Gaia Magazine is the student-run environmental magazine at the University of California, Santa Cruz. It aims to provide coverage of sustainability-related initiatives on or linked to the UCSC campus as well as the broader community, in order to further awareness and encourage and organize constructive action. Gaia strives to practice the sustainability it promotes, and is printed locally on recycled paper using soy-based ink. It is published annually in the spring, and welcomes submissions from UCSC students.

This year at Gaia, our interests center on how transformation and sustainability are linked. Gaia hopes to encourage you to consider how sustainability has created socio-political and environmental change at UCSC, and likewise how the ideas and applications of sustainability have themselves been transformed. We challenge you to explore, reflect on, and get involved with environmental change in our local community.

If you are interested in joining the Gaia team or submitting your work to the magazine, please send us an email at environmentalmediaproject@gmail.com. For more information about the publication, please visit http://environmentalmediaproject.wordpress.com/. For our most recent news, check out our Facebook at https://www.facebook.com/environmentalmediaproject.

-The Editors of Gaia Magazine
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Photo by Zack Mikalonis
The UCSC campus is known for its natural beauty. The redwood forest, ocean views, and prevalent wildlife are standard features of a walk to class. But does that daily nature experience leave you wanting more? Where can you go to learn about the natural world, get your hands dirty with habitat restoration, participate in local ecology research projects, take a botanical tour of the world, relax among carnivorous plants, explore hiking trails, or even go foraging for mushrooms? The answers are closer and easier than you think!

**The Arboretum**

Containing plants from around the world, the Arboretum is a massive garden devoted to botanical research, conservation, and education. Take a stroll along the hummingbird trail to spot vibrant Allen’s hummingbirds from February through early summer. Wander among “living fossils,” succulents, and conifers from around the globe. Take in the sights and smells of the Rare Fruit Garden and the Aroma Garden. Go on a tour through Australia or South Africa without leaving Santa Cruz; the Arboretum hosts the largest collection of these plants outside of their native locations. The Arboretum also hosts lectures and workshops, and is heavily dependent on volunteers. The Arboretum is located near the west entrance to UCSC, off Empire Grade – conveniently near its own bus stop. The Arboretum is open daily from 9 am-5 pm, and admission is free to UCSC students. [http://arboretum.ucsc.edu](http://arboretum.ucsc.edu)

**Seymour Marine Discovery Center**

Through exhibits, touch tanks, and tours, the Seymour Marine Discovery Center is designed to give the public an inside look at the marine research happening at UCSC. Come marvel at the 87-foot blue whale skeleton, touch a sea star or a shark, observe intriguing animals in the aquarium exhibits, learn about ocean conservation, and take a tour to see the resident research dolphins of Long Marine Lab. Located at the end of Delaware Avenue, past Natural Bridges State Beach, the Seymour Center is open Tuesday-Saturday 10 am-5 pm, and Sunday noon-5 pm. Free for UCSC students with ID! Just visiting isn’t enough? They also take interns and volunteers. [http://seymourcenter.ucsc.edu](http://seymourcenter.ucsc.edu)

**UC Natural Reserve System – Younger Lagoon**

Founded in 1986, the Younger Lagoon Natural Reserve is named for the picturesque coastal lagoon it includes, which
provides habitat for 100 bird species, as well as an assortment of other animals including the endangered red-legged frog and tidewater goby. Like bird watching? On a clear day, you might see a heron stalking a hapless frog or admire a pair of black-shouldered kites hovering overhead. The Younger Lagoon Reserve is known for its habitat restoration work and research, and is a perfect place to volunteer or intern if you like playing in the dirt and want to learn about coastal environments. You can visit the lagoon itself through tours hosted by the Seymour Marine Discovery Center. The Reserve is located next to Long Marine Lab and the Seymour Center, at the end of Delaware Avenue.

The UC Natural Reserve System includes other reserves that are also managed by UCSC: Landels-Hill Big Creek, Año Nuevo Island, and Fort Ord. We encourage you to explore the opportunities at each of these as well, even though they are farther from campus. For information on all of the reserves (including the Campus Natural Reserve, below), visit: http://ucsantacruz.ucnrs.org

UCSC Site Stewardship Program
The UCSC Site Stewardship Program is dedicated to protecting, monitoring, and restoring natural areas on campus that have been damaged or are considered vulnerable ecological areas. You may have seen their signs up around campus, designating monitoring sites or protecting areas disturbed by student-created footpaths. They welcome interns and volunteers, who work on restoration projects, invasive plant removal, grassland monitoring, and outreach, among other things. If you want to dig in the dirt and protect the natural beauty of UCSC, the Site Stewardship Program combines both – so check it out! http://ucscplant.ucsc.edu/ucscplant/Grounds/index.jsp?page=Stewardship_Program
UCSC Museum of Natural History Collections
The UCSC Museum of Natural History Collections, founded as part of the Environmental Studies department in 1996, is located in Natural Sciences 2. Although the museum is not generally open to the public, they do occasionally hold open houses where you can view their fascinating collections of everything from plants to butterflies to fish to bobcats and more. The UCSC Museum of Natural History Collections is always looking for interns and volunteers, who help process specimens, support on-campus field research projects, and increase student interest in natural history.
Curious about nature? Visit their UCSC Natural History website: [http://www2.ucsc.edu/mnhc/ucscnh](http://www2.ucsc.edu/mnhc/ucscnh)
It has information on the critters and plants you can find on the UCSC campus, as well as downloadable maps and podcasts for taking your very own nature hike!

UCSC Natural History Club
The UCSC Natural History Club has been active intermittently over the past several decades. This is a great opportunity to get out in the field and spend time with other students who are passionate about nature. The UCSC Natural History Club holds weekly meetings in a different location each time. Many of the meetings are devoted to nature walks on campus, designed around a variety of topics: seek out animals, mushrooms, or flowering plants, or simply wander the great outdoors in search of intriguing sights. The UCSC Natural History Club also explores the UCSC Museum of Natural History Collections, so you don’t have to wait for an open house to discover what’s inside! Search for “UCSC Natural History Club” on Facebook to stay updated on club activities.

