



# EEAC

WINTER 2005

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL NEWSLETTER

## Recognizing Excellence in EE



This spring, the Environmental Education Advisory Council will once again recognize an outstanding environmental educator by presenting the Dr. Eugene Ezersky Memorial Award to a K-12 teacher.

### Selection Criteria

The Dr. Eugene Ezersky Memorial Award will be given to a New York City public or private school teacher who has demonstrated leadership in effecting positive change in environmental education and practice with students and/or personnel within the school or the community.

Examples may include, but are not limited to the following:

- Organizing a new environmental project with students and/or staff;
- Taking initiative to infuse EE across the curriculum;
- Creating a new EE curriculum unit;
- Organizing a student environmental club;
- Organizing a school environmental task force to affect and monitor change;
- With students and staff, organizing a community environmental event;
- Creating an environmental newsletter for educational outreach;
- Helping students to identify and solve an environmental problem in the school or community.

Individuals may nominate themselves or school personnel, or students may nominate a teacher. The cover letter should include the name, address, phone, or e-mail of the individual, plus the schools address and phone. Indicate the subject and grade(s) taught by the nominee and the number of years the nominee has taught environmental education.

Attach a letter, not exceeding one typed page, with details of the nominee's achievements, including dates, goals, results, and participants. Please include two letters of support: one from the nominee's principal/supervisor and another from someone who was affected by the nominee's work either in the school or community. Documentation in the form of photos and press clippings is welcome, but no tapes or videos should be sent. The EEAC Selection Committee may request further information. Stamped self-addressed envelopes should accompany any materials you wish to have returned.

The successful candidate will receive a check for \$100, a Certificate of Recognition at an EEAC Steering Committee meeting and will be featured in the EEAC Newsletter.

All materials should be sent in one package to Barry Weinbrom, 441 5<sup>th</sup> Street, Brooklyn NY 11215. Materials must be postmarked no later than March 31, 2005.

Notification will be sent to the winner of the award by April 15, 2005, and presentation of the award will take place at the EEAC Steering Committee Meeting on April 20, 2005.

## UPCOMING EEAC EVENTS.....

### Steering Committee Meetings

EEAC Steering Committee meetings are always the third Wednesday of every month (except August).

### Upcoming Meeting Information:

Steering Committee meetings are held at New York University, Pless Building, 32 Washington Square Park East and Washington Place in the 5th floor Conference Room. Upcoming EEAC Steering Committee meetings are April 20, May 18 and June 15.

### Newsletter Deadlines

The Newsletter deadlines are the first Monday in April, July, October and January. If possible, please E-mail articles to [solocoot@verizon.net](mailto:solocoot@verizon.net) and send longer articles as an attachment in Microsoft Word or on a floppy disc in MS Word. Contact the editor at the number below for mailing address for materials.

### Newsletter Committee

Meg Domroese  
Kim Estes-Fradis  
Joy Garland  
Jay Holmes  
Lenore Miller

Robert Lieblein, Newsletter Editor  
(845) 831-4880 or email [solocoot@verizon.net](mailto:solocoot@verizon.net)

The Environmental Education Advisory Council (EEAC) would like to thank the New York City Department of Environmental Protection (DEP) for supporting the publication of this newsletter. For information about DEP's education resources for students and teachers, visit the DEP Web site: [www.nyc.gov/dep](http://www.nyc.gov/dep) or call (718) 595-3506.

## GET CONNECTED!

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

[Cfranken@nycboe.net](mailto:Cfranken@nycboe.net)

## ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

c/o Jay Holmes  
Education Department  
American Museum of Natural History  
Central Park West at 79th Street  
New York, NY 10024  
EEAC Web site: [www.eeac-nyc.org](http://www.eeac-nyc.org)

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

Terry Ippolito, Chairperson  
Barry Weinbrom, Vice-Chair for Programs  
Ariff Hajee, Secretary  
John Pritchard, Membership Secretary  
Jay Holmes, Treasurer

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Andrea Kominski, NYC Parks and Recreation  
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Talbert Spence  
Nancy A. Wolf  
Michael Zamm, Council on the Environment of NYC

\*Affiliations for identification purposes only.

## Chair's Message

This April, environmental education will mark a special milestone. National Environmental Education Week, April 10-16, 2005, promises to be the largest EE event in the United States. Organized by the National Environmental Education and Training Foundation (NEETF), the week precedes Earth Week and focuses attention on incorporating the environment into education in formal and non-formal educational settings.

Many educators incorporate EE topics and materials into their programming around Earth Week. They avail themselves of materials and events that use Earth Day/Week as a time to teach about how humans are linked to natural and built environments. Earth Day celebrations, Eco-Fairs and other special events allow many who do not use the environment in their regular programming to focus on the environment, if only for a day or two each year.

