



A Brief History of the Environmental Education Advisory Council (EEAC) Within the Context of the Development of Environmental Education in NYC

Presented at the 40th Anniversary Celebration of EEAC on November 18th, 2014

By Michael Zamm, Director of Environmental Education, GrowNYC

BEGINNINGS

EEAC has its roots in the Conservation and Conservation Education Movements that developed between 1900-1970. There is no space here to analyze these movements in depth, except to identify some of the major participants: The National Audubon Society and Roger Tory Peterson, the Sierra Club and John Muir, the Wilderness Society and Aldo Leopold, The Progressive Movement and its conservation focus, spurred by President Theodore Roosevelt, the Conservation Education Association, the book “Silent Spring” by Rachel Carson. The efforts of these organizations and individuals and many more, culminated in Earth Day 1970. That was the dawn of the modern environmental movement.

In New York City, the budding conservation education ethic was manifested most significantly during the decade between the mid-1960’s and mid-1970s in the work of the Watson Ecology Workshops and through the approach to science education taken by Rose and Elliot Blaustein. Watson, held each summer for 20-30 NYC teachers at the Watson Homestead in Painted Post, NY was the vehicle for Environmental Education (EE) where masters like Harry Betros, Hy and Joan Rosner and John Kominski led interpretive and experiential workshops on the connection of natural systems to essential environmental concerns. Watson honed the skills of participants and spawned teachers who carried outdoor interpretive education into their schools.

Science educators Rose and Elliot Blaustein demonstrated that science and environmental education were excellent paths for hands-on learning. Through Rose’s teaching at Hunter College and her role as science coordinator of Community School District Two in Manhattan, many student teachers and functioning classroom teachers implemented a hands-on approach to teaching of environmental education, spreading the message citywide.

The seminal event in the inception of EEAC was the Mohonk Conference on Outdoor Education held at the Mohonk House in New Paltz, NY in November of 1974. Fifty-six educators from NYC, NYS and elsewhere, led by Dr. Gene Ezersky of the NYC Board of Education and others, met to develop strategies for implementation of a formal approach to environmental education for public school students in NYC. The key recommendation of Mohonk was “the establishment of a permanent advisory council on environmental education built around a nucleus of Mohonk conference participants and other appropriate personnel to promote multi-disciplinary outdoor/environmental education”. EEAC was born. (Mohonk info. from Dr. Eugene Ezersky’s keynote address at New York: Naturally conference, 11/2/85, reprinted in the EEAC publication, “The Development of Environmental Education in NYC: Personal Perspectives”, 11/87.)

A Watson Ecology Workshop



Can you find: Joan & Hy Rosner, Mickey & Barbara Cohen, Ray Pfortner, Dick Buegler?

EEAC NEWS.....

Steering Committee Meetings

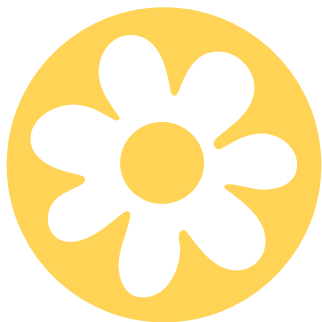
Please visit the EEAC website at www.eeac-nyc.org for meeting locations or contact an EEAC Steering Committee member. All steering committee meetings are open to anyone interested in learning about environmental education in New York City and sharing information about special programs and projects.

Newsletter Deadlines

If you would like to submit an article for the newsletter, please email it as a Microsoft Word attachment to lmiller296@aol.com. The newsletter deadlines are May 4 and October 5. We would love your ideas!

Newsletter Committee

Lynn Cole
Kim Estes-Fradis
Joy Garland
Lenore Miller, Newsletter Editor



Water Flow

*Beautiful sound of water,
Running through the rocks.
Floating through the streams,
To drink in New York City.*

By Mauricio, Margaretville Central School,
West of Hudson Watershed



The Environmental Education Advisory Council (EEAC) would like to acknowledge the support of the New York City Department of Environmental Protection (DEP) for helping to produce the EEAC newsletter. Visit the DEP website at www.nyc.gov/dep, email educationoffice@dep.nyc.gov or call (718) 595-3506 for information about DEP's education resources for students and teachers.

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

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Teacher Training
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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 quality environmental education.