UCSC Greenhouse
Located on the roof of Thimann Labs on Science Hill, the UCSC Greenhouse is home to more than 700 plant species, including rainforest plants like chocolate trees and pineapple, carnivorous plants, and Santa Cruz natives. The Greenhouse primarily supports research and course-related learning, but students are welcome to visit. It’s open weekdays from 9am-3 pm, and is a relaxing place to enjoy some botanical musings. The Greenhouse also occasionally takes interns and volunteers. [http://greenhouse.ucsc.edu](http://greenhouse.ucsc.edu)

UCSC Recreation Department
Be sure to check out the recreation classes offered each quarter for outdoor adventures and nature experiences. Go foraging for mushrooms, participate in beach clean-ups, take a whale-watching trip, visit elephant seals, try your hand at nature illustration, or hike, bike, and kayak your way to learning more about the world around you.
[http://www.ucscrecreation.com](http://www.ucscrecreation.com)
Photo by Brandon Blackburn
The city of Santa Cruz has seen rich and diverse architectural styles throughout its history. Well before California became the thirty-first state, Spanish missionaries developed the area of Santa Cruz during the 1790s. One of the very first structures, the Mission La Exaltacion de la Santa Cruz, is still in use and remains a cherished historical site. Naturally, the earliest buildings took on a Spanish flavor and this trend lasted almost a century. Then, in the 1870s the Italianate and Queen Anne styles became common, especially in business buildings and wealthy residences. By the 1900s, the concept of suburbia had launched a new style labeled the Bungalow, which emphasized “integrity and beauty of materials in their native state.” Architecture in Santa Cruz has developed and transformed in response to its citizens’ passions.

Just as the architecture of the past has been a reflection of the needs and concerns of the generation at hand, the architecture of the present reflects a new breed of Santa Cruzians. If this generation’s focus had to be described in one word, it would be “sustainability.” Working together towards a healthier planet is a commitment that connects the multitudes of diverse people in this unconventional city. As a result, “green” architecture is gaining more and more popularity and recognition. This can be seen through new government regulations that are responding to the need to create more sustainable homes and businesses. The California Green Building Standards Code just became mandatory as of January 2011 although Santa Cruz is one of the earliest founders of a mandatory Green Building Program, which is constantly updating its standards.2, 3 Santa Cruz architects are also becoming more focused on energy efficiency, water conservation, resource efficiency, air quality, and other environmental impacts of the consumer-driven, growing population. Santa Cruz architects are leading the way to more sustainable local architecture, which is a beautiful example of how rising environmental concern is shaping the city of Santa Cruz.

In my quest to understand how sustainable architecture is affecting our community, I contacted some “green” architects in the area and asked them about specific techniques and improvements that are being implemented, and which ones they predict will have the greatest positive environmental impact in the future. While each architect had a unique approach, the common goal of creating more energy efficient buildings was unanimously agreed upon.

Green By Design: An Architectural Transformation
Article by Krista Rigsbee, Photos by Tori Zdeb
Leif Rideout, Architect Certified Green Designer

As a man of many talents, Leif Rideout shows his commitment to sustainability not just in architecture, but also in land use planning, computer imaging, and art. Regarding his architecture, he says it really comes down to consuming fewer resources because, in very simple terms, “using less stuff means using less energy.” Some effective methods that he employs in order to lessen our impact on the environment include:

1) Buying Local - Leif tries to get all his materials from local sources. This reduces the need for transportation, and therefore reduces the consumption of fossil fuels and our carbon footprint.

2) Using Flyash in Concrete - Flyash is a byproduct resulting from the combustion of coal and is normally dumped into landfills as garbage. However, by using it as a construction material and putting it into concrete, it gets recycled and put to good use. The substitution of flyash creates a stronger, higher quality concrete as well, and reduces the water demand and carbon dioxide emissions involved with the production and use of concrete.  

Leif uses these and many other sustainable methods to ensure that his clients are “getting what they need but not more.” In this way, he is able to create structures that are both desirable and sustainable.

Boone Low Ratliff Architects Inc. Santa Cruz Green Architects

I spoke with Monica M. Ratliff on behalf of this architectural firm. When it comes to the environment, Monica stated that they “believe in creating structures that are responsible” by focusing on “appropriateness,” resource conservation, and reducing the structure’s ecological footprint and energy usage. One of their recent projects, the Live Oak Resource Center, has been awarded the prestigious LEED (Leadership in Environmental and Energy Design) Platinum rating. It doesn’t get too much more responsible than that! When it comes to future methods, Monica says she is seeing a shift from trying to use less energy to “not using the energy in the first place.” Monica envisions the greatest architectural impact on the environment to be the “Passive House Concept.” The idea of the Passive House is to design homes so they have “net zero energy.” Passive homes cut energy consumption by as much as 90 percent, while also improving air quality. They use techniques such as photovoltaic panels (solar panels), super-insulation, and airtight building technology. Homes and businesses that consume virtually zero energy will be the ultimate responsible structure.

Stephanie Barnes-Castro: Award-Winning Green Architect

Stephanie Barnes-Castro graduated from the University of California, Santa Cruz with a degree in Environmental Studies in 1982. Naturally, her commitment
to sustainability has been a part of her work from the very beginning. Her most recent design on Geoffroy Drive is registered to receive the LEED Gold rating. She tells me that sustainable architecture is “all about energy.” A few methods she predicts will be the most effective in the future are:

1) Controlling Air Infiltration Rates - An energy efficient building must first and foremost be able to keep cold air from penetrating its walls in the winter while also releasing cool air in the summer. Stephanie Barnes-Castro says the trick is “buttoning up all the cracks and crevices” to ensure an airtight seal. While the goal is an infiltration rate of zero percent, even new construction can have an infiltration rate as high as “fifteen percent during winter months.” The best way to use less energy and have a more sustainable home is to strive for the lowest air infiltration rate possible.

2) Heat Recovery Ventilation (HRV) - This mechanism is used to promote indoor air quality and energy efficiency. Stephanie Barnes-Castro says HRV is essential to a sustainable structure because she believes that “good health (meaning no indoor air pollution) and good-stewardship go hand in hand.” It works by exchanging the stale indoor air with fresh outdoor air and by using a good portion of the heat from the indoor air to pre-heat the air from outside before it enters the building. This conservation of heat significantly reduces the need for heating, and therefore conserves a great deal of energy while maintaining fresh air throughout the building.

3) Windows with a High R-Value - The R-value of a material is its ability to resist the transfer of energy. The higher the R-value, the less energy that is transferred across the material. This is desirable when it comes to windows conserving energy. High R-value windows will not let heat escape from the building, nor let unwanted heat in. Basically, it is a form of insulation that conserves energy and reduces electricity bills.

