

SWEEP: Get all the Dirt

"Nothing Under the Rug"

NEWSLETTER OF THE VERMONT STATEWIDE ENVIRONMENTAL EDUCATION PROGRAMS • SUMMER 2004

Freecycling! *Making Consumption Slightly More Sustainable*

By Barry King

When we were kids, we learned to bicycle. Then, as times changed and we wanted to conserve our natural resources as well as landfill space, we learned to recycle and then for many of us, to precycle. Now it's time to learn to "freecycle." Actually, freecycling is the easiest and oldest of the four – the idea isn't new, just the means. Freecycling is just giving away things you don't want to someone who does by using the Internet instead of a local bulletin board or classified ad. There is now a network of Freecyclers with groups throughout the US and even internationally. And it's free – of course.

According to its web site, "the worldwide Freecycle Network is a grassroots movement of people who are giving (and getting) stuff for free in their own towns." This is done through local, Internet-based bulletin boards where people post items available free (one of the few rules) to the first interested person or organization. Since the bulletin boards are locally-based, the two parties arrange a convenient time and place for transferring the item in question. A local volunteer moderator runs each local group; most are Yahoo! Groups. It's simple to join and if you want to set up a new Freecycle in your area, that's easy too. It takes about 10 minutes on the web site.

A recent check of one bulletin board revealed the following offers – a full-length mirror, an IKEA wooden end table, three 16' wooden beams, a refrigerator, etc. Some of the items being sought were: a blender, lawn art and rehearsal space for a local band. Many of the posted items were already "taken" such as pool chemicals and a stereo cabinet. So, obviously



ously the possibilities are enormous and since many of those unwanted items would end up in a

landfill, the repercussions are huge.

Nonprofit organizations can use the Freecycle Network as a vehicle for their own wants and no-longer-wants as well as (especially for social service groups) by scanning the lists and acquiring things for someone in need.

Freecycling was started last year by a 501(c)3 called RISE, Inc. "to promote waste reduction in Tucson, AZ's downtown and help save desert landscape from being taken over by landfills." There are currently nearly 850 local groups with over 160,000 members. In Vermont, the existing Freecycle groups are: Addison/Rutland County, Brattleboro, Burlington, Castleton and Springfield. The number of groups and members is continually increasing and thus also the impact on our landfills. It's an exciting idea and a great solution to ease an ever-growing problem.

Go to www.freecycle.org for more information or to sign up. In the words of one person, another name for this electronic giveaway could be "FreeBay".

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NOTE from the EDITOR - "Sustainability"

According to my Oxford Dictionary, a definition of "sustain" is "enable to last out, keep from failing, give strength to, encourage." SWEEP has always been about sustainability, even when we didn't know that was what we were doing! Years ago, when we each were working hard in our isolated small programs, the networking and sharing of information that happened at SWEEP meetings allowed us to know about the bigger picture and how our efforts contributed to it. This was most encouraging and bred collegiality which led to more sharing — all of which allowed us to keep going and work more effectively and hence sustainably. Sustainability is key to all

our work — whether we work on a local, regional or global scale, we have to be able to sustain our own efforts while we work for the sustainability of our planet and its inhabitants.

This edition of the SWEEP newsletter has "sustainability" as its theme. In it, you will read what our members are doing in this regard as well as efforts elsewhere that promote sustainability. "Sustainability", together with last spring's newsletter on "collaboration", form the theme of this fall's NEEEA conference, hosted by SWEEP and co-sponsored by Middlebury College. We hope you will enjoy the newsletter and participate in the conference!

Barry King, EDITOR

Sustainable Communities Conference

Sustainable Communities 2004 is being held in Burlington July 14-18. Co-sponsored by the National League of Cities, the American Planning Association, and the U.S. Conference of Mayors, the conference is designed to help participants develop real action strategies to make their communities places that promote environmental health, good governance, and social and economic justice. Experts in economic development, participatory governance, new types of social programs, education and business from 40 countries are participating.

The web site has detailed information about the conference's program, activities and tours. The conference is designed to provide in-depth exploration of issues and a range of



learning experiences through working groups, workshops and other sessions in twelve different focus areas. Erica Zimmerman, VT EFS Coordinator, is coordinating the Youth Engagement strand of the conference and welcomes all to collaborate to solve real-life problems and develop practical action plans for the UN Decade of Education on Sustainability. For more information, visit www.globalcommunity.org/conference or info@globalcommunity.org

Vermont StateWide Environmental Education Programs (SWEEP)

is a coalition of individuals and organizations promoting environmental education in Vermont since 1975. SWEEP's purpose is to foster environmental appreciation and understanding to enable people to make responsible decisions affecting the environment. For membership and contact information, see p.7.

