

CHAIRMAN'S MESSAGE



his is the last "Message" of my six-year tenure as Chairman. I am very grateful for all the support I've received from more people than I could ever hope to mention in this space. Special thanks go to the Executive Committee members who have served with me these past six years: Ken Kowald, Vice-Chair for Issues; Dorothy Siminski, then Mary Leou, Vice-Chairs for Programs; Ruth Eilenberg, Treasurer; Millard Clements, Secretary; Kim

Estes-Fradis, Membership Secretary; also, to unofficial but de facto Executive Comittee members, Carol Franken, Chairperson of the Nominating Committee; and Newsletter Editors Therese Braddick and, most recently, Joy Garland. This has been an extremely consistent and committed group. I want to give special thanks to my immediate predecessor, Mike Mann, who has always been there when needed. Of course, I owe a debt of gratitude to all Steering Committee members, committee chairpersons and committee members, and to all EEAC members. Thanks!

Dr. Mary Leou, an extraordinarily able, skilled, experienced educator and administrator, will assume leadership of EEAC on January 1, 1999. Mary will do a fantastic job and will lead EEAC into the year 2000 and beyond.

I will be, like all past chairpersons, an honorary member of the Steering Committee. After a very brief hiatus of one or two Steering Committee meetings. I will be back at it on the Committee. I'm planning, with the Committee's approval of course, to focus on pre-service teacher and administrator training in environmental education and hope to head up a committee on this crucial, systemic issue. If any of you wish to join me in this endeavor, please let me know. Of course, as I have for the past 23 years. I'll be continuing my regular job directing the Council on the Environment's citywide environmental education program.

I attended the annual conference of the North American Association of Environmental Education (NAAEE) in Atlanta over the Labor Day weekend, along with a number of EEAC'ers. Nearly 1.500 environmental educators from all over the world attended. For the first time, the focus was on urban environmental education. I participated as a Board member of the Urban Leadership Collaboratives (ULC). This group oversees an urban environmental education grants program funded by U.S. EPA and administered by NAAEE. Through ULC, I attended meetings of various groups within NAAEE, who are involved with environmental justice issues, urban environmental education and other concerns.

I was heartened to see the extensive quantitative and qualitative participation that people of color had in this conference. Fifteen years earlier, the First National Congress of Environmental Education in Burlington. Vermont (organized by several national organizations including NAAEE) had virtually no involvement of African Americans, Asian Americans, Native Americans, or Latinos. The only sign of urban environmental education issues at the Burlington conclave was a few workshops and a brief resolution from the floor, which was passed on the final day of the Congress. This was in stark contrast to the vital contribution made by the diversity of individuals and groups at the Atlanta conference. *Continued on page 6*

UPCOMING EEAC EVENTS.....

Steering Committee Meetings

EEAC Steering Committee meetings are held from 4-6pm on the third Wednesday of every month. Please arrive promptly at 4pm!

All EEAC members are invited to attend and participate in the discussion. For information on the location of the meetings, contact Millard Clements at (212) 998-5495.

Upcoming meeting information:

Steering committee meetings are held at New York University, Pless Building, 32 Washington Square Park East in the Second Floor Graduate Student Lounge. Upcoming meetings will be on December 16, January 20, and February 17.

Newsletter Deadlines

Material should be submitted to the Editor by the first Monday of May, August, November and February. If possible, please E-mail articles to joygarland@banet.net and send longer articles as an attachment in Microsoft Word or on a floppy disc in MS Word. Typed articles should be sent to the Editor's address below.

Newsletter Committee

Kenneth Kowald Roland Rogers Joy Garland, Newsletter Editor, 440 East 20 Street, Apt. 7F, New York, NY 10009 (212) 673-6732.

Special THANKS to Con Edison for supporting the publication of this newsletter.



If you are a member of EEAC and want to be part of the information sharing and discussion on the EEAC Listserve contact:

Carol_Franken@fcl.nycenet.edu or (212) 828-3511.

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

c/o Brooklyn Center for the Urban Environment The Tennis House Prospect Park Brooklyn, N.Y. 11215-9992 (718) 788-8500

This newsletter is a publication of the Environmental Education Advisory Council (EEAC), a voluntary organization of educators, classroom teachers, administrators and other professionals in active support of environmental education. It is available free upon request.