Stephanie Barnes-Castro says that these new methods of conserving energy will most effectively help improve sustainability and will soon become more common. She tells me that such technology is much more widely accepted in European countries, such as Germany and Switzerland, and that we are “just a little behind the times,” but not for long.

The reason that sustainability thrives in Santa Cruz is that this community takes pride in promoting sustainable businesses of all types. For many residents of Santa Cruz, sustainability has become not just a trend, but a lifestyle. It is evident that a true commitment to ecological stewardship goes beyond simply tossing a can into the recycling bin or buying that cute, new eco-friendly water bottle that you only use twice. A true commitment to sustainability means making daily choices that are not just popular, but also powerful. Sustainable architecture provides the consumer with a powerful opportunity to invest in the future of our environment and improve the overall quality of life for generations to come. Architecture in Santa Cruz is transforming what it means to possess a real commitment to the health of the Earth as a whole, and this is the same commitment that is currently transforming architecture into a road towards a sustainable future.

References:

Photos are all of the LEED Gold Certified Cowell Student Health Center at UCSC.
Kiss
By Peter Ward

You transplanted a kiss
from the morning
to your lips
to my forehead

you were leaving
to collect soil
from the fields at dawn

pressing rotted earth
in your hands
smelling the chance brew
on your fingers

this student of uncertainty,
putting together
the makings of entropy,

piece by piece
you cultivate both
ideas and earth,

From chaos—
    a seed,
water and nutriment
stirred up!
become a body
a miracle of probability
from everythingness
into will to live.
When children see food coming out of buffet-style bins and going onto their plates, they experience a disconnection between what they are eating and where it comes from. The same goes for food handed through windows at drive-thru fast food joints or meals heated up and eaten out of pre-packaged microwave-safe containers, and even food ladled out of pots and pans at home. Many children draw no connection between cattle and cheeseburgers or milk; wheat and flour; or ears of corn and popcorn. Children don’t know what food is made of, where it comes from, or how it gets to them. Consuming unhealthy food is not the only problem; children may have difficulty comprehending how their choices about food affect the environment as a whole, from consuming local foods to proper disposal of trash. So how do we get better food into schools and teach young Americans to be food (and planet) conscious, as well as develop healthy eating habits? Two exemplary programs in Santa Cruz County work towards increasing health and environmental awareness in innovative and creative ways:

**Life Lab Kitchen and Garden**

Life Lab at Gault Elementary is a combination of two different programs: a nutrition program and a Life Lab garden. The nutrition program is run by Jessica Silverman Curcio and funded through a contract that provides federal funding, which is funneled through the state to schools where 50% or more of the student population receives free or reduced-price lunches, which may indicate low income populations in schools. These funds go towards preventative nutrition education: for teachers and parents via workshops, and for students who learn about food in the garden with the goals of battling childhood obesity and diabetes.

The Life Lab garden, lead by Susan Dahlgren and funded mostly through the school district, gives children...
students talk at lunchtime reveals how proud they are to provide sustenance for their peers: “I picked the lettuce we are eating” or “Hey, I picked that leaf, let me eat it!” Not only are students proud of their efforts, but no longer are vegetables demonized. Picking the food themselves makes kids more likely to eat vegetables and enjoy them. Another example of this occurred during the Pea Pod festival, where students could earn prizes by showing how much they learned about peas. Students were unenthusiastic about the store-bought peas, but when they were sent into the garden to search for peas on the vine, the adventure suddenly transformed an icky vegetable into a highly desired and delicious item.

Since the nutrition program’s contract is to educate low income and underserved populations about diabetes and obesity, the curriculum is often modified to reflect the experiences of students and their families. For example, many of the student’s families are originally from Mexico or Latin America, so ingredients such as corn, tortillas, beans, tomatoes, chilies, and avocados are used regularly in the Life Lab kitchen. Students working with these ingredients exhibit interest and pride in the dishes made, saying: “My mom cooks with those!” or “I eat these all the time!” When other classmates are excited about these dishes, it shows students that they, and their experiences, are valued in an education system where underserved populations often don’t see themselves reflected in the curriculum. It is important to recognize that children don’t buy food, parents do. Getting kids excited to eat healthy foods may encourage parents to keep healthier options around the house. Many students are enthusiastic about sharing their knowledge with their parents, and they look forward to helping in their kitchens at home, often taking home a recipe for their parents.

If you’ve ever spent time around kids, you know that there are a few things that are generally considered true by anyone aged 10-and-a-half or younger: 1) anything resembling a vegetable is to be avoided like kryptonite; 2) healthy is synonymous with gross; and 3) there are dinosaur bones, fairies, or buried treasure hidden in every nook, cranny, and garden bed. The most wonderful thing about Life Lab is that it encourages a healthy lifestyle by showing how being healthy is fun. Students are encouraged by the experiential nature of their time in the garden to be creative, playful, and proud of what they accomplish. For example, students periodically harvest lettuce or other ingredients for the salad bar in the school cafeteria. Listening to the opportunity to learn and appreciate the natural beauty of food production, turning all students into environmental stewards. The program uses the garden to teach a wide variety of subjects: pollination and plant physiology; plant, animal, and insect life cycles; water cycles and conservation; nutrient cycles; and many others. The goal is to provide experiential, inquiry-based education by teaching hands-on science that reflects and expands upon what students learn in their science classes. The garden contains a greywater system, a greenhouse, compost receptacles of various types, and beds including a soup garden.

Photos: Page 15: Upper left (by Tori Zdeb): Life Lab students harvest lettuce; Above (by Tori Zdeb): Life Lab teacher Susan Dahlgren teaching a lesson. Page 16: Left (by Brooke Velasquez): Raugust preparing for the day’s lesson; Upper right (by Tori Zdeb): Life Lab students preparing a meal; Lower right (by Brooke Velasquez): A meal made by Food Lab students.
Food Lab

At Pacific Elementary, a revolutionary program called Food Lab occurs on a daily basis where students are involved in every aspect of their school lunches—planning, planting, harvesting, preparing, cooking, and eating. Stephanie Raugust, Food Service Director at Pacific Elementary, began Food Lab in 1984 and continues to run it today. As a single parent and restaurateur, Raugust saw that her child’s school lunch program needed to change. “At the very beginning I wouldn’t make my daughter lunch, I had to have the lunch that was provided [by the school], but no one was eating it - they were throwing it away.” Inspired by the Environmental Living Program and David Nettle, Raugust realized students were capable of creating their own healthy lunches if they were just given the opportunity.