NEWSLETTER EDITING:

Barry King

NEWSLETTER PRODUCTION:

Holly Brough

"SWEEP:

Get all the Dirt" is produced twice a year. We welcome your contributions! Contact Editor Barry King at <kingle@together.net>

Australian Sustainable Schools Program

Australia has developed a Sustainable Schools Program (SSP). Its defining feature is the integration of existing and fragmented approaches to sustainability education into a holistic program with measurable environmental, educational, economic and social outcomes. The program implements improvement in a school's management of resources and management of school grounds and integrates this approach into the

existing curriculum and daily running of the school. The government anticipates implementing the program nationally by the end of 2005. This will make Australia the first country to have a SSP in all States and Territories.

For further information on Australia's SSP, contact Jenny Dibley, the Department of the Environment and Heritage, jenny.dibley@deh.gov.au or visit: www.deh.gov.au/

Member Profile: Jen Cirillo



Jen Cirillo is SWEEP's new Board chair and is the coordinator of the Sustainable Schools Project. I thought an interview would be a good way to introduce Jen to those of you who don't know her yet. – Ed.

Jen, what is the Sustainable Schools Project?

SSP is a partnership of Shelburne Farms and VT Education For Sustainability (EFS). It's an innovative whole-school model using sustainability as an integrative concept for curriculum development, campus practices, teacher collaboration and community partnerships.

How did you end up in Vermont working in EFS?

When I was ten years old I told my family I was going to leave New York and head to Vermont. Somehow, I thought that Vermont would offer me the lifestyle I truly wanted — a farm to run around on and space for as many horses as I could imagine. It took eight years, but I finally did move to Vermont to attend UVM. I earned a BS in Plant and Soil Science, was involved with the Agroecology Institute and helped form Common Ground, UVM's student-run farm. After graduation I decided to stay in Burlington and give back to the community in some way. Luckily, I found a great career-building experience as an AmeriCorps*VISTA with the City of

Burlington for three years. During that time I started a collaborative environmental science/arts project between Very Special Arts Vermont and the Lake Champlain Basin Science Center (now ECHO). My experiences and interest in this project sent my career in a new direction — from wanting to be a farmer to wanting to be an educator. I made one stop along the way and worked as the outreach coordinator for the City of Burlington's Legacy Project — a participatory process to create a 30-year sustainability plan, implement action steps to achieve those goals, and create indicators of success. This is when my interest in EFS was piqued; I had the opportunity to work with Erica Zimmerman at a Making Connections summer institute. Then, in 2000, I went to Lesley University's Audubon Expedition Institute and received my MS in Environmental Education while living on "the bus" in Canada, Mexico, Maine and finally Italy, where I completed my last semester's independent study on a farm. When I returned to Vermont I had the good fortune of connecting with Shelburne Farms and VT-EFS on the Sustainable Schools Project!

What are your hopes or goals for EFS?

2005 – 2015 was declared the UN Decade for EFS — I hope this will bring more attention to the promise and potential of EFS, especially in the U.S. In Vermont we are fortunate to have Sustainability and Understanding Place as part of the Framework of Standards and a plethora of wonderful environmental education organizations and resources. However, it seems that with the national focus on testing, we have our work cut out for us. I hope our successes can be translated around the country to inspire other places to make a commitment to EFS.

What are your hopes and goals for SWEEP?

I hope that SWEEP can serve as the hub for the VT EE organizations to support the missions of our individual organizations, keep SWEEP members abreast of educational issues and research, and provide opportunities for us to work together to improve both formal and non-formal education. I am especially excited about SWEEP hosting the VT NEEEA conference in October!



Sustainable Climate: *Reducing your impact on global warming*

Melissa Green, Otter Creek Audubon Society

NativeEnergy, a company based in Shelburne, claims any individual or business can become “climate-neutral”. We can reduce or eliminate our impact on global warming through its WindBuilders program, an innovative concept providing a direct means to fight against climate change. It works in this way: individuals, businesses and organizations choose how much carbon dioxide they wish to keep out of the air. NativeEnergy then provides a quote of how much the CO₂ offset (or “Green Tag”) will cost. For example, if you’d like to offset your CO₂ contribution as if you took your average car off the road for an entire year, NativeEnergy would assess you 17 cents a day. They would then use your money to fund construction of new wind farms, among them one on the Rosebud Sioux Reservation, and other renewable energy sources.

According to NativeEnergy, wind farms can actually force electric utilities to buy the energy they produce. Since there can only be a certain amount of electricity in the grid at any one time, when the grid operators purchase wind energy, they must turn down other electricity generators, such as those using fossil fuels. Less fossil fuel use means less carbon dioxide emissions. So although the customer purchasing the CO₂ offsets does not necessarily use the wind-powered energy

(electricity received from the grid always comes from a variety of sources), those offsets have helped plant the seed of a wind turbine that will provide a lifetime of emission reduction benefits, and actual future reduction of fossil fuel use.