EEAC OFFICERS

Michael Zamm, Chairperson Kenneth Kowald, Vice-Chair for Issues Mary Leou, Vice-Chair for Programs Millard Clements, Secretary Kim Estes-Fradis, Membership Secretary Ruth Eilenberg, Treasurer

STEERING COMMITTEE *

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^{*}Affiliations for identification purposes only.

-Have You Heard of A.P.E.S.?-

Advanced Placement Environmental Science

by John Pritchard

n the afternoon of May 20, 1998, just over 5,000 high school students across the nation sat down to take the first administration of the College Board's newest advanced placement examination, Environmental Science. This course, presented at the college level in the high school setting, allows students to earn college credit while still in high school. The exam is not an easy task, 100 multiple choice questions and four comprehensive essays to be completed in three hours.

Here in New York City, fewer than a dozen public high schools offered the course, not for lack of desire, but for lack of knowledge. To most high schools in the metropolitan area, environmental education is a mystery. For those schools who did teach the course, the teachers agree that it was a most rewarding experience for themselves and their students.

A.P.E.S is unique in the advanced placement arena. The course has three prerequisites; successful completion of a year of biology, a year of physical science, and a year of algebra. Many students who are planning careers in fields other than the sciences, usually tend to avoid the AP Biology, Physics or Chemistry courses, even though many of them are fine high school science students. It is to be hoped that this course will give those students the experience of doing real science and encourage them to enter this exciting field. It is a course that is designed to be taught by any interested science teacher from any field. I am a geologist by training, so I will teach the course from that point of view. A chemist, on the other hand, has the freedom to emphasize that specialty, as does a biologist or physicist. However, the teacher of the course has to walk the fine line of environmental realism. Teachers who choose to stand atop a soap box and preach their favorite cause need not apply. This is a course in Environmental Science (quantitative) as opposed to Environmental Studies (qualitative). With the scientific method as a base, many environmental issues are discussed. Related topics like ethics and law are also introduced.

The goals of AP Environmental Science are to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems brought about by natural occurrences or caused by human actions; to evaluate the relative risks associated with these problems; and to examine alternative solutions for preventing or resolving them. The course is widely interdisciplinary, but definite themes tie the whole thing together. These themes are:

- 1- Science as a process
- 2- Energy conversions underlie all ecological processes
- 3- The Earth itself is one interconnected system
- 4- Humans alter natural systems
- 5- Environmental problems have a cultural and social context
- 6- Human survival depends on developing practices that will achieve sustainable systems

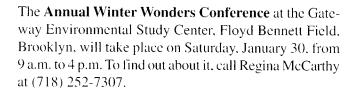
These six major themes wind their way through units on energy, environmental quality, population dynamics, earth science, and natural resource management. The course recommends that classes get out into the field and visit various environmental sites around the city. Last year, my class visited a water pollution control plant, a power plant, and a recycling facility. The course also recommends the completion of a long term project where students can collect environmental data and process it.

More and more schools are asking about the course, and hopefully, within a few years, A.P.E.S. and the environmental education that goes with it will be as common in New York City classrooms as English and History are today.

Dates and Deadlines







Through January 3, the New York Hall of Science, Flushing Meadow-Corona Park, Queens, is the setting for "Beakman's World on Tour," based on the "Beakman's World" TV series. This is hands-on stuff. For information, call (718) 699-0005.

Architecture has a great effect on the environment, and there are at least three exhibits in town which show how that happens. Through March, the Skyscraper Museum, which doesn't have a permanent home yet, is holding a show about the construction of the Empire State Building. The venue is the former banking hall of 16 Wall Street, donated to the Museum by Chase Manhattan Bank. The show is open Tuesdays through Saturdays from noon to 6 p.m. The same architects, namely, Shreve, Lamb & Harmon, designed both buildings....Through January 10, the New York Historical Society, 2 West 77th Street, at Central Park West, will be exhibiting "George B. Post: Great American Architect." Among other things, Post designed the New York Stock Exchange and the City College Campus. For more information, call (212) 873-3400....The Museum of the City of New York, 1220 Fifth Avenue, at 103rd Street, is showing "New York on the Rise: Architectural Renderings by Hughson Hawley," through April 4. To find out more, call (212) 534-1672.

