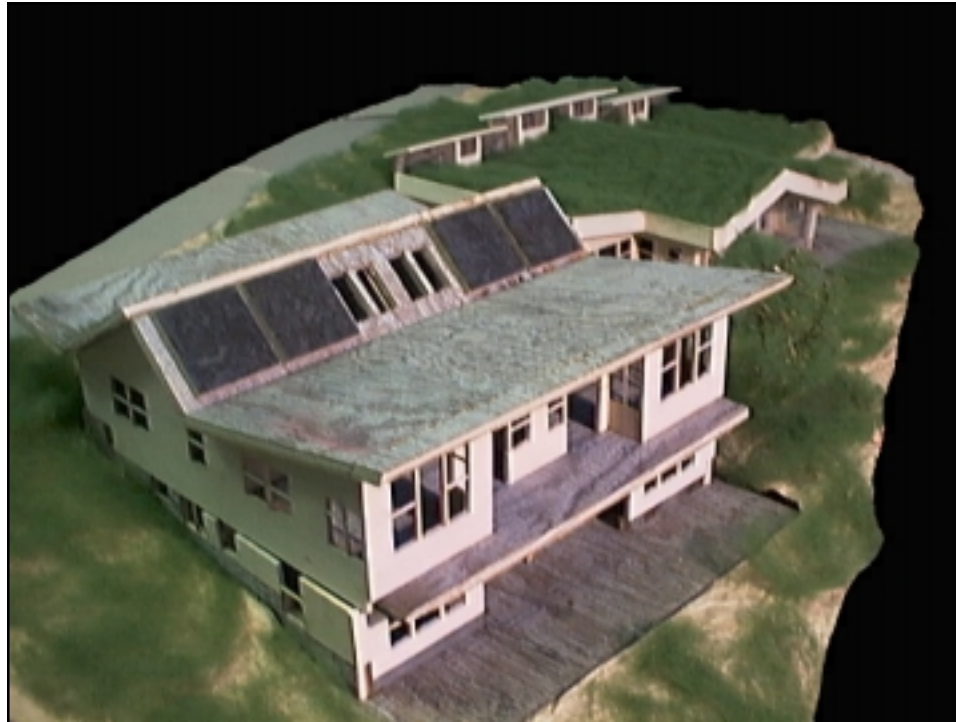
This system has had a devastating effect on communities. Control over issues that effect the community has been effectively stripped away. The centralized and hierarchical form of organization is encouraged by globalization. And to a large degree it represents the structure of the design education system. For a transition to sustainable systems, communities need to be allowed to reclaim their political, social, and environmental integrity and control. ■

Universal Design must exist at many scales. It should consider not only ability but also race, income, gender, culture, sexual orientation, and life circumstance. An education system based on Universal Design can provide flexible responses to serve people's needs and enhance the sense of community.