NativeEnergy also supports methane renewable energy programs, including a new renewable methane-powered electricity generator at the Essex Junction Wastewater Treatment Facility. They are working on a program, also in Vermont, to help fund the development of modular digesters that may work well with small and large farm operations.

NativeEnergy can customize a program to precisely match all or part of an organization’s energy use. The company even offers a “Music Matters Cool Tour” as a way for touring bands to reduce or eliminate their environmental impact. Ben & Jerry’s, Green Mountain Coffee Roasters, the Dave Matthews Band, and the US Department of Energy are among its clients. Green Tags make a wonderful gift for the person who has everything, and are available at many different levels, starting at one cent per kWh or \$6 per half-ton. This unique concept could play a vital role in the future of emissions reduction technology. For more information or to sign up, visit www.nativeenergy.com.

For more information about the North American Sustainable Consumption Alliance, visit <http://nasca.icspac.net/>.

To register your organization’s sustainable consumption and production activities in the database, visit <http://nasca.icspac.net/db/>.

For more information about the CEC, contact: info@ccemtl.org or www.cec.org

Online Database of Sustainable Consumption Initiatives in North America Launched

The Commission for Environmental Cooperation (CEC) has launched a new online database cataloguing information about sustainable consumption and production initiatives in North America. For the first time, Internet users can access a single web site to learn about sustainable consumption projects that they can support,

join or replicate in their own community. Approximately 200 initiatives and programs are listed in the searchable database, covering such issues as advertising and marketing, children and youth, cleaner production, consumer products, organic products, procurement, poverty, tourism, trade, transport and waste. “The diversity of initiatives featured in

the database highlights the willingness in North America to move toward sustainable consumption and production patterns,” said Chantal Line Carpentier, head of the Environment, Economy and Trade program at the CEC. The database is an initiative of the North American Sustainable Consumption Alliance (NASCA), a strategic partnership of people and organizations working to promote more sustainable consumption patterns in Mexico, Canada and the United States. Partners in the NASCA are the Commission for Environmental Cooperation, the Canadian Centre for Pollution Prevention, Environment Canada, the Lowell Center for Sustainable Production, Integrative Strategies Forum, the University of Sonora, and the United Nations Environment Programme.



Sustainable Sterling

Christina Erickson, Sustainability Coordinator

“Educational institutions are potential leverage points for the transition to sustainability” (Orr, 1992, p. 84). In his often-cited work, *Ecological Literacy*, David Orr argued that institutions of higher learning have great opportunity for modeling the way towards a sustainable future. Orr wrote that both the

The Sterling College community combines structured academic study with experiential challenges and plain hard work to build responsible problem solvers who become stewards of the environment as they pursue productive lives.

curriculum and the infrastructure of the campus are venues for sustainable living and education. A few colleges and universities are starting to integrate environmental programs into the broader curriculum, but most remain isolated departments or programs (Elder, 2003). In the last decade, greening of infrastructure has grown significantly, especially through the leadership of the National Wildlife Federation’s Campus Ecology, which works with over 100 campuses annually to “transform the nation’s college campuses into living models of an ecologically sustainable society...[and] train a new generation of environmental leaders.” (www.nwf.org/campusEcology/dspAbout.cfm) However, very few institutions of higher learning embrace sustainable practices in both curriculum and infrastructure. This kind of commitment is key to evolving towards sustainability and leading the way for other communities to embrace a sustainable future.

Sterling College, in Craftsbury Common, Vermont, has found this balance between a green curriculum and a green infrastructure. We blend traditional academics with experiential, hands-on learning, with the purpose of helping students become responsible problem solvers and stewards of the environment through an environmentally-based curriculum. Examples of sustainability are found in our kitchen, dining hall, gardens, livestock operation, recycling system, and campus buildings. We serve vegetables from our certified-organic gardens, meat raised on our farm, and other locally grown and organic foods. Our gardens are fertilized with compost made from food waste and manure. Sterling College has sup-

ported recycling, composting, and energy conservation for over two decades. Recent greening initiatives include the exploration of biodiesel use on campus and researching environmentally and socially responsible vendors for our bookstore and kitchen.

Since the time of its establishment, Sterling College has been consistent in its attempts and successes to lessen its ecological impact on the earth and will continue to do so through a new initiative.

“Sustainable Sterling” is a renewed effort towards greening our campus and infrastructure. It will challenge our community members to live in line with the College’s mission statement, as well as educate our visitors about sustainability efforts on campus. Part of this initiative includes the hiring of Christina Erickson (Assistant Director of the Career Resource Center and faculty member for the past four years) as Sustainability Coordinator. One of her tasks is to complete an environmental audit of the campus and implement recommendations for improvement as feasible. Another will be to increase energy efficiency and accomplish goals established by the Conference of New England Governors and Eastern Canadian Premiers’ Climate Change Action Plan (www.negc.org/environment.html), which aims to reduce greenhouse gas emissions. In November 2003, Sterling College signed on to this collaborative action plan.