The deadline for submissions for the Rudy Bruner Award for Urban Excellence is December 18. The awards will be made in May or June. Write to the Bruner Foundation, Inc., 130 Prospect Street, Cambridge, MA 02139, or telephone (617) 492-8401, ext. 184.

Until January 9, you can see "Eight Million Stories: 20th Century New York Life in Prints and Photographs from the New York Public Library", in the Center for Humanities, 3rd floor, Fifth Avenue and 42nd Street. There are 76 prints made between 1905 and 1941, and 80 photographs dating from 1892 to today. For information, call (212) 869-8089.

🕲 Other Matters 🦉 🥰





New York ReLeaf Region 2 (New York City) has published its Recommendations for an Urban Forest Management Plan, including a model ordinance for the City to accomplish the plan. A draft copy was offered at a public meeting in September and recipients are being asked for their comments. The document contains a number of interesting appendices dealing with the care and nurture of trees. For a copy of the report, write Naomi Zurcher, Chair, at 161 Columbia Heights, Brooklyn, NY 11201, or phone (718)522-1130.

Jane Weissman, who was director of GreenThumb for 14 years, is now a consultant to environmental and arts organizations and operates under the name Urban Arts & Ecology. The address is 78 Bank Street, #22, New York, NY 10014, and the telephone number is (212) 989-3006.

Beach to Bay, a publication of the Queens Council on the Arts, is a 48 page booklet about the Rockaways and explains how to utilize the A train to reach destinations there. For a copy, write the Council, Oak Ridge, One Forest Park, Woodhaven, NY 11421-1166, or phone (718) 647-3377.

The Neighborhood Environmental Action Program of the Citizens Committee for New York City has published a new Environmental Resource Directory. It may be obtained by writing to 305 7th Avenue, 5th floor, New York, NY 10001, or call (212) 989-0909.

Open space is at a premium in urban areas, and preservation of it has become a real issue. Earlier this year, the City began a program which could result in the loss to development of many or most of the more than 700 community gardens in New York City. The following information may be helpful with regard to this problem: The 1998 (volume 8) Community Greening Review of the American Community Gardening Association is devoted to the problems of city community gardens. To obtain a copy, write to 100 N. 20th Street, 5th floor, Philadelphia, PA 19103-1495....The Green Guerillas has been putting out information to help community gardens stay in business. To find out more, write to 625 Broadway, 9th floor, New York, NY 10012-2611 or call (212) 674-8124, ext. 107....The GGs are part of NYC Green, a group of nine New York based non-profit organizations with a

long history of working together to assist community gardens. The others (all of whom can supply information on this subject) are Brooklyn Botanic Garden-Brooklyn GreenBridge, Citizens Committee for New York City, Council on the Environment of New York City, Horticultural Society of New York, New York Botanical Garden-Bronx Green-Up, Neighborhood Open Space Coalition/Friends of Gateway, Parks Council, and the Trust for Public Land.

The Parks Council has published a report on the condition of a number of the City's large parks. It was prepared in collaboration with Columbia University's School of Public and International Affairs. For a copy, write to The Urban Center, 457 Madison Avenue, New York, NY 10022, or call (212) 838-9410, ext. 232.

The Trust for Public Land has issued a new brochure highlighting its New York City program. For a copy, write to 666 Broadway, New York, NY 10012, or call (212) 677-7171.

The Queens Botanical Garden has published *Harvesting Our History: A Botanical and Cultural Guide to Queens' Chinese, Korean, and Latin American Communities*, which explores the meaning of plants and their use by three immigrant groups in the country's most ethnically diverse county. It is available for purchase from QBG for \$4.95. QBG members will receive it free. It will be distributed to community groups, botanical organizations and through local bookstores. To learn more, write to 43-50 Main Street, Flushing, NY 11355, or call (718) 886-3800.

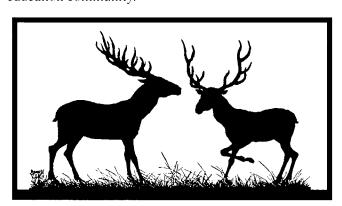
Trees New York has a single sheet, in English and Spanish, called "*Please Adopt Me!*", in which "*Your Neighborhood Street Tree*" tells you how to care for it. For copies, write to 51 Chambers Street, Suite 1412A, New York, NY 10007, or call (212) 227-1887.