Cooperation is fundamental in Food Lab and students learn the satisfaction of producing a successful meal as a team. Raugust’s students learn through first hand experience and gain important life skills, such as learning to work together under time constraints and how to use kitchen equipment properly and safely. Groups of five to seven fifth and sixth graders prepare between 60 and 100 lunches each day. Each child has a specific position that is rotated monthly throughout the year: manager, baker, prep person, and cook. Raugust describes, “the gain in what they [the students] get from their self esteem and from exceeding in something is immeasurable.” Every day is not perfect, and Raugust leaves time, which she calls “The Magic Hour,” to discuss with the students any errors that occurred and how they can be improved. Food Lab is not just about the product, but the experience of the process.

At Food Lab, the kitchen is a classroom. Raugust teaches curriculum-based lessons that meet state standards in math, science, history, reading, health, nutrition, and environmental awareness. For example, the menu at Food Lab is based on the 6th grade history curriculum, which is ancient cultures, so for one meal, students prepared spanakopita, rice pilaf, greek salad, and kiwis. Other favorite meals include pesto pizza, pozole, and moussaka. All meals include a choice of meat or veggies as well as a seasonal fruit or salad.

Under the guidance and instruction of Raugust, students learn about the rich agricultural community in which they live, where their food comes from, and cultural and historical connections through exploring the diverse meals of cultures around the world. Environmental awareness and sustainability are core values that Food Lab advocates, including recycling and local food production. More than 70% of the produce used for Food Lab is grown on local farms in the area, including Jacobs’ Farm (Cal Poly), Alba Organics, Swanton Berry Farm, Two Dog Farm, and Green Oaks Farm. Additionally, some of the produce used by Food Lab is grown by the Life Lab program, which

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is where students plan, plant, tend, and harvest from the school’s garden beds. All produce scraps are composted in the school’s garden or fed to pigs on local farms.

This unique lunch program works within the standards of the National School Lunch Program, yet goes beyond by providing fifth and sixth graders the daily, hands-on experience of planning and creating the meals that they will sit down and eat along with their fellow classmates and the school staff. Raugust states that, “when we eat we are also taking a moment to be grateful and that makes us better people the rest of the day. It’s not just about the nutrients, it’s the coming together that gives people a sense of belonging.”

Food Lab is catching on in other schools. In 2011, La Honda Elementary in La Honda-Pescadero Unified School District began their own Food Lab class and this pilot program is the first Food Lab program to successfully expand to another school. The implementation of environmental education in schools is crucial to our growth as a society and the successful expansion of Food Lab shows that this type of program is making headway.

Environmental education programs don’t just teach students science and nutrition; they teach students to be healthy and environmentally aware consumers in a world where the best choice usually isn’t the most accessible. From aisle ends and checkout lines of most grocery stores, the salty succulence of fast food and potato chips allure shoppers of all ages. In our increasingly fast-paced culture, uncritically consuming food has become a dangerous pastime of American citizens. According to the website of the Centers for Disease Control and Prevention (CDC), 17% of American youth aged 2-19 are obese, and 151,000 people under age 20 have diabetes, with an increasing number of cases of type 2 diabetes. Historically, type 2 diabetes is found in people age 40 or older. CDC studies also show that only 10% of American youth adhere to daily fat consumption guidelines. Programs like Gault Elementary’s Life Lab kitchen and garden and Pacific Elementary’s Food Lab are giant leaps in the right direction towards a healthier population and a healthier planet. As Stephanie Raugust believes, “when we put our children first, and we seek for their best care, we find solutions.”

Food Lab students prepare a meal for Pacific Elementary School. Photo by Brooke Velasquez.

A Life Lab student pumps water from the greywater system to water garden flowers. Photo by Tori Zdeb.
As Cecil Beaton so famously put it, “the truly fashion-able are beyond fashion.” To the newly-formed UCSC Fashion Club, the most interesting-looking students on campus are those who show a truly unique sense of style. In the past few weeks, we’ve started to track fashion across the ten colleges. Often, we’ve found that students seem to be influenced by their surroundings, and who could blame them in a place so naturally beautiful? The UCSC campus is undoubtedly one of the most inspiring places to learn, play, and dress. Santa Cruz students boast a wild array of styles, but we’ve witnessed a growing consciousness on campus for chic thrift, vintage, or otherwise ‘green’ fashion. Thrift shopping is not only invigorating (for those who get a thrill out of hunting through bargain bins), but more importantly, it helps to lower one’s carbon footprint because a gently-used product requires no additional energy to fill a consumer’s need or desire. Reused products don’t require the weight or waste of packaging that new products do, nor do they add to the burning of fuels that are necessary for transporting goods. Just imagine if your favorite thrifted blazer or t-shirt had ended up in a landfill... what a waste!

In these photos, you are invited to be inspired by the transformations of seemingly unwanted or forgotten garments whose stories are woven into the fibers that hold their stitching together. We began with the concept of a dream-world filled with light, lacy vintage frocks perfect for running through the soft patches of sunlight between the redwoods. These little spots of warmth upon our skin were much-welcomed, but we realized the oddity of such a sunny day in January, and we began to think about the implications of that gentle radiation.

Thrift to Thrive, Shop to Survive

Article by Kohar Minassian, Photos by Gabriel Carlos
Our vision transformed as we discussed the climate's apparent shift from clear cycles of weather to disrupted patterns of warm and cold. The earth's transformation from a stable to unpredictable climate is a hot topic on our campus, but like most students, we believe that more can and should be done than just repeating the “reduce, reuse, recycle” mantra. The lightness of our original dream-world is disillusioned, but we remain optimistic - there is beauty to be found in darkness and frustration. In our photos, we represent the aggression of society’s unceasing consumption of natural resources through the slick darkness of the garments which seem to disrupt nature’s breathtaking display of the greenery around us.

Through fashion, specifically thrifted, green fashion, students can define their personal identities. This is not only done through a student's choice of clothes, but the place from which they purchase garments. In our society, even in Santa Cruz, money speaks volumes: by shopping at local thrift stores, students support local businesses and the people who run them. This seemingly small choice of where to shop positively impacts the community and the self. To get students started, we’ve compiled a brief list of the thrift stores we shopped at to put together this story’s looks. For those interested in the UCSC Fashion Club, please follow us at: http://slugstyle.tumblr.com 🌍
A Guide to Downtown Santa Cruz Thrifters
By Lauren Emily Brown

50% Off Store
Rating: 4.5/5
Address: 521 Front Street
The 50% Off Store always has very impressive prices, as hinted at by its name. Loaded with racks among racks of decent quality second-hand clothes, you'll be sure to find whatever you're looking for here (as long as you're willing to truly look). As a thrift store, some items will obviously not be in the best condition, but if you take your time and pick through the massive selection, you'll come across some amazing finds. It also boasts an impressive collection of household items that you can get lost looking through for hours. If you've got an eye for finding unique pieces, or if you just want to add a few new pieces to your wardrobe without breaking a budget, this is your new favorite store.