Sterling College serves as a model for other campus greening initiatives because the systems that enable us to function as a learning community demonstrate sound and practical methods that we all can use to lessen our impact on the environment. Through our new initiative, our curriculum, and the greening of our infrastructure, Sterling College continues to work toward building responsible problem solvers who will build a sustainable world.



The College farm consists of solar- and wind-powered barns, pasturelands, certified organic gardens, fruit trees, greenhouses, and diverse livestock.

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- Orr, D. (1992). *Ecological literacy: Education and the transition to the post-modern world*. Albany, NY: SUNY Press.



Environmental Education and Education for Sustainability: What's in a Name?

Anne Peracca Bijur

This article is condensed from a chapter of Anne Bijur's Masters thesis at UVM: "Incorporating Education for Sustainability into the Revision of Vermont's K-12 Education Standards."

Ever since the phrase, "education for sustainability" (EFS) was coined, there has been debate in the environmental education (EE) field as to what it really means, whether it represents a new field or is just the reinvention of environmental education. When the original goals of EE are compared to those of EFS, they are strikingly similar. But EE seems to have strayed from its original course. EFS may simply be EE returning to its roots with modifications to better cope with the complexity of a modern world.

A UN Conference in Tbilisi in 1977 created the first agreed upon definition of EE: "Environmental Education is a process of developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, skills, attitudes, motivation and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones" (*NCEET, 1994*). EE was to "consider the environment in its totality — natural and built, technological and social (economic, political, cultural, historical, moral, aesthetic)" (*NCEET, 1994*). But, somewhere along in its development, the broader definition of the environment — the intention of including the economy, society, and politics — was lost. EE now is most often viewed as nature education or environmental studies with an attempt at activism.

What is EFS? The three primary goals of the sustainability movement are environmental integrity, economic prosperity, and social equity. EFS tries to bring these three goals closer to reality. It promotes an understanding of the interconnectedness of the environment, economy, and society. It links this knowledge with inquiry and action to help students build a healthy future for their communities and the planet. In other words, EFS develops the knowledge and skills for taking care of all living things within the means of the earth's resources.

The important similarities between EFS and EE include an emphasis on lifelong learning, experiential education, and an atmosphere where students are expected to take an interest and active role in planning their education. Both provide students with the skills, knowledge, and values to analyze

the relationship between humans and the environment and to solve current and potential problems associated with this relationship. EFS and EE are interdisciplinary and balanced in approach. They focus on real-world problems, examining issues from local, regional, and global points of view. They develop the problem-solving, communication, and critical thinking skills of their students and encourage democratic citizenship, using these skills to take action to solve actual problems.

But EE and EFS are not the same. The predominant difference is a shift in emphasis. Whereas EE's focus has been primarily on providing knowledge about the environment and humans' relationship with it, EFS balances the learning between issues of the economy, social equity, and the environment. In addition, EFS emphasizes systems thinking as a critical skill to bring about sustainable development. There is also more importance placed on the skills of long-term thinking, visioning, and scenario planning — encouraging students to think about the future and how they can come closer to their desired vision. Lastly, EE often focuses on single-issue problems whereas EFS enlarges the scope of inquiry to better analyze the complexity of problems and all their potential causes and solutions. Whereas EE was education in and about the environment, EFS is really educating for the environment. Whereas EE relates to current market views of education, EFS challenges them (*Sterling, 1996; Orr, 1992*).

However, as John Smyth said in a 1998 work, "If we can break through the uncertainties and double meanings of sustainability and agree on what education for the 21st century should look like, then the name may not matter."

Planning a Sustainable Event?

Would you like to make your next event more sustainable? The Sustainable Communities Network has created a comprehensive listing of resources and a step-by-step downloadable brochure on the planning process and the issues to consider from choosing a site to choosing the food service. You can find it at www.sustainable.org/information/susevent.html.



VT EFS Update

By Erica Zimmerman, Coordinator of VT EFS

Our sense of education for sustainability has evolved over the five years we have worked alongside Vermont's classroom teachers to make this big idea, this most "essential question" come alive for our children. There are many definitions and many frameworks for outlining the important kinds of learning that support improving our communities' economic, ecological and social quality of life. Recently, we have come to embrace youth civic engagement as the keystone of all our work—helping our youth become aware, motivated and active in improving their communities. This approach unites our overarching goal of sustainability, our context of place, and our strategy of service-learning. Successful youth civic engagement depends on three essential elements.

Understanding connections

First, students need to understand that the world is built of connections. By seeing the interconnections within their community, students better understand the complexity of the human and natural systems around them, and their learning gains more meaning and depth. When fifth graders learn about where their food comes from, and the economic and ecological forces behind those places, they can better consider multiple variables when deciding what food to eat. Integrative curriculum—even when not interdisciplinary—can develop the foundations of the systems-thinking our young citizens and our communities need.