EEAC Officers

Judith Hutton, Chairperson
John Pritchard, Treasurer
Shig Matsukawa, Secretary
Jacqueline Pilati, Program Chair

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Jacqueline Pilati, City Parks Foundation
John Pritchard, Retired, Grover Cleveland High School
Mike Zamm, GrowNYC

* Affiliation for identification purposes only

GET CONNECTED!

The EEAC listserv has migrated to a new home at EEAC-NYC@googlegroups.com
If you are a member of EEAC and would like to join the listserv contact Carol Franken at carolfranken@gmail.com

MESSAGE FROM THE CHAIR

As hints of Spring emerge, EEAC continues to look forward to exciting programs and initiatives for a new year! This issue will celebrate the history of Environmental Education as well as spotlight opportunities for supporting sustainability in the future.

Thank you to our programming committee for planning EEAC's 40th Anniversary party at Brooklyn Brewery. Our event brought together lifetime members along with emerging professionals in the field of environmental education. Rich conversations and networking created a forum for those who attended to share ideas for the next 40 years of EEAC.

In an effort to connect with the wider Environmental Education community, we will be engaging in a little market research. In the next few months, you will receive an online survey with sections covering member benefits, programs, communications and networking. Consider what you envision for the future of EEAC and contribute your ideas! We'll share an overview of the results later in the year.

We also want to keep you connected! Check the EEAC NYC website (<http://www.eeac-nyc.org/>) for the most up to date information about programs and meetings. Sign up for our Google Group, "like" our Facebook page or follow the organization on Twitter to keep up with environmental education news, jobs and events.

Judith Hutton



We bid a fond farewell to two members of our Steering Committee, Teresa Ippolito, who also served as Chair of EEAC, and Pam Ito. We'll miss you both.

We welcome new members and let's introduce them:

Meet our new Steering Committee Members!

Laura Chantri is the new Membership Coordinator for EEAC. She is originally from Northern California and has always loved being outdoors. She brought her enthusiasm for the natural environment into her academic work and majored in Biology at UC San Diego. She started her career in environmental education at the Aquarium of the Bay in San Francisco. She moved to New York City to obtain a Masters degree from New York University in Environmental Conservation Education. She completed this degree in January 2013, and is currently the BASE Field Studies Coordinator at the Brooklyn Botanic Garden. Additionally, she works as a teacher/naturalist at the Prospect Park Audubon Center.

Jessica Brunacini recently joined the EEAC Program Committee. Jessica is an environmental educator, specializing in climate change communication. As the program manager for the Polar Learning and Responding (PoLAR) Climate Change Education Partnership, she coordinates content between projects, organizes research efforts, provides oversight of scientific learning goals, develops messaging for outreach, and delivers educational programming related to changes in the polar regions. Prior to joining the PoLAR Partnership, Jessica worked as an environmental educator with Brooklyn Bridge Park Conservancy, Solar One, and the Center for the Urban Environment, where she developed curriculum and delivered programming to learners of all ages. Her research interests include best practices in climate change education and community-based adaptation. She holds an M.A. in Environmental Conservation Education from New York University.

EEAC and the Next 40 Years!

Presented by Mary Leou, New York University (EEAC Chair 1999-2002) at the 40th Anniversary of EEAC

Forty years of Environmental Education! Congratulations EEAC, you have reached a milestone. If the next 40 years are anything like the first 40, then no doubt EEAC will continue to thrive and grow, but what will EEAC look like 10, 20, 30, 40 years from now?

EEAC has the potential to develop into one of the country's premier environmental organizations in an urban context, providing leadership in environmental education and serving as a model for other cities and urban areas.

Having served as Chair of EEAC, I am honored to have been asked to speak about the future of EEAC at the 40th anniversary celebration. Our future is intricately connected to our past and we can draw on our 40 years of experience to build the future. This evening I would like to discuss a few key ideas that I feel will carry EEAC into the future. While none of us can predict the future with any certainty, we know that EEAC stands on firm ground, building on the work of those who came before us.

We would not be gathered here this evening if a group of dedicated and visionary environmental educators had not embarked on an environmental education journey 40 years ago— to bring outdoor field experiences to all NYC school children and to support environmental education in public schools. This has always been at the core of what we do, but as an organization embedded in a densely populated urban setting, we also have to educate people about the complex relationships between the natural and built environment, and how our actions impact the world we live in both locally and globally.