Improving Design Education continued on page 8

SOLAR AND SUSTAINABLE DESIGN SHOWCASE



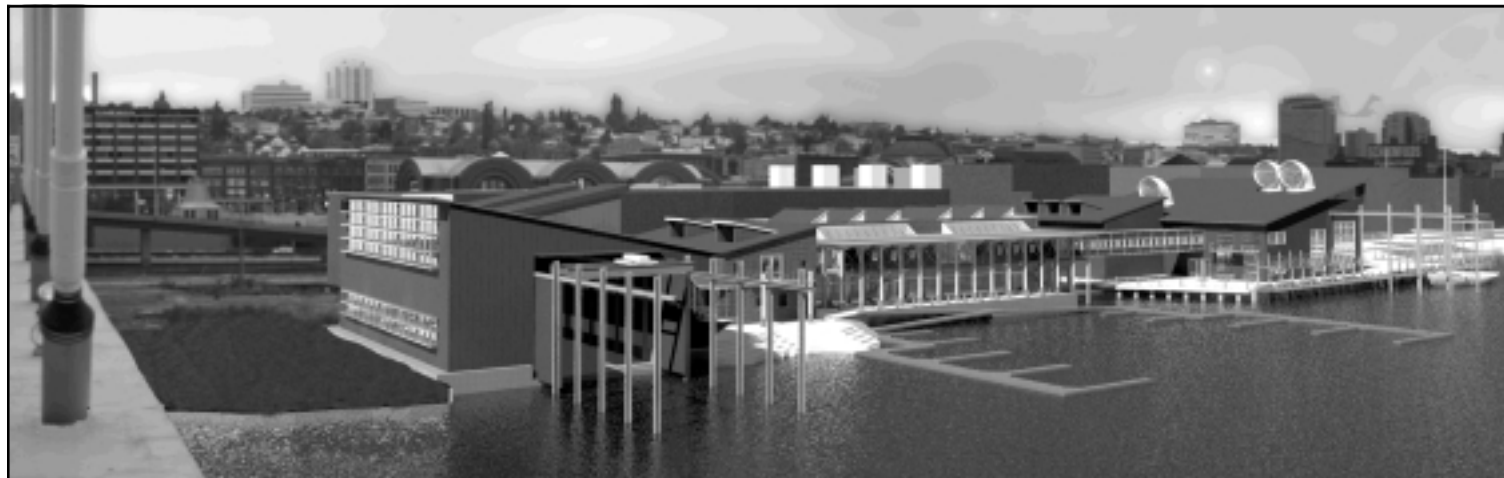
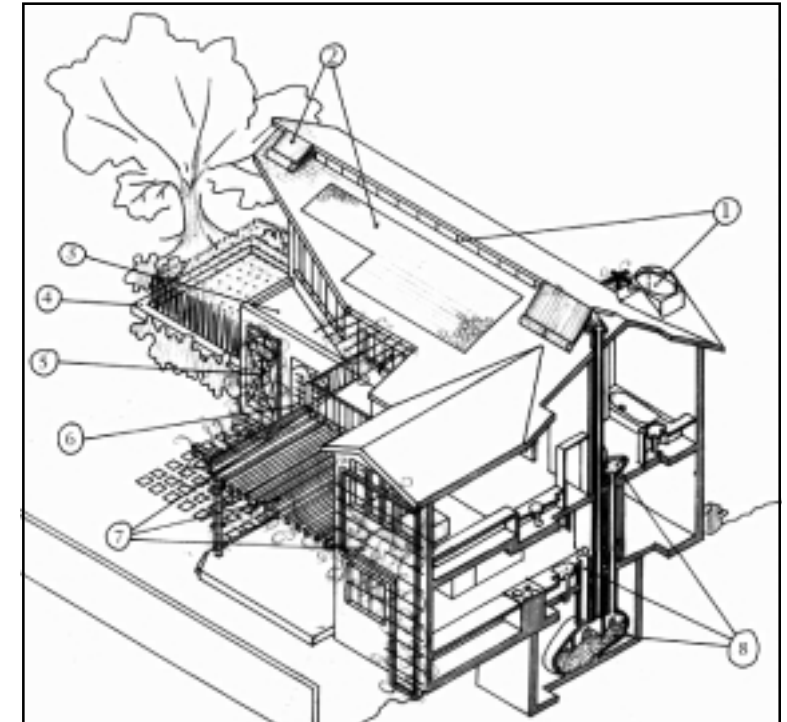
A Hillside Development

by Dave Toder - This development is composed of two different house types. One is an earth sheltered home that utilizes passive cooling and heating strategies while still collecting rainwater through a sod roof. The other is a duplex that uses passive and active solar technologies to help save energy.

The Solar and Sustainable Design Showcase is a quarterly event that encourages and recognizes the pursuit of sustainability in the University of Oregon School of Architecture and Allied Arts. These projects will also be posted on the World Wide Web. The complete works will be on display in the Hearth during the HOPES Conference. We encourage submissions at the end of Spring Quarter for the next showcase.