Moon Zoom
Rating: 4/5
Address: 813 Pacific Street
The vintage aesthetic of Moon Zoom is rivaled by very few consignment stores. As a rule, Moon Zoom will, with very few exceptions, only sell items that are from the 70s or older. Although slightly pricey, the quality of authentic, one-of-a-kind, original, and often designer articles makes shopping at Moon Zoom worth the slight guilt you may feel when you leave with heavy bags. Definitely check this store out if you've got an eye for finding unique pieces, or if you just want to add a few new pieces to your wardrobe without breaking a budget, this is your new favorite store.

The Salvation Army Thrift Store
Rating: 3.5/5
Address: 812 Pacific Street
The Salvation Army has a great reputation, and as a massive chain thrift store, its prestige is well-deserved. Although the Santa Cruz location doesn't have the largest selection, it makes amends by having a fantastic upstairs vintage section and dressing rooms that have actual doors. Their "50%-Off Wednesdays" only adds to the appeal of their already-attractive prices. With furniture to lounge on and books to flip through when you're tired of carrying armfuls of clothes, this thrift store definitely rates as a B+ store.

Crossroads
Rating: 3/5
Address: 811 Pacific Street
If you've never been to Crossroads, you should definitely keep in mind that it is a second-hand store, not a thrift store. This entails that all of the clothes are in very good condition, but since they buy their clothes rather than accept donations, everything is priced higher than it would be at a thrift store. That said, it is slightly disappointing how small of a selection this store has. To make up for it, however, most of the styles are very contemporary and can be found at stores like Urban Outfitters, Free People, and American Apparel. New or nearly-new shoes, dresses, purses, and men's clothes are in store if you decide to shop at Crossroads.

Photos by Gabriel Carlos
The Sun, a Fruit
By Carly Anderson

In the peach light of sunrise
I will take the peach
I will take the sun, a fruit
I will taste that circle

I can bring the sunrise
I can bring the sunset
Do you need rain?
It is my hair, it falls

I will take the tallest tree
I will ask its secret
Its heartwoods are my organs
I drop the seeds, they sprout

I can bring the fires
I can whisper that destruction
Do you need rain?
It is my hair, it falls

I will lay the waves
I will dance them rolling
Their salt is my sweat, a dew
I can breathe the otter, the great white

I can cry the soil
I can sob that bed of cells
Do you need rain?
It is my hair, it falls

I will take the stars singly
I will light my room with that glow
In all that darkness, my room ablaze
I can ask their silence, their opinion

In the peach light of sunset
I will take the peach
I will take the sun, a fruit
I will taste that circle before it sets.
Ode to the Earthworm
By Brooke Velasquez

They call you Nightcrawler
& Eww Gross, you malevolent
Guardian of Gardens,
Keeper of aeration

And drainage. Yes, you
Are the true, first environmentalist.
Darwin's got it right, you're fit

To find survival. Cunning, slimy & blind,
You dig through dark, damp labyrinths
Under layers of chocolate colored earth,
crawling between Mercutio's bones
Or pace on paved driveways after fresh rain
As if you were drinking concrete.

None compare, none compete
As you decompose every organic matter. Oh,
You heroic hermaphrodite,
Soil would be so poor without your parade of pistons.

Treasure
By Beverly Bakken

We walked the path by the river so often
it felt like our path,
through the bushes to where
the sound of cars on the dirt road faded
and our gaze turned to the water
as it carved the sand bar in spring,
or in winter
etched its own design beneath the icy floes;
but even so, I was alone
the summer day I walked the parched river bed
and found one pond left by the relentless heat
with five goldfish glimmering in its darkness,
which, try as I might to find it again
so you could see,
I never did.
I arrived 20 minutes early for my first teaching mission at a group home in Watsonville, California. I turned off the engine of my faded red 1983 BMW, took a few deep breaths, and flipped through my notes before show time: “Relationships. Dreams. Connections. Living examples.” I set the box of Science of Marine Reserves booklets donated by Long Marine Lab on the pavement. I pulled paint-covered easels, a portable projector screen, and fold-up tables from my backseat, and unpacked canvasses, drop cloths, and a big box of paints and brushes from my trunk. Ignoring any apprehension about connecting with the kids, I transported the materials into a dim classroom. This was the first time I had been back to a group home since I was fourteen years old.

Before I enrolled as a re-entry student at UCSC, I dreamed of starting an educational non-profit organization that illuminated human connections to nature and water as a theme for teaching and healing. With no money to hire an attorney to help me with the legal paperwork, I spent months researching 501(c)(3) laws and requirements, saved $299 for the application fee, and submitted a 32-page application to the IRS to start The SeaVibe Foundation. I shuffled through three rounds of intimidating investigations before I received the IRS approval letter that transformed my dreams into reality.

**Transforming from a Paper Organization to a Grassroots Actor**

The Student Volunteer Center advertised $1,000 Community Service Grants – I applied. I had already developed a high school ocean science and art program as a class project, so I called local group homes and wrote letters to art stores seeking community partnerships. Santa Cruz Community Counseling Center provided a kind letter of support, and Palace Arts donated gift certificates to supplement our art supply budget. Two months later, the SeaVibe Community Art Project was born.

Nearly all teenagers at the group home fell into trouble with the law or dabbled in drugs and gangs. Waiting for the students to enter the classroom that first day, I wrote
on the white board: “What are your dreams? Making Connections…Community…Volunteering…Ocean…eARTh…SeaVibe Foundation.” I arranged the chairs in a circle and gave the wilting spider plant in the window a drink of water from my canteen. Students streamed in wearing obedient smiles, saggy jeans, and long, brown ponytails. We introduced ourselves, passing around a pearly abalone shell. Each student received a journal, a program agenda, my business card with an open invitation to contact me anytime for any reason, and a pre-project questionnaire.