Membership

EEAC has always been an organization of people working together to support environmental education. Our members and our steering committee have been critical in sustaining the growth and development of EEAC. Going forward, our members and leaders will continue to be the cornerstone of all future endeavors and one of our most important assets. Together all of us can have a hand in shaping the future of EEAC. Each of us has a valuable contribution to make in creating a shared vision of the future.

Members bring expertise, resources, and fresh ideas that continually challenge EEAC to grow. As members we enrich EEAC, providing access to resources from our various organizations be they schools, government agencies, non-profits, or cultural institutions. This diversity has always been our strength and is the key to our future.

The future of EEAC must include the growth of membership - attracting and maintaining a broad range of constituents

that cut across educational institutions and communities. By embracing diversity in our membership, we will strengthen our ability to meet the varied challenges that we will have to address in environmental education. We have to make a concerted effort to include teachers as active participants on our board and in our programs....we need their voice at the table if we are to truly support environmental education and STEM efforts in the classroom.

Issues

The future of EEAC will also be shaped by the environmental issues and challenges that lie ahead. We have won many battles and there has been great progress in the integration of sustainability and environmental literacy in schools, but there is still much work that needs to be done in STEM education and much more needs to be done to help people understand some of the most pressing environmental issues of our time. We can make use of member programs, conferences and symposia focused on issues such as climate change, ecological footprints, sustainability, citizen science, environmental justice or food security to increase environmental literacy at all levels. We live in a time of rapid change which impacts every facet of our lives.

Leadership

As an organization we have to think about change and how we can keep EEAC vibrant and timely. EEAC got this far because we were not afraid of change! In fact we embraced it and as a result, we continue to evolve as an organization. Managing for change requires strong leadership so that EEAC can stay the course which began 4 decades ago. We can either be active agents of change or passive observers in a fast paced world. It is up to us to decide. The path we choose today, will determine where we end up in the future.

Technology

Forty years ago a "tweet" referred to a bird call, but today we are all well aware of how far technology has penetrated into our lives and our way of learning and communicating! EEAC can take a leadership role in utilizing technology to grow as an organization. Twenty years ago we were one of the first environmental organizations to have a listserv and a website. We now have the world at our fingertips embedded in our smartphones.

How will EEAC use technology to take us into the future? (I hope Millard Clements is listening tonight – he would be pleased as he advocated for technology and pioneered innovation at NYU!).

Technology has become essential to EE and STEM education. It enables us to track the migration of monarchs, observe sea creatures in the oceans' depths, monitor weather patterns and predict earthquakes. We can create models, collect, share and access data in ways we could not 40 years ago. This implies a change in how we teach and how we learn. Through citizen science and service learning, people of all ages can now engage in stewardship activities. Students

no longer merely consume knowledge, they also generate knowledge. EEAC must consider the implications of technology and use it to increase environmental literacy, foster communication, build coalitions and explore cutting edge technologies to support environmental education in and out of the classroom.

Networking

Networking is a critical piece in the future of EEAC. EEAC has been an important part of my environmental career and professional development for over 20 years! It has supported me through my years at City Parks Foundation and then at NYU and during my tenure as Chair of EEAC. It has been a source of inspiration and motivation. Everyone here who has been a member of EEAC can attest to how it has helped shape their careers and their work. EEAC's networking power opens up opportunities for everyone in the environmental

field whether they are newcomers to the field or seasoned professionals.

I am pleased to see so many NYU alums and new faces holding leadership positions within EEAC...they will build the bridge to the future! Our networking activities help foster leadership, creativity and innovation. I hope it will continue to nurture the development of environmental educators who will take on newly created positions as climate change educators, community organizers, sustainability coordinators, urban farmers, citizen scientists or other green careers that are on the rise.

My vision and hope for the future is that EEAC remains vibrant and central to the field and that it grows and prospers in ways that can increase environmental literacy for all.

Here's to 40 more years!



from left to right- Gale David, Mary Leou, John Pritchard, Jacqueline Pilati, Shig Matsukawa, Judith Hutton, Kim Estes-Fradis, Mike Zamm

HERE ARE SOME IDEAS FROM ATTENDEES AT THE 40TH ANNIVERSARY CELEBRATION, FOR SHARING AND THINKING ABOUT THE FUTURE DIRECTION OF EEAC.

"Go whale watching in NYC with Gotham Whale onboard the American Princess (Gothamwhale.com) in Breezy Point."