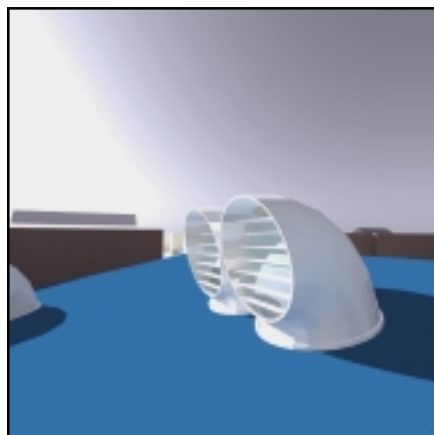
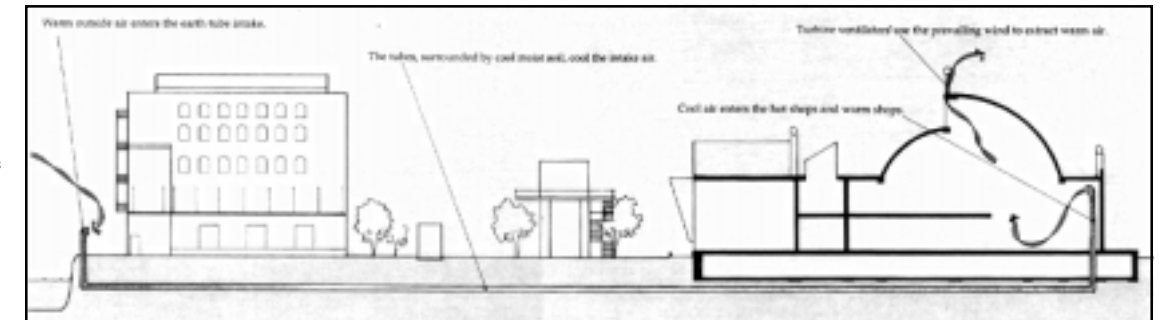
Karlsen House by Chris Chalmers

- 1 - SKYLIGHTS
- 2 - SOLAR HOT WATER AND PHOTOVOLTAIC PANELS
- 3 - LIGHT SHELVES
- 4 - REED BED
- 5 - TROMBE WALL
- 6 - DIRECT GAIN THERMAL MASS
- 7 - SEASONAL SHADING DEVICES
- 8 - "CLIVUS MULTRUM" COPOSTING TOILET