For many of us, however, Earth Day is every day, and we constantly seek ways to incorporate the environment into day-to day programming.

National Environmental Education Week seeks to empower more educators, perhaps many of those "day or two each year" teachers, to pursue more concerted efforts to teach about the environment. It uses that week BEFORE Earth Week as a time to draw educators' attention to the rich offerings in environmental education. National EE Week's web site provides information about the many organizations that support environmental education and provide EE resources for educators.

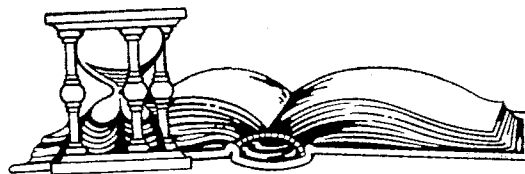
Most importantly, it sends a message that environmental education programs and supporting organizations stretch throughout the 50 states.

For those of us who are already a part of the EE community, it is a time to join with environmental educators across the U.S. and show that we are part of a nationwide, large and diverse EE fellowship. For those who do not yet see the environment as an important part of educational programming, it signals the wide support for and benefits of EE.

Go to the web site, <http://www.eeweek.org>, explore the resources provided, and encourage others to do the same.

Don't miss out on being a part of the first National EE Week!

- Terry Ippolito, EEAC Chair



## WATER BOOKNOTES

by Robert Lieblein

Water is arguably our most precious resource, and one that can be all too easy to take for granted in the New York City area. As Environmental Educators, we recognize the need to appreciate, conserve, and act as responsible stewards of water resources both locally and around the globe. Educating today's students will help foster the values in tomorrow's adults that will be necessary for responsible management of this resource, far more precious than gold for life on our planet.

With that in mind, this newsletter will now be offering regular "snapshots" of books on water and the New York City water supply that may be of interest to you and populations you work with. Thanks to the Education Department at New York City's Department of Environmental Protection for sharing this information!

*Bringing the Rain to Kapiti Plain* by Verna Aardema. Puffin Books, New York, 1981.

The story of how Ki-pat brings rain to the dry Kapiti Plain. This cumulative rhyming tale stresses the importance of rain to plant life, animal life, and human life. Ages 4-8.

*Water* by Frank Asch. Harcourt, New York, 1995.

Deep in the earth and high in the sky, water is all around us. Young readers are encouraged to appreciate anew one of our most precious resources. Ages 3-6.

### EEAC MISSION STATEMENT

**The mission of EEAC is twofold: To advocate for excellence in formal and informal environmental education in New York City and beyond, and to provide an ongoing network and various forums for all committed to environmental education to grow professionally and to share ideas and information.**

## Upcoming Events

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### Forums at the Gotham Center New York's Water Supply System: A Study in the Monumental

**April 12, 6:30 p.m. - Auditorium**

The New York City water supply system is a study in the monumental. Physical monuments like The High Bridge, carrying the Old Croton Aqueduct across the Harlem River, survive as reminders of the visionaries who conceived of and constructed this lifeline to the City's growing population. The Third Water Tunnel, though largely unseen by the general public but still being burrowed beneath city streets, represents a monumental feat of technology, engineering and construction. This forum celebrates the 100th anniversary of New York City's modern water supply system. Co-sponsored by the Highbridge Coalition, panelists will examine historic and contemporary aspects of New York's water supply infrastructure and its impact on our great city.

**Moderator: Gerard Koepfel**, author, *Water for Gotham*

**Panelists: Joel A. Miele Sr.**, P.E., Former Commissioner, NYC Department of Environmental Protection, **Diane Galusha**, author, *Liquid Assets*, **Robert Kornfeld, Jr.**, AIA, Vice President, Friends of the Old Croton Aqueduct, Representative from NYC Department of Transportation, Bridge Division, Representative from Local 147 Tunnel Workers Union

To **register** for Forum events, please call the CUNY Graduate Center's Office of Continuing Education and Public Programming at **212-817-8215** or visit the CEPP website. Reservations are required and will be honored until 6:25 p.m.

All forums take place at the CUNY GRADUATE CENTER - 365 5th Ave. at 34th St.



### Project Learning Tree Workshops

**in NYC this spring:**

**Saturday, April 16, 2005**

**11:00a.m. - 5:00 p.m.**

**Van Cortlandt House Museum  
(Broadway at 246th Street)  
Van Cortlandt Park, Bronx**

The registration fee is \$10.00 per person. Workshops will be conducted rain or shine. Dress for outdoor activities. Please bring your lunch.