Move, Think, Express-less talk more action!

"Let's brainstorm how technology can be incorporated directly into EE programs"

"Get Kids outdoors!"

"And bring the outdoors to kids (into the classroom) any way possible!"

"Environment communication is vital to EE; NYC is the media capital of the earth"

"Hydroponics/ Urban Food Gardens"

"Build peer networks of educators/teachers. Mix acumen of culturals, non-profits and DOE/NGSS objectives."

"Peace Education"

Find tangible, personally relevant points of engagement to show NYers how environmental issues already-and will continue to- affect their quality of life here in NYC

Increase student to teacher ratio in the classroom so that teachers are freed up to invest their energy in Env. Ed. (Fund Env. Ed. TAs for public schools?)

"Empower Youth Action"

"Ask communities what their environmental concerns are, and then work from those"

"Technology & Green Science! Check out 3dPonics.com"

"Make sure the DOE gives teachers the time needed to teach EE & STEM"

"Inner Transformation to move from consumption to gratitude"

SCONYC

OUR 37th YEAR CELEBRATING SCIENCE
The SCIENCE COUNCIL of NEW YORK CITY
37th Annual All Day Conference and Luncheon

A NEW BEGINNING

Saturday, March 28th, 2015

8:00 AM – 4:00 PM

On Site Registration begins at 7:30 a.m.

Stuyvesant High School

345 Chambers Street @ West Street

Member Associations of SCONYC

Catholic Science Council-Diocese of Brooklyn • Chemistry Teachers Club • Educators for Gateway •
• Elementary School Science Association • New York Biology Teachers Association •
New York City Science Teachers Association of NYS • New York Microscopical Society • New York State
Marine Education Assoc. • Physics Club of New York • Science Supervisors Assoc. •

ASSOCIATE MEMBERS

Environmental Education Advisory Council • United Federation of Teachers Science Committee •

•
New York State Science Olympiad • United Federation of Teachers Outdoor–Environmental Education
Committee

•
Presenters: sconyc2015presenters@gmail.com

Vendors and Exhibitors: dlasconyc@gmail.com

educators please visit our website:

www.sconyc-ny.org

Due to Insurance Restrictions NO strollers, bags with wheels, or shopping carts allowed in the Exhibit Area.

THE EE CENTERS

On a practical level the most immediate growth of EE in the aftermath of Mohonk and the creation of EEAC was the development of a number of EE centers. From a political point of view the most significant of these, was the Gateway Environmental Studies Center at Floyd Bennett Field, which opened in 1976. Gateway was created under a formal agreement between the then NYC Board of Education and the National Parks Service. Gateway represented the first broad commitment of the school system to EE. Sam Holmes, Chief of EE for the Parks Service, had oversight of the center and Ruth Eilenberg was its director.

EEAC played an important role in Gateway; Gene Ezersky, the leader at Mohonk and Director of the Board of Education's Bureau of Physical and Health Education, where EE was supervised, and his Assistant Director, Bernard Kirschenbaum, worked to foster a close relationship between Gateway's programs and EEAC.

While Gateway was developing, the mid/late 70's saw the birth of the Alley Pond Environmental Center (APEC) in Queens, the Wave Hill Environmental Center in the Bronx, the Prospect Park Environmental Center (PPEC, later BCUE and CUE) in Brooklyn, High Rock Park Environmental Education Center in Staten Island. PEEC, the Pocono Environmental Education Center under Jack Padalino, although located in the Poconos, was a major deliverer of EE programs to NYC children as was the District 22 Ecology Center in Brooklyn. In the 1980's the Fireboat House Environmental Center was established by Rose Blaustein on the Eastside of Manhattan. EEAC members were deeply involved in helping to start, staff and program all these centers of environmental education. Funding for their operation ranged on a continuum from private to public, depending on the situation.

In the early 1980's, NYU recognized the need for developing a cadre of deep environmental philosophically-trained persons for the growing movement and an Environmental Conservation Education program was started, led by Professors Tom Colwell and Millard Clements, both later active members of EEAC.