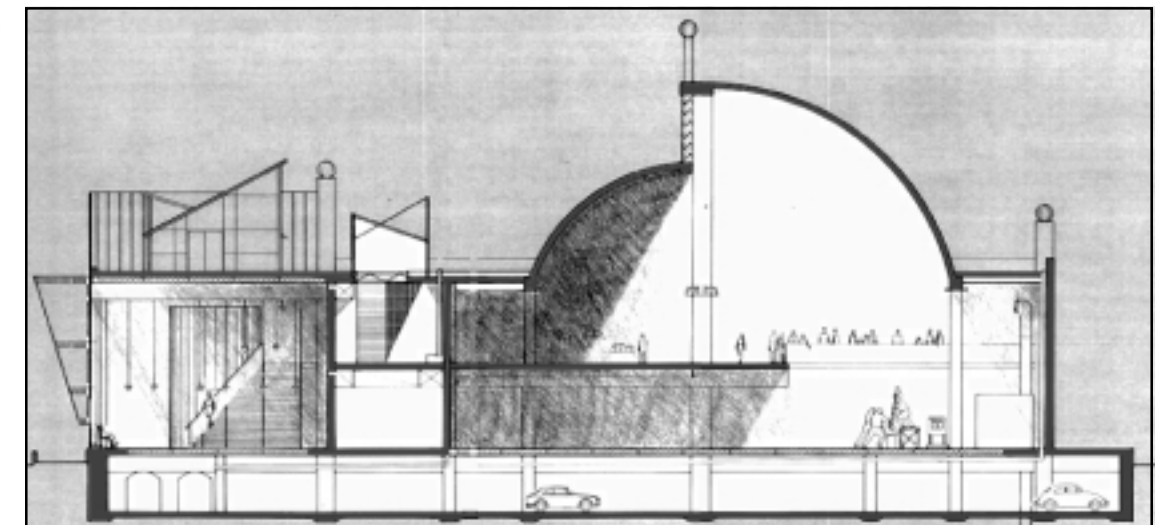


The International Glass

Museum by Therese Peffer
The Glass Art Museum further reinforces the connection with the natural environment. Passive cooling techniques remove steady the steady heat from glass blowing. Earth tubes that run the length of the plaza cool the intake air. Stack ventilation which also removes hot air is aided by wind-assisted turbines. Ventilation of mass further cools the interior. Glass louvered fins gracefully shade the south side of the building and mechanical louvers adjust for maximum daylight. The roof collects and retains rainwater, which playfully cascades through the building before entering a cistern for flushing toilets and watering roof gardens. The south facing roof uses a solar electric (photovoltaic) system to generate a portion of the museum's electrical needs.



The Washington Maritime Museum by Ross Leventhal will help to revitalize an extinct industrial area, the Thea Foss Waterway in Tacoma, Washington. By separating the program into a group of connected buildings, climate control by function, daylighting, and useful outdoor spaces were maximized. All south facing roofs are covered with photovoltaic integrated standing seam metal roofs. The boat restoration building has a large expanse of south glass, but is usually open to the outside, except on the coldest of days. The galleries and entry building are designed to utilize earth tubes and stack ventilation to mitigate heat gains by lights and people. Light scoops and clerestories reach up for the natural light in an overcast climate that provides well for a general lighting level that is supplemented with electric spots to enhance and customize the rotating exhibits.





Spring 1998

With the rapid growth of the "human built machine" it has become increasingly more difficult to understand this world, let alone find a place of comfort within it. This phenomenon is expressed throughout many realms of our society. Media advertisements have to be faster, better, more funny, or more touching than yesterday's. In the home, family dinners are becoming a blurred collage of nutrient sapped recipes, microwave emissions, and rushed greetings. My father has been flipping through the television channels faster than ever. Can we continue to increase the pace of our lives like this and expect to survive, let alone be happy?

One of the major factors in decisions made in today's society is fear. Being a university student, I have learned that the prospect of entering "The Real World" lurks in the nightmares of most students. The fear of being raped of values and moral standards by a cut throat corporate job market pervades the thoughts of students and nonstudents alike. When it conflicts with our quality of life, the environment has taken the back seat in the minds and checkbooks of most countries. Another example of fear in our society is that of the overwhelming powers of nature. This fear helps to fuel our destruction of the environment.

Environmental education is an important first step towards positive social change. Many of the problems in educational programs today stem from limits in our current curricula. They are composed of the remnants of ideas and values which date back before the industrial revolution. This paradigm trains students to excel in a corporate driven economy that values profit over

personal fulfillment.

I propose a new set of values and goals for education that can empower our communities and better the world we live in:

- Become more at peace with the natural world
- Learn about and practice an ecologically responsible life-style
- Learn about ourselves and our interconnected relationship with the natural world
- Learn more about the communities we live in and those around us.
- Learn how to collaborate in groups with people of various backgrounds
- Have hands on experience within our fields of study
- Learn and practice these values from an early age

Educational practices that incorporate these values and goals will help students contribute to our society in a more positive and effective way.

It is important for us to become at peace with the natural world if we are to stop jeopardizing our existence. We must begin to understand our world and in this way overcome our fears of nature. I was reminded of this when a professor quoted an old Japanese saying, "You must study the pine tree by the pine tree." The best way to learn about nature is by studying nature itself. Students and teachers should spend a substantial amount of time in close contact with nature. This would be valuable near the beginning of one's education and throughout their lives. They could stay in a shelter with no electricity, running water, or any other mechanical distraction. In such a close contact with nature one could not help but to learn about and accept the scattered plants, scurrying animals, masses of clouds, rivers of water, piles of

mountains, and vibrant sun rays that shape our surroundings.

It is also important for us to live a life-style that is less damaging to the environment. A class called "Basic Conservation Techniques" might focus on how our everyday activities effect the world around us. The class could also cover broad subjects like responsible consumerism and the politics of energy conservation. This class integrated with others, would teach the value of living a life-style that is consistent with one's beliefs.