The Bronx River Working Group consists of more than 25 non-profit community organizations and governmental agencies, including the Bronx River Restoration. Its aim is to encourage local groups and community residents to discover the Bronx River. To learn more, call the Bronx River Coordinator, Jenny Hoffner, at (718) 430-4648.

Since the **Greenstreets program** (which Henry Stern originated in 1986) was revived in 1994, more than 200 small parks have been created and more than 1,700 sites have been identified for beautification. When the program reaches its potential, the combined acreage will equal that of Baisley Park in Queens and be twice that of the East River Park in Manhattan. For information about this program, call Parks & Recreation's Greenstreets at (718) 760-6794.

On Saturday, February 20, at 1 p.m., our own Marcia Kaplan-Mann will present a slide lecture on the most recently published Zane Grey book, *George Washington, Frontiersman*, in the Old Stone House Historic Interpretive Center, 336 Third Street (5th Avenue between 3rd and 4th Streets) in J. J. Byrne Park, Brooklyn. This will be part of the 1999 George Washington Bicentennial Celebration. Not only is Marcia a member of the EEAC Steering Committee and Co-Chair (with Mike Mann) of our Exhibits Committee, she is archivist and founder of the First Battle Revival Alliance, Old Stone House Historic Interpretive Center, and a writer for the Zane Grey's West Society.

A Personal Note: For almost all of the 1990s, Therese Braddick has been the editor of this Newsletter and it has been a great pleasure to work with and for her. She has made this publication a much admired one. She has left that post and has been succeeded by Joy Garland, another delight to work with and for, who took over with the last issue. And, by the time you read this, Dr. Mary Leou should have been elected President of EEAC, succeeding Mike Zamm, who served for six dynamic years. It is a hard act to follow, but Mary can do it! I wish Therese and Mike all the best, and expect them to continue working for EEAC and the whole environmental education community.





Kominski Fund Report

t its October meeting, the Steering Committee voted to continue to provide a student with a scholarship to attend a New York State Department of Environmental Conservation camp in the Summer of 1999. The cost will be \$200, plus transportation.

The Steering Committee also approved a grant of \$100 to obtain bulbs to be planted at the Gateway Environmental Study Center in the garden, which has been established as a memorial to John. Volunteers are needed to help with the garden. Those who wish to help may call Regina McCarthy at (718) 252-7307. EEAC is also considering a Family Day at GESC in the spring, to help with the garden. New York Cares is expected to make the garden one of its projects in the late winter or early spring.

In planning for an environmental conference which would honor John, the consensus is that this should take place in the spring of 2000. John had been especially interested in making a point at the turn of the millennium about the need for environmental education. This event could be linked to the 25th anniversary of EEAC, which will take place in 1999, and with the "New York Naturally" series of conferences EEAC has sponsored. This would be "New York Naturally III." Discussions are continuing about naming a trail for John in Alley Park, Queens.

In the spring, EEAC will again present awards to two outstanding students in the three schools with which John was associated. These are the Boys and Girls High School, where John was once a student; John Bowne High School and the High School for Environmental Studies, where John served as an administrator. The Committee is continuing its investigation of a permanent site for a John Kominski Gallery of Environmental Art.

Another task the Committee has taken on is developing the criteria and an application form for an outstanding environmental teacher award. It is hoped that the first such award will be made before the close of the school year in June. When EEAC set up the Kominski Memorial Fund, \$1,000 from the treasury was set aside for programs and events. Since then, members and friends have contributed \$953 to the Fund. In addition to those mentioned in the last Newsletter, the contributors include Terry Ippolito. Expenses of the Fund have been \$509.85 as of October. The Fund balance was \$1,543.15 at that time. The Kominski Memorial Fund Committee is chaired by Ruth Eilenberg. The others members are Marcia Kaplan-Mann, Kenneth Kowald, Mary Leou, Michael Mann, Regina McCarthy and Barry Weinbrom. Contributions to the Kominski Memorial Fund, specified as such, may be sent to Ruth Eilenberg, Apartment 4F, 401 East 86th Street, New York, NY10028. Comments and ideas should be sent to Ruth. A contribution to the Fund is deductible to the extent allowed by law.