THE GOVERNMENT PROGRAMS

Beginning in the late 1970's/early 1980's, city, state and federal environmental and environmentally-related agencies created environmental education programs. The NYS Department of Environmental Conservation and its Region 2 office, the US EPA and its Region 2 program, the NYC Department of Environmental Protection, the NYC Department of Parks and Recreation, the NYC Department of Sanitation--- all became participants in the movement to educate the city's children about the environment. The Board of Education extended its commitment beyond Gateway by placing EE in the Bureau of Science, forming a Chancellor's Task Force on EE and in 1992, creating a High School for Environmental Studies. A Governor's Task Force was established by Governor Mario Cuomo on the state level. The success of these ventures was mixed, but it is important to note that many EEAC steering committee members and general members participated in these efforts.

URBAN EE

All of the efforts described above dealt in one way or another with environmental education as outdoor education, as nature education in the city, as urban ecology. In the early/mid 1970's a few organizations devised EE programs which stressed the built environment-architecture, streetscape, the design of the city. A focus on specific issues- water supply, wastewater treatment, recycling, energy,, noise, lead poisoning-- was another characteristic. There was a push for students to go out of the classroom and into the community to study and change the environment for the better. The programs of GrowNYC (formally the Council on the Environment of NYC) and the Environmental Action Coalition were most significant early on but as the 70's came to a close, Prospect Park Environmental Center (later Brooklyn Center for the Urban Environment/CUE) joined the movement for urban environmental education as well. All three EE programs produced future leaders of EEAC.

With the emergence of the Environmental Justice Movement in the 1980's and its emphasis on the disproportionate placement of environmentally polluting sites and facilities in communities of color, the group West Harlem Environmental Action (WEACT) was formed to tackle this issue in Manhattan and citywide and environmental justice became a key aspect of urban EE.

Urban EE became a feature of many programs in the decade of the 1990's and was formalized into a university program with the creation of the Wallerstein Collaborative for Urban Environmental Education at New York University in the early 2000's.

EE AND CULTURAL INSTITUTIONS



Continued from page 8

In the entire period after Earth Day, EE began to flourish in cultural institutions. Environmental education was done in a variety of ways in various settings at the American Museum of Natural History, the Brooklyn Children's Museum, and all the botanical gardens- New York, Brooklyn, Queens. EEAC held many of its membership meetings and member programs at these locations and once again, the staff from all the significant cultural institutions have performed leadership roles in EEAC.

SUSTAINABILITY EDUCATION

In New York, from 1990 on, the term sustainability came to be the buzzword for sound environmental planning and behavior. Sustainability educators became active in EEAC and within the EEAC community, sustainability education and environmental education are either considered synonymous or two sides of the same coin.

EEAC AS A NETWORK

With connections throughout the NYC EE universe, it was logical that EEAC would play a major networking role. The organization initially adopted this function through major membership meetings at venues such as High Rock Park and Wave Hill, workshops by a consortium of EEAC member organizations at community school districts like Districts 8 in the Bronx and 22 in Brooklyn and several major conferences in the 1980's- two run by the Board of Ed and two NY Naturally conferences, coordinated directly by EEAC. A fifth conference, Nature in the City, ushered in the 1990's.

EEAC AS AN ADVOCATE FOR EE

Whether advocacy has a role to play in environmental education is controversial but advocacy for the inclusion of EE in the curriculum is a given and EEAC has played a major role in this regard since it teamed with GrowNYC and the Environmental Action Coalition to coordinate the ultimately successful campaign to convince the NY State Education Department to infuse environmental concepts into the state syllabus and curriculum in all subject areas and on state Regents exams. EEAC also championed the establishment of the Chancellor's Task Force on Environmental Education--- EEAC members held many positions on the task force.

In the past 15 years, EEAC has worked with GrowNYC and the Wallerstein Collaborative on EE to create TEEP- Teacher Environmental Education Preparation, to motivate the colleges of education throughout NY State to include more EE in their pre-service and graduate teacher prep programs. Symposia and meetings have been held throughout the state, but no official breakthrough has yet occurred.

THE CURRENT ERA

From the late 1990's to the present the environmental education field has seen the birth and growth of several innovative organizations and programs- Rocking the Boat, Solar One and its Green Design Lab, the education programs of the Bronx River Alliance and its member organizations, the Citizens Environmental Literacy Foundation (CELFL), the Center for Urban Pedagogy (CUP) amongst others. The NYC Department of Education (DOE) has continued to support the development of environmentally themed schools and sub schools and some of these have spawned wonderfully productive initiatives such as the oyster project at the New York Harbor School, located on Governors Island.