Today, too many fields of study do not allow for a multifaceted education. This results in tunnel vision which blinds us from seeing the negative effect of our actions on our environment and society. We need to understand our relationship with the social, economic, political, and spiritual world around us. In many schools, a balance is emphasized between an education that is too general and one which is too specific. This effort is commendable but has been largely ineffective. Intensive collaboration and communication between different fields of study is needed now, more than ever.

The conventional schools today create a clear sense of community for the students, faculty, and staff, but it can be hard to establish any sort of connection with other surrounding communities. Stronger connections could be made between students and other community members by creating a setting where dialog, interaction, and understanding can take place. Whether in a classroom, at a homeless shelter, at a conference, or in a home, interactions between community members, professionals, students, faculty, and staff should be an important part of a well balanced education.

Group interaction and communication between individuals will be vital in repairing today's society. This

could start with classes and workshops that educate students about different methods used when working in groups. One good example of this is the idea of an interdisciplinary class or studio. This is a class that brings together people from different backgrounds who work together to solve a common goal. Collaboration can widen a student's knowledge base and teach more about the connections that exist between different arms of our society. An interdisciplinary class does not have to consist only of students. It can be a combination of students, community members, professionals, and faculty. Through this kind of collaboration a multitude of skills can be developed.

A final stage of environmental education could be hands on experience. Some possibilities might be making a solar panel for a term project and giving it to a family that is in need of some financial support.

Environmentally focused education should be present throughout all levels of education. Students should not have to wait until high school before they are exposed to the possibilities of community service. We should not have to wait until college to take classes in environmental preservation. I see many ecological values present in elementary schools today but they too often become side notes: "I will tell you about the implications of exponential population growth if we have time after the algebra lesson." This reflects an interest in environmental issues but a priority for subjects already required by today's schools.

Ultimately a more environmentally focused education will help us to shape our perception of the world. It will give us "the tools we need for self empowerment to make a change in a positive direction. ■"



Student Work

“You must study the pine tree by the pine tree”



Lecture Series

Environmental Resource Center Charette (*Opening to the H.O.P.E.S. Conference*)

April 16 5:00 PM, **Lawrence Hall room 206, U of O**

A charette is an intensive design investigation into possible schemes for a project. A design background is not required, all are encouraged to participate.

(For more information see Page 2 of this newsletter or call us!)

Free for Students, \$5 for community members.

1998 Renewable Energy Fair

April 17 10:00 AM to 5:00 PM, **EMU Courtyard, U of O**

The Renewable Energy Fair is a yearly event that is part of the University of Oregon's Earth Week celebration and the HOPES Eco-Design Arts conference. Come see the educational displays concerning energy alternatives and community solutions for a more sustainable future.

1998 H.O.P.E.S. Eco Design Arts Conference

"IN COLLABORATION - The Art and Ecology of Place Making"

Friday April 17 to Sunday April 19, **University of Oregon**

The fourth annual Eco Design Arts Conference will explore collaborative process in ecological design, community development, and the arts through presentations, discussions, and workshops. The conference is student initiated and organized.

Check out our web page for complete schedule information. <http://laz.uoregon.edu/~hopes>

Eugene CODE GREEN- Presentation to the public

April 30, 7:30 PM, **City Council Chambers, City Hall, 777 Pearl St. Eugene**

Members of the Solar Information Center and local activists will present more sustainable alternatives to current draft revision of the city land use codes. Make your voice heard! - the land use codes will greatly impact future development in Eugene for generations to come.

Can Buildings Make You Sick? - Video Brown Bag

Friday May 8th 12:00 Noon, **Lawrence Hall room 206, U of O**

This "Nova" special investigates the links between modern buildings and reoccurring illnesses. Lighting, ventilation, and building materials all effect our health. As we become more disconnected from natural cycles concerns over health safety in our buildings is rising.

