



ENVIRONMENTAL EDUCATION PROJECT

ISSN 0157-0897

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15 FEB 1984

NEWSLETTER No.9

SYDNEY

OCTOBER 1979

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION

The decision to form a national environmental education association has been made. Support has come from formal and informal educators and associations in Australia as well as from overseas.

The Victorians have indicated a willingness to take on the major roles in the interim executive and the South Australians to run the national conference in 1980. The selection of representatives will be made at the State Liaison Officers' meeting in Canberra from November 26th-29th this year and will cover both formal and informal education sectors. The role of the interim executive will be to:

- establish a regular newsletter, and maintain communication between states,
- act as a voice and lobby for environmental education at the national and international levels,
- organise a biennial conference, draft a constitution, etc.

The proposed structure is as follows:

President	State 1
Vice President	2
" "	3
Secretary	1
Treasurer	1
Editor	1
Delegates	States 2 - 9*

(*includes Federal representation)

Comments on these proposals are welcomed by the SLOs (see Newsletter No.7) and by the editor.

PROJECT PUBLICATIONS - The long-awaited publications for this Project are moving closer to reality as manuscripts move to and fro between editor and authors. CDC proposes to publish them in 1980 and 1981 under the titles:

- Environmental Education - a Source Book for Primary Education
- Planning for Environmental Education
- Environmental Education in the Humanities
- Environmental Education in the Arts and Crafts
- Environmental Education in Mathematics and Science
- Environmental Education using an Interdisciplinary Approach
- Environmental Education for Administrators
- Walmit Divided : a Planning Simulation
- Streets
- Exploring Outdoors - Activities for Primary Children
- Environmental Education in the Community

National Project Director: John H. Smith

The Arbury Park Outdoor School at Bridgewater in the Adelaide Hills has been functioning as a field study centre for 3½ years. It is occupied by school groups approximately 50 weeks a year and over 25 weekends a year.

The Principal and three teachers, permanently appointed to the site, work in a consultancy fashion helping each teacher group to shape a program philosophy and framework well in advance of the camp. These program meetings are held at the site and are mandatory; they add an inservice dimension to the function of the Outdoor School.



The School not only generates curriculum thrusts of its own, but trials program options which are generated by other teachers and special interest groups. A good deal of work has been done with trail techniques and large-scale environmental games. Many articles have emanated from the staff for a variety of educational journals, e.g. *PIVOT* Vol.5, No.2, *ASTA* Vol.24, No.1.

The Outdoor School has particularly piloted activities involving students and teachers in role play. These games have concerned environmental conflict studies, early settlement in the community themes as well as tribal games involving ritual and alternative communication systems.

The School staff maintains a large range of material on multi-copy available to the wide range of visiting educators. This material is available to people who are interested in writing to the School, and interstate visitors are regularly hosted.

The School is a focal point in the environmental education system in South Australia and attempts to help teachers discover and trial more effective ways of using the outdoors to meet the educational needs of their students.

Interested persons could contact the Principal, Brian Foreman, Arbury Park Outdoor School, Arbury Park Road, Bridgewater, S.A. 5155, or telephone (08) 339 3987.

IMAGINATION AND THE ENVIRONMENT

Tony Strutton

I have been asked to write about the program I am exploring with teachers and students at Arbury Park Outdoor School.

I came to this work from a drama-theatre-in-education background, convinced that certain elements of "theatre" - exploring colour, surprise, mystery, imagination, play and make-believe - are powerful motivating forces in learning.

The other ingredient at Arbury Park is the natural environment, real and living, with its variety of alcoves and natural shapes, sounds, colours and "feel-smell" stimuli.

And so the theatre techniques long associated with conventional indoor proscenium play performance combine with a variety of outdoor learning environments to create different student programs and teaching approaches which span many subject areas at primary school level.

1. Trails - These are journeys in which students discover a variety of predetermined inputs on the way. Elements of mystery and surprise are essential ingredients in the examples below:

- (a) The Appy Arbury Trail (Junior Primary) - A fictitious tape recorder leading children on a journey where they discover mystery parcels. At each point Appy speaks to them on tape and the teacher develops the material. There are headbands for forest brigade hunters, a tucker bag with food, "bush treasures" and jumbled messages burnt onto logs. The last task is to prepare Appy's camp for the night and leave some secret messages for him and his blind friend.

- (b) The Bush Creatures Trail (Mid-Upper Primary) - A story comes to life and we find out what it is like to be bush creatures with certain skills. In the first chapter we collect building materials without hands. We communicate without words. In the next, we cup our ears and move as kangaroos or wombats, living the environment from their perspective. In another, a secret bush creature initiation ceremony leads to mud-painting. Each new chapter introduces new skills to acquire and new problems to solve.

A debriefing follows each exercise.

- (c) Un-natural Trail (Primary) - We enter the "Silent Forest" in which we spot a number of man-made objects which don't belong.