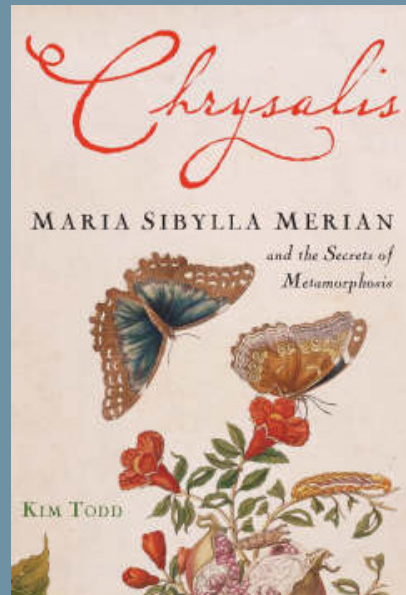
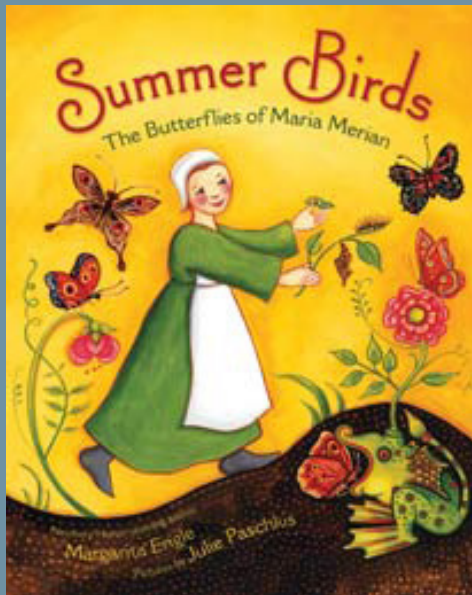
Perhaps most significantly, the DOE has actualized the recommendation for a citywide coordinator of environmental education made in the report of the aforementioned Chancellor's Task Force by hiring a Director of Sustainability who, in turn, supervises sustainability coordinators at every NYC public school.



Harry Betros, Teaching in a Schoolyard

EEAC members have worked with all of these participants and called for them to become part of a wider environmental education community so that EE/outdoor education can be available to all the city's children.

Book Buzz



There are so many great children's books out there now featuring women who managed to defy the old stereotypes of science in a male world.

A Mighty Girl is a great Facebook page and website to learn about great women role models and books. This is where I first learned about Maria Sibylla Merian. She was not only an artist and scientist, but one of the firsts in studying organisms in their natural environments, as opposed to collecting and studying in isolation. One could say she was one of the earliest ecologists. She lived before Darwin and Audubon, those early pioneers who studied animals in their natural environments. Her pictures of butterflies were always in their natural habitats, usually including its host plant and chrysalis.

The children's book is *Summer Birds: The Butterflies of Maria Merian* by Margarita Engle and illustrated by Julie Paschikis, Henry Holt and Company, 2010.

It is written for juvenile audiences. I would comfortably read it to children ages 6 through 10 and possibly kindergarten. The book discusses how mistaken people were about the life cycles of insects and other creatures, thinking insects sprang from mud, via "spontaneous generation" and how Maria, in childhood, through observation, knew they were wrong. In those days, butterflies were colloquially called "summer birds". With the reading of this book at an early age, you can begin to discuss life cycles and metamorphosis. And to reinforce the concept, one can now successfully raise butterflies in the classroom or at home. There is a comprehensive history of Maria in the back of this book to support the teacher and better readers. In recent years

The book stirred my interest so that I went on to read an adult biography of Maria called, *Chrysalis: Maria Sibylla Merian and the Secrets of Metamorphosis*, by Kim Todd. It was so engaging that I could not put it down. It details her life growing up as the daughter of an engraver in Frankfurt. She had artistic gifts and was encouraged to develop those gifts by her family. A bit of a 'wild child' who studied bugs and the like, she was said to be her father's favorite. The business was successful and left the family comfortable. All were involved in the actually business of engraving which was fertile ground for Maria's development as an artist and scientists. She married young but still maintained her studies and published books on butterflies. For a woman in the late 17th century, this was truly unique but she traveled in circles of like minded scientists and intellectuals. She eventually divorced, took off to Suriname then a Dutch Colony in South America, with her eldest daughter to study butterflies in their habitat. Even today, Suriname remains a backwater country. To imagine a 17th century women going there, traveling through its jungles alone, is beyond remarkable. The only reason she came home after a few years was because she developed malaria. She continued writing and publishing until her death. One of her daughters took much of her mother's work with her to St. Petersburg upon an invitation from Peter the Great. There, much of her work remained until the 1970's when it was rediscovered.