To register, send your name, address and telephone number or e-mail address to John Graham, NYS DEC, 1285 Fisher Avenue, Cortland, NY 13045. Don't forget to include your \$10 check or money order made payable to NY Project Learning Tree.

Project Learning Tree is an award-winning environmental education program that teaches students how to think, not what to think about the environment. For more information, please visit [www.plt.org](http://www.plt.org).

### Save the Date for Green Horizons 2005

The 10th anniversary of this excellent program is coming up and Brooklyn Botanic Garden, which hosted the first one, has asked to host this one as well! The date is October 19th and EEAC'ers are welcome to contact Nancy Wolf at [jlwolfinc@aol.com](mailto:jlwolfinc@aol.com) if you are available to help with a station or provide other assistance. This is a good time to let schools you are working with know about the date. More details will follow.

### Save the Date for the New York ReLeaf 2005 Conference

Le Moyne College in Syracuse will be the site for the NY ReLeaf 2005 Conference, to be held July 28-30. The local planners in NYS DEC Region 7 are hard at work and another fine program will be the result. Syracuse is easy to reach by AMTRAK. More details will follow.

**Editor's Note:** Ken Kowald, who for so many years has kept EEAC members abreast of the myriad EE events taking place in our area through this very column, has decided to retire from this role. I'm sure I speak for the whole EEAC community in offering a heartfelt "Thank You" for all his years of dedicated service and impressive research! (And if anyone is interested in picking up where Ken left off, please contact a member of the Newsletter Committee.)

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## The Ashokan Field Campus: a Window on the Past, a Doorway to the Future

*By Tim Neu*

Nestled in the foothills of the Catskill Mountains of upstate New York lies the Ashokan Field Campus. For almost four decades, Ashokan has been a leader in outdoor education, providing life-changing experiences for young and old alike. "Life changing" is a pretty bold statement, but now that the Ashokan Program easily spans two generations, we are beginning to hear from parents that remember their "Ashokan experience" from 20 or 30 years ago. They are now eager for their youngsters to have the same opportunity. Many of them confirm that the connection they made to nature and the outdoor world at Ashokan was truly a touchstone moment in their lives. If we take a moment to reflect on a time that was special in our lives, we may find that it actually helped define our character. Those are the moments that also define the magic of the Ashokan experience.

Recently, a teacher observing a lesson at Ashokan stated so eloquently and simply that, "We don't know who we are until we know who we were. You're telling kids who they are by showing them history." I was thankful to be on the receiving end of that teachable moment. As our culture moves farther and farther away from our agrarian roots, the connection we have to the land and water that sustains us becomes increasingly thin. Most young people today no longer have the opportunity to visit a farm, help with the chores, and live the life of a past generation. Some of us may yearn for the chance to experience that lifestyle to strengthen the connection to our past. At Ashokan, you can find that connection by hammering iron in the blacksmith's shop, feeling a sheep's wool when it's still attached to the sheep, and smelling maple syrup cooking at the sugar shack. As that connection is strengthened, our relationship to and understanding of the natural world is also strengthened. That becomes the foundation on which to build respect and responsibility for our environment. This is what the Ashokan experience is all about!

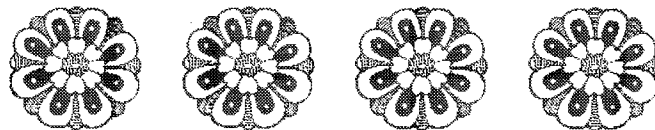
Ashokan's Resident Outdoor Education Program has continuously held a reputation for being one of the best of its kind in New York. The natural beauty of our 372 acres, the rustic intimacy of our facility, and the diversity of our programs contribute to that excellent reputation. When planning their customized program, teachers have over two dozen classes to choose from in areas of natural science, living history, colonial crafts, and adventure education. Throw in seasonal activities such as cider pressing and maple sugaring and the list of available classes tops 30. Free time activities include visits to the farm yard animals, canoeing, and various winter sports. A choice of 12 exciting evening programs top off an already packed day.