Hope, Justice and Sustainable Architecture

May 14, 7:30 PM, **Lawrence Hall room 177, U of O**

Greg Acker is a Portland architect with 25 years of experience in designing passive solar buildings which also combine resource efficiency with low toxic construction. In an early experience with the Peace Corps in South America, he recognized an inherent concern for creating buildings that respect climate and local materials. Greg designed and built the 1992 HERE TODAY demonstration house in Portland, and his own home was featured in magazines and newspapers as healthy and environmentally-sensitive.

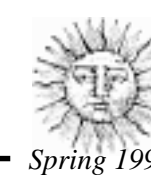
Diet for a New America - Your Health, Your Planet

Video Brown Bag with Jan Spencer of EarthSave

May 22, 12:00 - 1:00 PM, **Lawrence Hall room 206, U of O**

A 30 minute video summarizing the book by Jon Robbins, hosts a journey into the great American food machine and reveals the tremendous environmental and human health consequences of a diet based on animal products. Discussion to follow with Jan Spencer a local EarthSave healthy food activist.

For more information, please contact us at 541-346-3696



In-House Library

A Golden Thread - 2500 Years of Solar Architecture and Technology

by Ken Butti and John Perlin, Cheshire books, Palo Alto Copyright 1980

A Golden Thread is for all those who think that "solar" is a new fangled technology. This covers everything from early Greek passive solar homes, solar cookers and on up to photovoltaics. A Golden Thread makes you wonder why solar is NOT mainstream when this soft technology has been developed and used for so long. This book also touches on the Oil, Gas, Automotive, and Nuclear industries attempts to silence the coming solar energy revolution.

Community Energy Workbook -A Guide to Building a Sustainable Economy

by Alice Hubbard and Clay Fong, Rocky Mountain Institue, Copyright 1995

The Community Energy Workbook takes you by the hand and shows you step by step how to create a more sustainable local economy by establishing an energy efficiency program for your community. The goal of the program is to keep more money in the community by reducing the amount spent on energy. Very focused on the importance of involving the whole community, this workbook gives a framework for motivating and organizing fellow community members for change.

Straw Bale House

by Athena & Bill Steen, and David Bainbridge, a Real Goods Independent Living Book.**

The Straw Bale House gives detailed and various explanations of tried and tested methods for building straw bale houses, including making foundations, both bearing and non-bearing walls, window and door penetrations, roofs, floors, and wall plastering methods. It includes plenty of examples of already-built straw bale homes, and a design guide.

** also check out The Rammed Earth House, another Real Goods Independent Living Book

The Natural House Book

by David Pearson, a GAIA Original, Simon and Schuster Inc. and Fireside Books

Filled with hundreds of images of houses and dwellings David Pearson's The Natural House Book is a great resource for design ideas. Pearson discusses unhealthy living environments due to chemical exposure and the global impact of our consumption. He then explores more sustainable alternatives through examples from all over the world.

These summaries are just a sampling of the books and videos in our library.

Important: if you want to keep getting *Solar Incidents*
Please Send in this REPLY CARD if you have not contacted us already.

Due to limited funding we are continuing to update our mailing list.
 (Note: your address should be on the back of this card, if not please include it there.)

Please keep sending *Solar Incidents*!

Please add me/us to the mailing list!

Please take us off the mailing list.

Donations are always welcome, make checks out to Solar Information Center. Thanks for your support.

How are you enjoying our service?
 Comments on our newsletter, ERC project, website, lecture series, and in-house library are greatly appreciated.

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 Eugene, OR 97403-5236

Spring Term 1998 Schedule

Sat/Sun	M	TU	W	TH	F
28/29	30 Classes Begin	31	April 1	2	3
4/5	6	7	8	9	10
11/12	13	14	15	16 ERC Charette	17 Renewable Energy Fair & HOPES
18/19 HOPES Conference	20	21	22	23	24
25/26	27	28	29	30 Eugene Code Green	May 1
2/3	4	5	6	7	8 Sick Buildings Video
9/10	11	12	13	14 Greg Acker	15
16/17	18	19	20	21	22 Diet for A New America
23/24	25	26	27	28	29
30/31	June 1 Dead/Review Week	2	3	4	5

SOLAR INFORMATION CENTER

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