The questionnaire responses showed that approximately 70% of the students rarely participated in ocean education programs or went to aquariums, but they all visited the beach between 10 and 50 times per year. They wanted to learn about the ocean and had volunteered at beach clean-ups. They dreamt of being cosmetologists, artists, counselors, lawyers, biologists, astronauts, tattoo artists, In-and-Out franchise owners, music producers, nurses, and probation officers.

We kicked off the program with a mini film festival. Sea Studios Foundation donated free documentaries to grab the students’ attention and give us something to talk about in a safe setting without requiring too much personal sharing. The movies prompted lengthy, productive discussions about the benefits and risks of aquaculture, plastics in the ocean and their impact on albatrosses, the decline of the California fishing industry, and the benefits of the 29 Marine Protected Areas along the Central Coast of California. We explored The Science of Marine Reserves workbook to learn about ecosystem-based conservation, how it contributes to a sustainable future, and the importance of preserving cultural and natural resources for future generations to enjoy. We discussed the ways Marine Protected Areas provide volunteer opportunities, such as participating in habitat restoration and scientific monitoring, and improve our emotional and physical health. We used Marine Protected Areas as a metaphor for making connections in the community. Like social networks that spill over into new opportunities, each reserve increases species abundance and diversity, which spills over the borders, eventually connecting to other reserves to replenish the entire ocean.

The following week, the group home teacher called and said the girls wanted to paint at Watsonville Park, but the boys refused to paint in public. I invited them to Point Lobos Marine Reserve and we painted in a secluded meadow across the street from the ocean. We discovered several natural artists in our class and the confidence in our upcoming community art exhibit escalated.

A boy who initially refused to paint asked for a second canvas. With a paintbrush in his back pocket and a bandana tied around his forehead like Tupac, he tied his easel to the fence with a bungee cord and stood his other canvas on the picnic table bench. Taking a few steps back, he admired his painting from a distance and threw two thumbs up in the air. Everyone laughed and floated around, complimenting each other on their ocean scenes, great whites, fish pods, seahorses, and Sponge Bobs.

A three-day program turned into three months. Students asked to paint more, so we did. We painted in the sunny back yard of the group home and listened to old school R&B and rap on the radio. A trip to the Monterey Bay Aquarium inspired creative ideas for the ocean mural we painted in their community room over the next few weeks.
Art provided time to process educational material, ask questions, express emotions in a non-judgmental atmosphere, and produce creative summaries of knowledge retained from the lessons. At the end of each day, we took pictures with our paintings and one day snapped a group picture that now hangs with the SeaVibe Community Art Exhibit at Casa Latina in Merrill College at UCSC. Students and group home staff took a field trip to UCSC for the exhibit opening. We enjoyed homemade organic food donated by local farms and participated in a motivational focus group facilitated by Professor Hector Perla from the LALS Department.

The post-project questionnaires reflected enjoyment of the film festival and a desire to learn more about marine life and the mysteries of the ocean. The students requested more art and more field trips to experience nature's healing properties. They were eager for new examples of how to reduce negative impacts on the environment and suggested reorganization of the program to take field trips first. The students reminded me why being outdoors is at the heart of the SeaVibe's mission.

**Vision for the Future**

SeaVibe is registered in the Santa Cruz County Volunteer Center database, and offers volunteer opportunities to anyone interested in participating in mural projects to paint over vandalism in the community. We provide community service opportunities for adjudicated youth and probation services as ways to connect people to environmental fieldwork and educational programs. We emphasize personal relationships with nature to facilitate more successful reintegration into society and to reduce recidivism. SeaVibe provides a way to reach marginalized people who might not otherwise have this opportunity.

Research shows that these programs can improve mental and physical health through reductions in stress, heart disease, anxiety, and depression. They can improve cognitive and academic achievement and reduce crime, as well as combat community deterioration by increasing environmental stewardship. All our work at SeaVibe has been on a 100% volunteer basis and the small grants we receive only pay for supplies and equipment. I aim to sustain the program and transform it into my full-time career. I believe in the SeaVibe mission and, through trial and error and a lot of hard work, have discovered a clear vision of how to accomplish my dreams.

It is not easy pioneering revolutionary educational programs that persuade teachers and educational institutions to escape the walls of everyday classrooms and defy their regimented schedules. Sometimes, I wonder why I am doing this instead of working at a regular paying job. At the group home, kids taped plastic around their spotless shoes and posed for the camera. One girl held a paper cup dripping with orange paint while meditating on the outline of a sea star on the blue-green wall. “Painting this mural keeps me from thinking of doing heroin,” she confessed. Another student spent painful Saturdays at the local hospital having gang tattoos removed from her hands. She recently graduated the group home program, volunteers for SeaVibe, and will graduate high school this year. She plans to go to community college and work as a Project Leader on our next mural project at a local foster learning center. Witnessing these transformations keeps me hustling resources to sustain our projects and keep these kids involved in community art projects.

SeaVibe's Internship is expanding, providing project-based activities in more after-school programs, alternative schools, adult schools, community colleges, group and foster homes, and juvenile detention centers in the Monterey Bay Area and out of state. Our focus is on water quality in the Pajaro, Salinas, and Carmel Rivers and their tributaries. By joining the SeaVibe internship, one can experience the transformation from undergraduate student to teacher, project leader, Board Member, and community activist. Our interns work with youth to prepare them with skills they need to protect the future of our fresh water and ocean resources. Anyone is welcome to be part of our team. Visit http://www.seavibe.org or email info@seavibe.org for more information.
Ingredients:
12 ounces spaghetti (or substitute your favorite noodle)
1 tablespoon olive oil
1 cup chopped almonds
½ cup pine nuts
3 cloves of garlic, minced
1 teaspoon dried basil
½ teaspoon of sea salt
¼ cup Parmesan cheese (vegan cheese works as well)
1 cup cherry tomatoes
1 1/2 cups asparagus
1 cup green beans (cut into 2-inch segments)
2 bell peppers (try using different colors for a more appealing look and taste)
1 small zucchini
½ cup chopped onion
1 tablespoon olive oil
Preferred seasonings (I used oregano, salt, pepper, and chili powder)

Preparation:
Mix all the veggies and toss with oil and seasonings in a bowl. Transfer veggies to a baking pan and bake at 350 degrees for 15 to 20 minutes. Next, switch to a broil and cook until veggies are slightly blackened on top. Alternatively, sauté veggies in a medium pan on the stovetop until thoroughly cooked.

Meanwhile, prepare the spaghetti according to package directions.