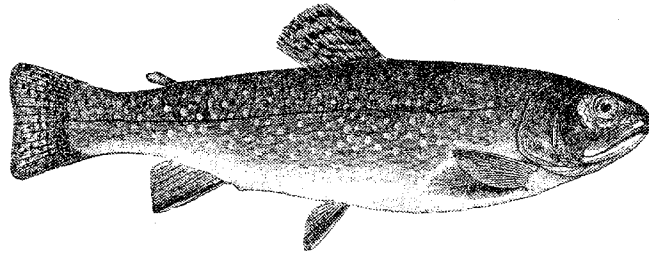
Like most nature centers, Ashokan has diversified the programs and services offered. We have focused more resources on reaching out to a broader range of school districts, including New York City schools, and have developed a special watershed education program. Our close proximity to the Ashokan Reservoir makes us well suited to showcase this important part of New York City's water supply system. Along with the resident outdoor education program, Ashokan hosts scout groups, religious retreats, reunions, and various seminars and workshops, most with the pervasive theme of enjoying and respecting the outdoors. Local musicians Jay Unger and Molly Mason fill a large part of our summer with folk music and traditional dance classes under an open-air pavilion. A week-long intensive African Drum and Dance camp draws participants all the way from the West Coast for a high energy, multicultural event.

Throughout the years, Ashokan has enjoyed a close affiliation with the State University of New York campus at New Paltz. Students, faculty, and alumni enjoy the rich opportunities for both recreational and academic use. Our parent company, Campus Auxiliary Services, Inc. has pledged support for our future growth to accommodate our growing need for high quality environmental education programs.

Opportunities abound to visit Ashokan. Our three signature weekend programs offer the chance for teachers to earn in-service credit and to see Ashokan across the seasons. Fall brings a living history program alive, featuring either Native American or colonial period crafts and technologies. Winter is the season for gathering together outdoor educators from different centers to share their wisdom and knowledge, and to enjoy some winter sports and our wood fired sauna. Spring time brings the celebration of Earth Day and our Environmental Weekend, packed full of ideas for creating those precious teachable moments in nature's great outdoor classroom. Come to participate or just to visit, and we'll show you the benefits of bringing your whole class for a three- or five-day residential environmental education program.

We look forward to creating a special experience for you and your students at the Ashokan Field Campus. You will find information about us at [www.ashokanfieldcampus.org](http://www.ashokanfieldcampus.org). Come and make Ashokan a part of your history.





## Trout as Teachers

*By Matthew Rota*

*“We really like studying the fish. You can almost see their bones. We have a trout folder that we use to write down what we see and the changes that they make. Come and see our trout so we can tell you about them.”*

*- Second grade students, J.V. Forrestal Elementary School, Beacon NY*

What do trout have to teach us? Anglers know the answer is “plenty,” for they have learned much about water quality, ecology, physics and biology through fly-fishing. But with 80 percent of all students growing up in cities and suburbs, opportunities for children to learn about—and *from* — trout can be few and far between. That is, until very recently.

Trout Unlimited (TU) Trout in the Classroom (TIC) program is filling this gap by bringing trout to the students and then bringing the students to cold water streams. Started in New York City and its watersheds in 1997 with support from Theodore Gordon Flyfishers, Trout in the Classroom has expanded from four schools to more than 100 schools throughout New York State, Maryland, Massachusetts, New Jersey and beyond. In 2004 this rapid growth supplied the initial push to hire a full-time coordinator, and this school year Matt Rota of TU took hold of the TIC reins as Coordinator, based in the office of the New York City Department of Environmental Protection in Queens.

Trout in the Classroom’s rapid growth is a testament to its adaptability, effectiveness, and ability to interest students of all ages and backgrounds—as well as the natural draw of this amazing creature. Teachers participating in Trout in the Classroom install aquariums, incubate trout eggs, raise the trout fry, and then release them into a nearby river or stream on a class field trip.

This is accompanied by a comprehensive, multifaceted curriculum. Students in math and science classes measure and analyze water temperature, dissolved oxygen, PH and nitrogen. They learn about the lifecycle of the trout, the importance of habitat, ecosystems in their area, and other environmental subjects. Meanwhile, students in English classes keep journals, write stories about the trout, study nature poetry and discuss literature involving trout.

As Phil Dickler, a teacher at John Bowne High School in Flushing, NY notes, “Trout in the Classroom has been a dynamic addition to our school and community. The program has the potential to offer as little or as much to any curriculum at any grade level.”

Trout in the Classroom brings a piece of the natural world to the people who need it most—the future caretakers of our streams, forests, rivers, and lakes.

If you want more information about Trout in the Classroom, please contact Matt Rota at (718) 595-3503 or [mrota@tu.org](mailto:mrota@tu.org).

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## Pale Male: A Story of Inspiration

By Regina McCarthy

Since 1991 New Yorkers have watched with excitement our resident red tailed hawk, Pale Male, as he nested on a building on Fifth Avenue. In this time he has sired 26 chicks, 23 of which have grown to maturity. When he's lost a mate, this NY male has found no trouble finding a new one. Lola, his current love, is number four. He's inspired a book by Marie Winn, *Red-tails in Love* and a documentary recently shown on PBS.