Connecting to place

Side by side with understanding interconnectivity is understanding place, the natural and human systems that make up our local communities. In Vermont, we are fortunate to have abundant resources for studying our local ecology and history. Many of us are collaborating with local community planners to develop resources for studying local economics and patterns of change. When we bring students into the context of their community, we find motivation soars and opportunities abound for meaningful projects where they can develop and apply their academic skills. At the same time, students become literate in their local place. They gain names and stories for the world around them—the source of their water, the long-ago business owner who built the big brick house, the name of the bird that sounds their wake-up call. With such

knowledge, they have more reason to care for this world and become stewards of it.

Making a difference

Knowledge and connection to place do not make an engaged citizen, however. In addition, students need to feel confident in their ability to make a difference with this knowledge. They need to know their own effectiveness (often called self-efficacy). Students—all of us—must not get lost in the complexity of the world, nor become simply rooted in compassion for it; they must have some measure of control within themselves to effect the changes they now understand to be needed.

How do we instill in our students such "locus of control"? As educators, we need to give them experiences that show them that they can make a difference. We need to set them up for successful service-learning in their school, their neighborhood, or their town. A distant ecosystem cannot supply such a context. Our students need real opportunities for decision-making: to inquire about

their communities' needs and to shape the contributions they will make. Students then need the opportunity to reflect on their experience and to construct its meaning. Inquiry and reflection are necessary companions to help students develop the awareness of themselves as actors in the web of their communities. With such service-learning experiences, students have the personal skills they need to forge ahead as citizens engaged in their communities.



Get Swept Away!

Vermont StateWide Environmental Education Programs (Vermont SWEEP) is a coalition of individuals and organizations promoting environmental education in VT.

Name: _____

Address: _____

Town/State/Zip: _____

Email: _____

Organization: \$40 Individual: \$15

MEMBERSHIP BENEFITS INCLUDE:

- Twice-annual membership meetings; periodic development workshops & conferences
- Representation to the six-state New England Environmental Education Alliance (NEEEA)
- Inclusion in SWEEP's Directory, which lists members' environmental education services and is distributed to VT teachers and educators
- SWEEP's newsletter

Please make check payable to SWEEP and mail to:
SWEEP, 9 Bailey Ave., Montpelier, VT 05602. Thanks!



COLLABORATION UPDATES

The Eagles Have Landed: Vermont's Bald Eagle Restoration Initiative

Eveleen Cecchini, Eagle-care Manager and Education Program Coordinator VTBERI; Director OFES



Take a peek at the eagles using the live-eagle cam at www.cvps.com/eagles.

Two eaglets made history on May 10, when they settled into their new home at the Dead Creek Wildlife Management Area in Addison. These bald eagles are the first to be part of the hacking process of Vermont's Bald Eagle Restoration Initiative (VTBERI). Six more are expected in the beginning of June. Hacking is method of gradually releasing juvenile raptors, like eagles, to the wild.

This project, funded through Senator Jeffords, marries the resources, skills, experience and expertise of five major partners: U.S. Fish and Wildlife, Vermont Fish and Wildlife (VT F&W), Outreach for Earth Stewardship (OFES), the Northeast Natural Resource Center of the National Wildlife Federation (NWF) and the major corporate sponsor, Central Vermont Public Service.

As exciting as this project is in itself, what excites me most is the community effort involved. The energy does not stop with the major partners. Community volunteers built the hack tower. The project has attracted over 35 trained volunteers who take turns feeding and monitoring the birds. Local hatcheries and local anglers supply most of the eagles' food. Other volunteers transport the fish from all ends of the state to the hack site. Close to a dozen local businesses have donated everything from the use a camper for the overnight attendant to the one-way windows for discreet eaglelet monitoring. And SWEEP can brag of no less than five members as partners in VTBERI: VT F&W, OFES, NWF, Shelburne Farms and Audubon Vermont.

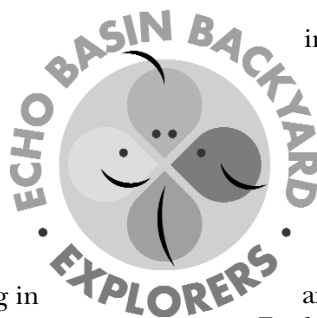
I have always been impressed by Vermont's sense of place – sense of responsible neighborhood. Although the community response to this exciting initiative does not surprise me, it certainly fills me with a sense of indescribable pride. Vermont may be the last state in the lower 48 to have a breeding population of Bald Eagles, but there is no state where the eagles will be more welcome.