I encourage all to read this biography, of a person who contributed much to the study of butterflies and is not known well enough. The children's book will delight your students as well.

Regina McCarthy



HELEN ROSS RUSSELL

1915-2014

A life well-lived.

It is fitting that in this 40th anniversary issue of the EEAC newsletter, we look back and pay our respects to one of the outstanding pioneers of our organization, one who contributed so much and personified in her life and deeds what this organization is all about. Helen Ross Russell was a true pioneer in the sense that she was a ground-breaker with many early and long-lasting achievements. Those of us who were fortunate to have been at the receiving end of her expertise, modeled our hands-on approach to the teaching about the natural world from her work.

Helen was a prolific author; her most widely read and still popular book was *Ten-Minute Field Trips, A Teacher's Guide to Using the Schoolgrounds for Environmental Studies*, published by NSTA, reprinted 3 times and translated into Russian for use in their schools. Among her other well-known books are: *City Critters*, *Winter Search Party*, *A Guide to Insects and Other Invertebrates*, *Foraging for Dinner*, *Collecting and Cooking Wild Foods* plus many others.

In many ways, I personally followed in her hard-to-fill footsteps----she was the Science consultant for the Staten Island Children's Museum, helping to develop the exhibit *Bugs and Other Insects* in 1989, still there and just as popular as ever with youngsters. I served in that capacity for the SICM's Wonder Water exhibit right afterward. Helen presented a 3-day workshop using her 10-Minute Field Trips book for the Warrior's Path State Park in Kingsport Tennessee in 1986 and I followed the year after her, doing the same thing! She paved the way for me.

I personally attended many of her workshops at PEEC, at NSTA and other conferences. In turn, when I put together professional development events for teachers, I made certain to engage her services so that others could benefit too.

Helen was an active member of the American Nature Study Society (ANSS), serving as its president and as the chief editor of its journal for many years. Often, she would have Guest Editors and I filled that role once. A terrific "perk" of working alongside Helen in her home, was partaking of her fabulous home-cooked food as she was one of the best cooks. And her lovely backyard garden, small but gorgeous, was another great joy. I did have the delightful experience of visiting with her and husband, Bob at their farmhouse in Pennsylvania; the memorable feature of that house was its "summer kitchen"----a detached working kitchen with beehive oven, a place to prepare those famous meals regardless of the hot weather.

In 1991, I once again had the privilege of attending a week-long Field Trip to Portal, New Mexico where Helen was part of the naturalist staff. Lodging was at the Southwest Research Station of the American Museum of Natural History and daily field trips explored sites in the area. The trip was memorable because when you had a teacher of Helen's caliber at your elbow, you knew you would be in for a treat.

From 1971-1997, Helen taught at Manhattan Country School, a private school near Central Park. In addition to outdoor lessons held in and around the Park, the school operates a working farm upstate. It was at MCS that Helen honed her hands-on discovery lessons, imparting her vast knowledge to the hundreds of students whose lives were transformed. Out of that work, the book *10-Minute Field Trips* was born.

In 2002, Helen had her memoirs published. The book's title is *Journey Through the 20th Century*, published by Xlibris. It can be purchased from Amazon and tells a fuller story of her wonderful life. She leaves a great legacy. Visit memorial web sites such as <http://Dr-Helen-Russell.virtual-memorials.com> where you can also get a better idea of who she was as a person.

Lenore Miller



MEMBERSHIP APPLICATION 2015-2016

New Member Renewal

Name: _____

Address: _____

Apt. _____ 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: _____

Mail completed form and check to:

John Pritchard, Treasurer, EEAC, 72-35 Metropolitan Avenue, Apt. 2C, Middle Village, NY 11379.

Date: _____

Please check the appropriate calendar year membership category:

- \$ 20 Regular \$ 50 Sustaining Organization
- \$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:

- Communications Programs Membership
- TEEP (Teacher Environmental Education Preparation)

tion)



ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

Judith Hutton
 The New York Botanical Garden
 Teacher Training
 2900 Southern Boulevard
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