On December 7, 2004 his nest was taken down. This was done with blessings of the co-op board in the building who found a loophole in the laws protecting nests. Birders and nature lovers throughout the city quickly reacted. New York City Audubon, under the leadership of E.J. McAdams, quickly moved to set up vigils across the street from the site.

As we stood beneath the blue sky on the largest vigil day both Lola and Pale Male soared overhead, as if to give us support. It was a civil affair with banners, signs, costumes and shouts of, "Bring Back the Nest!" Paula Zahn of CNN, who lives in the building, claimed she had nothing to do with it and it was her husband who led the co-op board in the decision to remove the nest. (Although there was press coverage of these vigils, CNN was noticeably absent.) The celebrity hero in all this was Mary Tyler Moore, who also lives in the building and was outraged at her neighbors. Vigils were held each day throughout December until the issue was finally resolved. The largest vigil was held Sunday December 11 with over 300 participants attending.

After a week of negotiations a compromise was made. The nest would be returned with a new platform to prevent twigs and debris from falling to the ground. One of the complaints that residents had was that debris, both feathers and sticks, was unsightly. It should be noted that the reason Pale Male was initially able to nest on this site was that the building had put up pigeon repelling spikes. They did not want pigeons messing up their building. The irony was that Pale Male and his mates were predators of pigeons. Not only did the pigeons stay away, they were food for young chicks. This made for strange logic in removing the nest!

On December 23, 2004, a celebration vigil was held for the return of the nest platform. This platform was built by Dan Ionescu in consultation with birders and building management.

Chris Nadaraski from NYC DEP and Barbara Loucks from NYSDEC also gave their input on this design. There were many to be thanked for their support along the way including Commissioner Adrian Benepe and John Flicker of National Audubon. Eva Moscovitz was the one public official that came out in the cold to support us. E.J. McAdams, in his address on the day of the nesting platform's installation, said, "Thoreau once said, 'In Wildness is the preservation of the world.' He did not say 'in Wilderness is the preservation of the world' or 'In the Wild is the preservation of the world.' He said 'in Wildness...' This wildness is everywhere, even in the city. For many, Pale Male and Lola are their only connection to wildness in this concrete jungle. As long as these hawks are flying, mating, and rearing young, there is hope that people and birds can live in harmony in the city."

My working with NYC Audubon as a volunteer has been an inspiration and has given me hope for the future. I hope that this will be the beginning for many of us to return to the fight. We are threatened now more than ever before.

Keep hope alive in all that you do in your work. You can make a difference.

I encourage you all to find out more about NYC Audubon by visiting their web site, [www.nycaudubon.org](http://www.nycaudubon.org) For those that may not know this, there have been some major changes in how the local chapters are funded. They have become financially independent of the National Audubon, although they did work together with them on this project. They can use your donations because this fight would not have happened without expenditure of their limited resources. If you can not give financially, you can always volunteer. I do and it has made an important difference in my life.

Other web sites to visit about Pale Male:

Pictures of the vigil can be found at <http://www.nycaudubon.org/home/vigil.htm>

The wonderful documentary many of have seen and recently aired on PBS is at [www.palemalethemovie.com](http://www.palemalethemovie.com)

Wonderful photos are on <http://www.palemale.com/>

Marie Winn's web site, author, *Red-tails in Love* is at <http://www.mariewinn.com/newsletter.htm>

MEMBERSHIP APPLICATION 2005

New Member

Renewal

Name: \_\_\_\_\_ Address \_\_\_\_\_

Apt. \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_-\_\_\_\_

If sustaining Organization, Name of Contact Person \_\_\_\_\_

Business Phone ( ) \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

Affiliation (for categories other than Sustaining Organization): \_\_\_\_\_

Title/Position: \_\_\_\_\_

Address (for categories other than Sustaining Organization): \_\_\_\_\_

E-mail address: \_\_\_\_\_

Please check the appropriate calendar year membership category:

- \$ 20 Regular (2005)     \$ 50 Sustaining Organization (2005)     \$200 Individual Life Membership

Please make checks payable to EEAC. Thank you! EEAC is a 501-C-3 organization.

I would like to become involved in a committee.

Please provide me with information about the following committees:

- Exhibits     Newsletter     Programs     Technology     EEAC Commemorative Fund  
 TEEP (Teacher Environmental Education Preparation)

Please complete the application and mail it, with your payment, to:

Jay Holmes, EEAC Treasurer, c/o Education Department, American Museum of Natural History,  
Central Park West at 79th Street, New York, NY 10024



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EEAC Web site: [www.eeac-nyc.org](http://www.eeac-nyc.org)

**Celebrate National EE Week!**