Echo Basin Backyard Explorer Program

Rachel Jolly

ECHO at the Leahy Center for Lake Champlain and Hannaford Supermarkets have teamed up to provide free programs for teachers! They are delighted to bring the "ECHO Basin Backyard Explorer Program" to the educators of the Lake Champlain Basin. Beginning in September, the program will connect students in grades 3-6 to Lake Champlain and provide them with opportunities to learn about its ecological, cultural, and historical resources, leading to greater stewardship of the Basin. We all live in one big "backyard" and our actions have an impact on the Lake as well as our "neighbors" surroundings.

Teachers will receive numerous curriculum materials includ-



ing a CD, Basin videos, maps, calendars and a classroom set of Basin Backyard Explorer Buckets – one for every student! Students will receive 3 free trips to ECHO: one with their class which includes a selected ECHO Program, one with their family after completing the Basin Backyard Explorer Activity Book, and one during Explorer Fair Week in the spring.

The program will accept 140 classrooms from the Basin during its first year. The cost is **only** \$3.25 per student for the entire program. Teacher Workshops to review the program in detail will be held in ECHO's Community Room in mid-August. ECHO is delighted to be able to offer this program to teachers and students of the Basin!

Visit www.echovermont.org/education/BasinExplorers.html or 802/864-1848 ext. 118 for detailed brochures and additional information.

ORGANIZATIONAL NEWS

VINS Nature Center Opens

On June 12, the Vermont Institute of Natural Science (VINS) opened a state-of-the-art raptor exhibit adjacent to one of New England's natural wonders, the Quechee Gorge. The raptor exhibit, featuring a collection of North America's finest birds of prey, is the first phase of the VINS Nature Center that eventually will include administrative offices, additional classroom and meeting space, indoor nature exhibits, avian rehabilitation facilities, a café, and a larger retail store. Located on 47 acres, bordering a pond and wetland just upstream of the point where the Ottauquechee River makes its thunderous entry into a 167-foot deep chasm, the VINS complex is being planned as a center for environmental science and education.

Instead of looking from outside the raptor enclosures to a darkened interior, visitors to the exhibit stand in the same light in which the birds exist. "We believe that our hawks and eagles, all our birds of prey, will be better seen by visitors at the Quechee Nature Center than at any other raptor facility," according to Sherman Kent, VINS Executive Director.

The center offers daily programs for all ages, including "Predators of the Sky," a unique flight program featuring several of VINS' most magnificent raptor residents. Held outside in a meadow, visitors will witness flight demonstrations that illustrate the amazing adaptations of raptors. "Predators of the Sky" will be the Nature Center's signature program, complemented by other daily programs such as naturalist-led hikes into Quechee Gorge and Smart-Cart programs for hands-on learning.

The VINS Nature Center is open daily except Thanksgiving, Christmas and New Year's Day. For more information, visit www.vinsnaturecenter.org. For questions about education programs, exhibits, and volunteer opportunities, contact Larry Berrin, Director of Programs and Exhibits at 802/457-2779 ext. 112 or lberrin@vinsweb.org.



Green Mountain Audubon Center 40th Anniversary Celebration

On Saturday, September 11 the Green Mountain Audubon Center in Huntington will celebrate 40 years of operation! Guided walks, natural history workshops and children's activities are just a few of the festivities being offered during the day-long celebration. Since 1964, the Center has been providing opportunities for people of all ages to explore the natural world, making it the oldest, active nature center in Vermont! The 255-acre property, five miles of hiking trails, and diversity of habitats attract people from throughout Vermont to participate in a Teacher/Naturalist led program or venture out on their own. For more information, or to volunteer at the event, contact Audubon Vermont: 802/434-3068 or vermont@audubon.org

NEEEA NEWS

Save the Date! NEEEA Administrators' Retreat

NOVEMBER 19, *Tower Hill Botanical Gardens, Worcester, MA*. This all day retreat is open to all SWEEP members. More information to come later. Contact Marcia Whitney, mwhitney@vinsweb.org.

Best Practices Manual

During last November's NEEEA leadership retreat, representatives from the six New England states met to develop a manual on the best practices for running a state environmental education organization. The completed manual will be available in October at the NEEEA Conference in Vermont.

New England Environmental Education Alliance (NEEEA) serves as an umbrella organization for the six New England State Environmental Education Associations. In this role NEEEA helps these organizations: 1) independently strengthen and mature, 2) work cooperatively to achieve common goals, and 3) cross state boundaries to learn and teach about the regional environment. Vermont's two representatives to NEEEA are: Marcia Whitney, mwhitney@vinsweb.org and Lidie Whittier Robbins, lrobbins@northernforest.org

SWEEP NEWS

NEEEA Conference

As you have undoubtedly heard by now, ASWEEP is hosting the NEEEA (New England Environmental Education Alliance) Conference at Middlebury College's Bread Loaf Campus, Oct. 15-17, 2004. Co-sponsored by Middlebury College, the conference is coming together very well. We'll be offering many great workshops based on the theme "Opening Doors: Collaboration Strengthens Our Voices to Build Sustainable Communities." There will also be a variety of educational field trips and great entertainment (including dancing, an owl prowl, and an acoustic coffee-house). We hope you can join us! For details, please visit: www.vermontsweep.org.