Toss the olive oil, almonds, pine nuts, garlic, basil, sea salt, and cheese in a large bowl. Add nut mixture to drained and rinsed pasta, and toss to combine. Finally, stir in veggies until evenly distributed.

This recipe is based on the recipe by Jen at Santa Cruz Waves. For the original recipe, go to http://www.santacruzwaves.com/health-and-fitness/nutrition/1192-weekly-recipe.html
Dad’s Spicy Slaw
By Emma Schmitz

Ingredients:
1 medium head of cabbage
1 bunch of green onions
½ cup of slivered almonds
¼ cup of sesame seeds
1 pack of ramen or 1 cup of cooked and cooled orzo

Dressing:
2/3 cup of rice vinegar
1 tablespoon peanut oil
1 tablespoon Tabasco sauce
2 tablespoons raw sugar

Preparation:
- Cook ramen or orzo according to package directions
- Chop cabbage and green onions and put into a large bowl
- Toast almonds until lightly brown or to your own preference in a pan with 1 tablespoon peanut or sesame oil, add to the cabbage and onion mixture
- Add ramen or orzo and sesame seeds to the bowl
- Combine dressing ingredients and stir into the slaw

Suggestions:
- For a heartier veggie coleslaw, you may add carrots, purple cabbage, cucumber, or broccoli.
- If you’re not sure how spicy you want it, mix the dressing separately and then add hot sauce to taste. After the dressing is well mixed, add to the slaw and mix well with a large spoon or salad utensil.

Photos by Brooke Velasquez
The Citron Light
By Beverly Bakken

What can I say of the day when we
left our car by the winding road,
as the mist poured in from the sea?

The trail was muddy, we slipped on the scree,
I grasped the roots, his hand took hold;
what shall I say of the day when we ...

Came to a glade of fragrant trees,
where guavas fell softly – a treasure trove,
as the mist rolled over us, up from the sea.

We peeled their thin skin to reach
the tangy sweet of that abode,
what can I say of the day when we quenched our curiosity?

Drawn by the percussion of rustling leaves,
we parted the veil of the bamboo grove
that swayed with the wind, gusting in from the sea.

Within its shimmering greenery
a citron light through filigree wove
upon his face, the day when we
followed the mist pouring in from the sea.

Lieber Aaron
(Letters from Bavaria)
By Peter Ward

To you, who stands with
both feet upon soft earth walk,
one leg before the other
No step back—
No look back—

behind you
the fall leaf rots
before you
the winter frosts promise

that between the two
you are in Paradise

Photo by Brandon Blackburn
Issue IV
The UCSC Carbon Fund, along with help from environmentally conscious students, staff, and faculty, is giving Santa Cruz a green makeover! In its first year of operation, the Fund granted over $200,000 to 14 staff- and student-run greenhouse gas reduction projects. These projects have transformed the way we consume energy in the Santa Cruz area.

During the first round of funding in Winter 2011, Tiffany Wise-West, a graduate student in the Environmental Studies Ph.D. program, received funding for a project called Coastal Energy Research Facility (CERF). Tiffany and her mentor, Professor Brent Haddad, supervised a team that helped make the historic Santa Cruz Municipal Wharf energy self-sufficient by installing a wind turbine on the roof of the Wharf Headquarters. With a grant from our most recent round of funding in Fall 2011, the CERF team will be adding an electric vehicle charging station to the wharf!

The grant has also funded a water conservation project run by the Arboretum in collaboration with students. The team has brought in speakers like Carol Bornstein to educate the community on what plants are sustainable and appropriate for conservation. Arboretum student worker Amanda Philbin helps to run drought tolerant plant sales. The team has held three major plant sales this year, totaling over $44,000.

Undergraduates Grant Hartwell, Gabi Kirk, and Lindsey Roark have launched a “Take Back The Tap” pilot program to turn some of UCSC’s drinking fountains into reusable bottle refill stations with push-back spigots similar to the ones used in fast-food restaurant soda fountains. The grant funded the installation of refill stations at the Slug Porter Cafe, the OPERS East Field House Gym, and several other places on campus. The Take Back the Tap team has also been petitioning for a campus-wide plastic water bottle ban.

Do you have a creative greenhouse gas reduction idea? Let the Carbon Fund help it grow! We will be accepting applications next school year. For more information on how to get involved, visit our website at http://sustainability.ucsc.edu/sustainability-office/student-engagement/carbon-fund or email us at carbonfund.ucsc@gmail.com. We hope you take advantage of this great opportunity to help our community move towards a sustainable future!
The New Wealthy Californian
By Elan Saltman

Light pours over the Sierra Nevada Mountains making a handful of roads and railways visible. A new family has just shuttled into the community, and leased one of their newest affordable eco-homes.

They have two kids, who are very active and excited about the region’s parks and facilities. Deep blue rock pools scatter the area and there are several chair lifts winding up the mountains. Good for hikes, bikes, or casual picnics on the summit. At night, the fireflies light up.

It is easy for kids to enjoy school due to half their classes being held outdoors, and the parents have very rewarding jobs. The husband is a wildlife analyst, tracking California endemic species and his wife works as the head of logistics for an emerging Medicinal-Algae production company.

The homes are seamlessly integrated into the boulders, and have barely visible rooftops covered in a moist layer of dirt and varied plant life. Each home has efficient solar lighting and heating, with thick walls insulated by soy-based foam. When it rains, water collects in channeled flows leading to personal storage space. Life is good.

This area has been rated by the Economist #1 for Most Sustainable, Low-cost Community, an award now given out every year…

Photos: Upper by Tori Zdeb; Lower by Melissa Ott
Fresh. Natural. Crisp. Clean. These are the words that plastic water bottle companies want their consumers to use when talking about their “spring water.” However, recently major companies such as Nestle, PepsiCo, and Coca Cola are sporting a new pitch on their bottles: eco-friendly. Although some companies legitimately produce goods that promote sustainability, these plastic water bottle corporations are only misleading consumers through a method of deceptive environmental advertising called “greenwashing.” This false promotion of goods includes label vagueness, fake third-party endorsements, and irrelevant packaging information. Because bottled water is trending to be “environmentally friendly” with plant-based material and thinner plastic, this marketing ploy is now being called “bluewashing.”

Bottled water sales declined in 2008 because of the struggling economy as well as amplified social awareness of the negative environmental impact. Since then, corporations have been spending hundreds of thousands of dollars in order to convince consumers that buying their new, greener product will help support sustainability. Coca Cola’s new PlantBottles are only 30 percent plant-based; the rest of the material is made of PET plastic, a synthetic polyester material. Although some plastic bottles are made to be thinner, three out of every four bottles end up in the trash, creating mountains of waste. Not only does the excessive consumption of plastic need to be considered, but the carbon footprints left to transport, make, and distribute the bottles are key factors as well.