Letter from the chair-continued from page 1

Even so, this doesn't mean that we don't have more to do to consistently involve all Americans in a national environmental education movement. It was obvious that a significant difference of opinions existed on several issues between some of the urban and multicultural committees and the NAAEE Leadership. There were members on the NAAEE Board, for example, who were concerned that NAAEE was over-stepping its mission by running the ULC grants program in support of urban environmental education projects, many of which are coordinated by environmental justice oriented organizations. They see NAAEE as a membership, not a program oriented organization. Without delving into this thorny issue now. I think it's essential that NAAEE continue its outstanding work of opening up the environmental education movement so it is as diverse as possible. This is important, not only for environmental education, but also for our nation as a whole. EEAC too, should be involved in the pursuit of an inclusive movement here in NYC. Our recent symposium for members on Environmental Justice was an important step in this direction. Let's keep it up.

Mike Zamm

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Do you feel overwhelmed by the vast amount of information on the WWW? Fear not, there are a number of resources on the web to help make finding environmental science education material a lot easier. Here are three good places to start:

Amazing Environmental Organization Web Directory:

http://www.webdirectory.com

Yes, that is the actual title of this site which self proclaims to be "Earth's Biggest Environment Search Engine"! By visiting it, you realize there may be no argument. The main page is a simple and well organized list of topics of interest from "Agriculture" to "Wildlife," and everything in between. Within each of these broad headings are sub-categories of more specific interest. Eventually you will be led by hyperlinks to other sites on the web. My query about composting led me to "The Compost Resource Page," which is full of great composting information as well as other related resources. The built in search capability of the web directory is a bit rudimentary, although helpful, if using simple search words like "forest" or "erosion." But since the main menu is so well categorized, you eventually will find links to the information you are searching for.

Living Things Database: http://www.fi.edu/tfi/units/life

As a part of the Franklin Institute, the renowned natural history museum in Philadelphia, this site is another great index of life science related web resources. The categories covered here start with "Individuals," and also cover "Families," "Neighborhoods," and "Circle of Life." The underlying concepts for each section are laid out plainly and clearly; however at times, the web link categorizations seem weak (under "Individuals" there is some information about plants and worms, yet hardly any information about other invertebrates!). But in general, this site provides a comprehensive organization to information related to most aspects of life science. There is no search capability, but after just a few well guided clicks, you can find most of what you may be looking for. As a test, I posed myself the question, "Why do leaves change color in the fall?" Within three minutes, I was reading about the breakdown of chlorophyll in leaves as a response to reduced exposure to sunlight and the subsequent revealing of the other pigments present.

Busy Teachers' Web Site K-12 http://www.ceismc.gatech.edu/busyt/ homepg.htm

Once you get past the redundant title(!) of this site, the simple menu of areas for further research is inviting. This is a fantastic resource for classroom tested lesson plans and links to other areas of interest. Be sure to look at the Ecology/Environment section for information and good activity ideas. This site also has a notify feature whereby busy teachers can submit their e-mail address and receive a notice when their favorite area has been updated.

These are just a few sites which are well worth the bookmark and might add some interest to the work you are doing. If you have a favorite site that you think would be of interest to others, then consider reviewing it for the EEAC newsletter. Please submit the URL and your review to Roland Rogers at rolandr@wavchill.org or to the editor of the Newsletter.

Visit our website http://members.aol.com/wleou/eeac.html



Environmental Education is "a process aimed at developing a world population that is aware of, and concerned about, the total environment and its associated problems, and which has the knowledge, attitudes, skills, motivation, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones."

Source: United Nations Educational, Scientific and Cultural Organization- United Nations Environment Programme. 1978. The Tbilisi Declaration. Connect 3 (1): 1-7.

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Please make checks payabl	e to EEAC. Thank you! EEAC is a 501-C-3 organization.
	like to become involved in a committee. with information about the following committees:
☐ Exhibits ☐ Issues ☐ Membership ☐	Newsletter 🗀 Programs 🗀 Youth 🗀 Technology 🔁 Kominski Fun
Ruth Eilenberg, EEAC Trea	ne application and mail it, with your payment, to: Isurer, 401 East 86th Street, Apt. 4F, New York, NY 10028 E Komniski Fund may be made to the above address.

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL c/o Brooklyn Center for the Urban Environment

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