While support continues to roll in, we would like to thank the following generous conference sponsors to date:

- ◆ Biomass Energy Resource Center
- ◆ Mad River Glen Cooperative
- ◆ Middlebury College
- ◆ Organic Valley
- ◆ Otter Creek Brewing Company
- ◆ Vermont Department of Public Service
- ◆ Washington Electric Co-Op

2004 SWEEP Membership Directory

The new Directory is now online at: www.vermontsweep.org/members.htm. If you have not done so already, we'd appreciate a link back to SWEEP on your organization's website. Thanks!



After 20 years on the SWEEP Board, Barry King is stepping down. Pictured here with outgoing SWEEP Board chair Linda Wellings, Barry will continue as editor of the SWEEP newsletter:

SWEEP PEOPLE

After 15 years with VINS and a stint on the NEEEA Board, **Linda Garrett** has left her job as Education Director at VINS's North Branch Nature Center and Small Wonders Program Director. Linda will pursue studies leading to becoming a classroom teacher. We wish her the best in her upcoming endeavors! **Chris Collier, Kara McKeever, and Heather Murdoch** (seasonal) have joined VINS as educators at the new Quechee center and in the Outreach program.

Rachel Jolly is leaving ECHO after 4 1/2 years. **Chrissy Edmundson** from the Green Mountain Club will take over as the new Volunteer Coordinator. Rachel will return to Maine's

Chewonki Foundation for the summer and then do some traveling before applying to grad schools. She is very excited about the upcoming changes and challenges!

Keeping Track has scaled back its staff recently. **Sue Morse** remains full-time Program Director and **Lars Botzjorns** is working half-time as Executive Director before returning to school to get his teaching credentials. After seven years of leading KT's Youth Program, **Sean Lawson** now works half-time for the Vermont Monitoring Cooperative (VMC) as the Monitoring Director. VMC, a partnership of the

State of VT, UVM and the Green Mountain National Forest, conducts forest health monitoring and facilitates research to understand, protect, and manage forested ecosystems within a changing global environment. This job builds on Sean's previous research on high-elevation forest decline and his graduate work in Forestry. He will continue to spend the other half of his time as director of Mad River Glen's Naturalist Program, which he founded.

AVR has had many personnel changes this spring. **Nancy Notterman** left her job as Education Coordinator but will continue to do some workshops, the part of the job she loved. She and her family will expand their natural beef business, the Frozen Butcher – look for them at a Farmers' Market near you. Nancy remains active with SWEEP, the NEEEA conference, the upcoming election and environmental issues. After a great Youth Environmental Summit (YES) in May at Hulbert, **Angie Barger**, the Youth Environmental Coalition (YEC)/YES coordinator is moving on to work for VINS - North Branch. This summer, she'll be director and instructor of the VINS North Branch summer camps. Nancy and Angie's positions have been combined into a full-time job filled by **Diana Colby**. Diana has a background in Landscape Architecture. She developed an extensive children's education program for the Strybing Arboretum and Botanical Gardens in San Francisco and a garden/cooking/mentor program for the Juvenile Justice system in Sonoma County. Welcome! AVR will seek an intern to help with YEC and YES.

RESOURCES/OPPORTUNITIES

Questing Guide

University Press of New England has just published *Questing: A Guide to Creating Community Treasure Hunts*, written by SWEEP members Delia Clark and Steven Glazer. This 254-page book outlines all the steps involved in creating a “Quest” (community treasure hunt): choosing a Quest site and route; working with a group in the field; partnering with community groups; researching your place; utilizing community primary resources; writing clues; making maps; carving stamps; hiding treasure boxes; and much more. In the forward, David Sobel writes: *“Lean close. Let me tell you a secret. On the surface, this looks like a charming little book about treasure hunts, good education, building community. All that apple pie and motherhood stuff. But underneath it’s really much more—it’s a Buddhist tract on right livelihood, a cabalistic guide to changing your life, a witch’s spellbook. It’s about a different way of seeing.”*

Michael Caduto’s newest book

In The Beginning: The Story of Genesis and Earth Activities for Children will be published this summer. This picture book is a retelling of the main stories from the Bible’s book of Genesis, along with reflections and activities. Intended for elementary grade levels, the book leads to a deeper experience of these Biblical stories and how they can become a guide for living in a close, connected way with all of Creation and humankind. These richly told, original versions of Bible stories bring to light wisdom that can help to guide our relationship with Earth. In *The Beginning* can be read and used directly by children ages 8 to 12 year olds, by families, by teachers and by communities of faith. Each story is followed by simple reflections and several imaginative, engaging activities. The

book shows how to appreciate nature, to live in balance with the environment and to grow loving, respectful relationships with other people. Both the author, SWEEP member Michael Caduto, and illustrator, Adelaide Tyrol, are longtime Vermont residents. Michael is well known as the author of *The Keepers of the Earth®* series as well as many other books. He is the founder of PEACE® – Programs for Environmental Awareness and Cultural Exchange.