Although there may be mistrust in the municipal water supply of tap water, evidence proves bottled water is much less regulated by the FDA than tap water is watched over by the EPA. “Independent testing of bottled water conducted by the Environmental Working Group in 2008 found that 10 popular brands of bottled water, purchased from grocery stores and other retailers in 9 states and the District of Columbia, contained 38 chemical pollutants, with an average of 8 contaminants in each brand.” Tap water proves to be a safe and sustainable choice over the unnecessary consumption of plastic-bottled water.

Take Back the Tap is an exciting student-led campaign aiming to end the distribution and sales of plastic water bottles and to finally kick the habit. Our campaign endeavors to form partnerships with third-party vendors on campus to eventually move away from selling bottled water. With the generous grant from the Carbon Fund, more spigots will be successfully installed on water fountains in high traffic areas on campus to increase access to easy refillable stations for reusable water bottles. Recognition of clean, safe public drinking water needs to be acknowledged. Tap water is invigorating, and we’re taking it back.

ESLP (Education for Sustainable Living Program) is a student-initiated, student-run organization on campus that works year-round to put together a speaker series and student-led classes (2-units and 5 units) in Spring Quarter that are focused on sustainability and social justice.

The speaker series is open to enrolled ESLP students, the UCSC campus, and the local Santa Cruz community as a whole. Each week, ESLP hosts a new guest speaker with a unique theme concerning current issues in the sustainability world. The speakers propose solutions and ideas to students who are ready to act on inspiration in their class sections and enact real change.

Our student facilitators envision and plan their classes during the Winter Quarter training seminar, where ESLP organizers prepare them to outline their class goals, brainstorm ideas, and develop their self-chosen topics to set clear visions for their Spring students.

This is ESLP’s 8th year running! With support from CSC, SOAR, and College 8, the class has been effectively student-run since 2004 and continues to develop in new forms each year.

For involvement opportunities and more information check out our website at eslp.enviroslug.org!

Ecopoetics: Transformation Through Language
By Laurel Peacock

What does poetry have to do with the environment? Certainly poetry can do little to directly stop environmental harm; you only need to think of the poem “You Rock, Rock,” presented by an activist character in the movie I Heart Huckabees to see how hilariously (and sadly) ineffective a poem can be at stopping a bulldozer. But poetry can do a lot to help us think in terms of ecosystem and environment, a capacity we desperately need in this time of rapid human-caused environmental change.

I will be teaching a class in Literature at UCSC called Contemporary Ecopoetics in Fall 2012, in which I will be inviting students to think with me about the interrelation of ecology and poetics. We will read selections from a wide variety of contemporary poetry and experimental writing, such as work by Brenda Hillman, Lisa Robertson, and Evelyn Reilly, alongside essays that will offer theories about the work of poetry and the nature of the ecological poem.

Is a poem a linguistic environment? Are some poems more ecologically or environmentally attuned than others? What is the genealogy of contemporary eco-poetry, and what is its relation to nature poetry?

We can certainly apply our literary minds to these questions, and in doing so, add a figurative, lyrical, and experimental way of thinking about the environment to the more established scientific discourse of ecology. Poetry, perhaps, can help us to understand more fully how we shape and are shaped by our environments. Poetry can help us, as well, to begin to transform how we think through language.
**The Overbearing Realm**  
By Elan Saltman

A new fragrance crowds the air,  
consuming the hints of rosemary and pine.  
Most of us have re-directed our attention from foraging.  
We cannot help but walk slowly  
towards the overwhelming stench.

I try to breathe deep, but it hurts my lungs.  
The source feels closer, then the trees end abruptly.  
We enter a graveyard of stumps, and rotted wood.  
The sky is tainted in streaks of brown.  
Tall walls of grey stand vertically under the horizon.

There are colliding sounds; voices and loud crashes.  
Our ears are made useless.  
I am losing my sense of awareness  
but have decreed to see the root of such potency.  
I notice the many others walking in front of me,  
around me, right though me.  
Looking down.

We know there is no nature here,  
We were drawn here by our own will.  
By the overpowering stench of smoke,  
And this legitimized display of cacophony.  
Perhaps there is comfort in the chaos of people,  
for this is where we come to grapple our fears.  
The same place we have created them.

A societal microcosm made monolithic.
The Gaia Magazine Team encourages you to explore all of the opportunities available to you during your time as a UCSC student. We love working at the intersection of the sustainability movement and print media, and hope you will become more involved in either or both, depending on your area of interest.

If you’re interested in getting involved in student-run media, here is a list of some of the publications on campus:

- **Campus Food & Garden Guide**
  available throughout campus, check college offices
- **Chinquapin**
  chinquapin@gmail.com
- **City on a Hill Press**
  cityonahillpress@gmail.com
- **EyeCandy**
  eyecandy.ucsc.edu
- **Fish Rap Live**
  fishraplive@gmail.com
- **Leviathon**
  leviathonucsc@gmail.com
- **Matchbox Magazine**
  matchboxmag@yahoo.com
- **Red Wheelbarrow**
  ucscredwheelbarrow@gmail.com
- **Third World and Native American Students Press (TWANAS)**
  twanaspress@gmail.com

If you’re interested in getting involved with campus sustainability organizations, here is a list of some available resources:

- **Campus Sustainability Council (CSC)**
  csc.enviroslug.org
- **Center for Agroecology and Sustainability Food Systems (CASFS)**
  casfs.ucsc.edu
- **Education for Sustainable Living Program (ESLP)**
  eslp.enviroslug.org
- **Friends of Community Agroecology Network (FoCAN)**
  focan@canunite.org
- **Kresge Garden Cooperative**
  kresgegardencoop.weebly.com
- **Kresge Community Natural Foods (Kresge Co-op)**
  kresgenaturalfoodcoop@ucsc.edu
- **Life Lab Science Classroom at the UCSC Farm**
  lifelab.org
- **Program in Community and Agroecology (PICA)**
  ucscpica.org
- **Student Environmental Center (SEC)**
  sec.enviroslug.org
- **UCSC Food Systems Working Group (FSWG)**
  ucscfswg@gmail.com
Please take our Feedback Survey!

http://www.surveymonkey.com/s/GLFLCKH

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