The 2004 National Population Cartoon Contest

\$6,000 in prizes will be awarded to those cartoonists who can best portray the relationship between human population growth and issues affecting quality of life. These issues can include environmental degradation, poverty, biodiversity, urban migration, food and water supply, energy, maternal and child health, status of women, and national conflicts. Deadline: Sept 10. www.comminit.com/awards2004/sld-9792.html

Global Perspectives in Environmental Adult Education

Darlene E. Clover, Editor
This book outlines theories and practices in environmental adult education that are emerging worldwide. Environmental adult education arises from the belief in an existing – if sometimes hidden – ecological knowledge of the need for a deeper socio-political, race, and gender analysis of environmental problems, and the power and potential of democratic participation, collective action and learning. Authors from around the world examine areas such as environmental racism and the legacy of colonization, self-governance and community resistance, women’s and indigenous knowledge, international development and globalization, feminist envi-

ronmental arts-based practices, learning resource creation, and participatory research. www.peterlang.com/all/index.cfm?vSuche=vSuche&vDom=3&vRub=3060

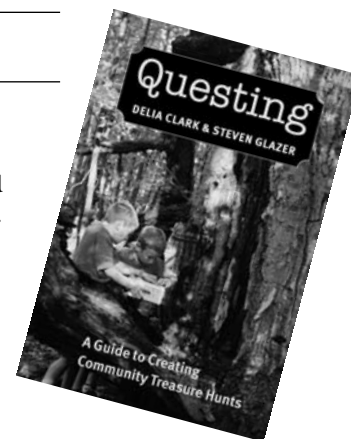
YES! Magazine

Free subscription for teachers

YES! offers teachers and students inspiring case studies of practical, positive solutions to a broad range of environmental and social justice challenges. By casting a spotlight on these everyday heroes, YES! offers hope, inspiration, and a sense of what is possible. Educators find YES! a powerful tool for informing students about ecological and social problems while also providing hopeful solutions and channels for constructive action. Teachers are eligible for a free one-year subscription to this quarterly journal. www.yesmagazine.org/education/teacheroffer.cfm

ClassroomEarth.Org

This new web site helps educators, afterschool providers and home-schooling parents to get started or improve their skills in environmental education (EE). It provides up-to-date information on the most successful, well-tested and effective national EE programs. The pages on each program contain a clear description, audience/grade level, overview of content and topics, materials, educator feedback, awards and recognition, and fast steps for obtaining and implementing the program. The site also has an Additional Resources section that includes a Best-of-the-Web listing of portal sites for EE and a special list of free EE programs offered by the national environmental resource agencies. www.classroomearth.org/



Order *Questing* (see write-up to the left) from your favorite bookstore or contact University Press of New England at www.upne.com.

RESOURCES

continued

EarthCare

This new online resource features stories about conservation and earth stewardship, global climate change, ecosystems, and biodiversity. Many EarthCare topics are linked to Project Learning Tree (PLT) curricula, which meet state and national standards. Stories that correlate to PLT activities are identified by the PLT logo, enabling teachers to easily research and select topics for classroom activities and homework.

www.earthsky.org/shows/earthcare

CALENDAR

JULY 14-18

Sustainable Communities Conference Burlington, VT
www.globalcommunity.org/conference

JULY 19-23

International Children's Conference on the Environment Connecticut College, New London, CT
www.icc04.org/commonpage.htm

JULY 24

Vermont Earth Institute Celebration at Knoll Farm Fayston, VT
www.vtearthinstitute.org
Barbara Duncan: vei@valley.net
or 802/333-3664

SEPTEMBER 11, Saturday
Green Mountain Audubon Center 40th Anniversary Celebration
Huntington, VT (See p.9.)

OCTOBER 15-17

New England Environmental Education Alliance Conference Ripton, VT
Contact Linda Wellings, lwellings@shelburnefarms.org

NOVEMBER 19

NEEEA Administrators' Retreat, Tower Hill Botanical Gardens, Worcester, MA. All day. Open to all SWEEP members. Contact Marcia Whitney, mwhitney@vinsweb.org

NOTE:

Due to the NEEEA Conference, there will be no SWEEP Membership Meeting this fall. See you at the conference!



Vermont SWEEP

Statewide Environmental Education Programs

9 Bailey Avenue
Montpelier, VT 05602