2. Activities in One Place - We define a boundary inside which we stimulate some kind of community.

- (a) Environmental Conflict Games (Upper-Primary) - This activity is introduced as a game to students. Teachers will recognise it as a type of simulation game with a difference. We travel to a specified piece of land which is to be used in a particular way. Perhaps the school is to be extended or a dam is to be built. Sir Reginald Watson, M.P., Independent, meets the groups and explains what representations have been made from certain groups with conflicting interests. Students join these different groups to present their case to Sir Reginald an hour later. A secret ballot and debriefing session follow.

- (b) Village Bush Community - A story reveals a Governor who recruits his settlers on an expedition to a site where we build a pioneering village. The element of ceremony and simple enactment - scrolls, colour, flags, salutes and songs - are an integral part of this exercise.

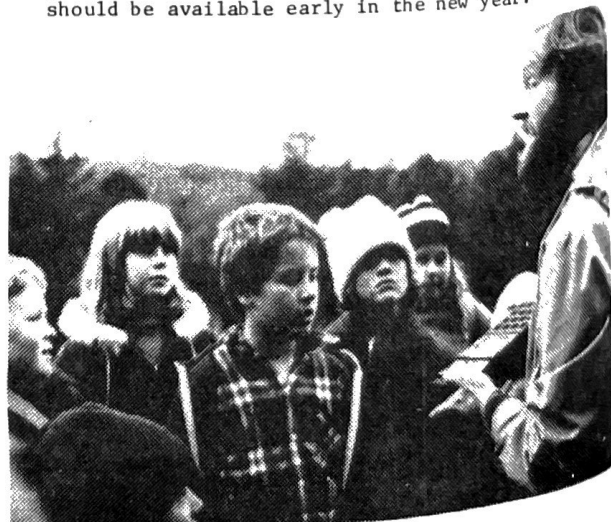
A Comment

Much environmental education has traditionally involved field studies in geography, science of physical education.

But social sciences and the arts are gaining increasing recognition as areas of the curriculum which can be undertaken outdoors. These less familiar areas do present new perspectives when learning in, about and through the natural environment. They also suggest that feelings can and should flow legitimately with thoughts to make the learning experiences really meaningful.

All the above activities encourage students to find an empathy with the natural environment by sharing feelings as well as thoughts in a variety of subject areas.

Ed.Note: "Imagination and Environment", a 17 min. colour video demonstrating these techniques, has been produced by Tony Strutton for this Project. It should be available early in the new year.



Each year the Science Department of Adelaide C.A.E. conducts an Urban Natural History Fair for primary children and teachers: 3 days of activities with a natural history theme, all taking place at metropolitan localities.

The Fair aims to:

- (a) provide certain students from inservice and pre-service science courses with the experience of planning, running and evaluating natural history activities, most of them outdoors;
- (b) make teachers more aware of the diverse range of resources available to them for teaching natural history-related topics, and to stimulate new ideas on using the "old familiar" resources.
- (c) provide the children involved with the experience of participating in field natural history activities in local surroundings.



The Fair activities are conducted by Science Department staff and a group of inservice and preservice students. Because of the great popularity of the Fair it has been necessary to limit the number of schools to which it can be offered in one year and also the number of activities in which a class can participate. This year the Fair is for Junior Primary classes only.

Some of the areas of activity are:

- Astronomy - observations of prominent stars and constellations, including use of a telescope;
- Beach Studies - at a metropolitan beach; classification of drift objects and study of the beach profile;
- Freshwater Studies - in the River Torrens at the Underdale Campus; collection, observation and naming of organisms in samples collected with simple home-made equipment;
- Mangrove Explorations - at Garden Island, Port Adelaide; discovery of the environment and the diversity of life in it;
- Museum - Australian birds and mammals and their adaptations;
- Native Plants - at the Botanic Gardens; plant trails;
- Trees - at Botanic Park; "tree-hugging" and tree description;
- Urban Birds - in the parklands; recognition of common urban birds and observation of their behaviour; bird netting and banding;
- Weed Studies - at Underdale Campus; recognition of common weeds and study of their distribution.

Where possible booklets of suggestions for preparatory and follow-up activities are provided for classes attending the Fair.

We believe that studies in Urban Natural History are:

- : an invaluable introduction to similar studies at field studies sites further afield
- : an introduction to the concepts involved in conservation
- : of ever-increasing importance with the steep rise in transport costs which will ultimately limit the distance groups of children will be able to travel
- : an ideal preparation for a constructive use of leisure time.

"I must admit that environmental education to the junior primary school of thirty years ago consisted of "Object Lessons" and the study of 1 bird, 1 insect, 1 flower each month. In the metropolitan area, we didn't hesitate to borrow a stuffed creature, if we couldn't produce a live one; we gathered a good deal of information and we illustrated with some elegant charts. I believe that we did get some messages across about the world being full of all kinds of interesting things that were worth looking after.

"I therefore found it depressing to hear comparatively younger children on a recent television program giving Australia an extremely poor rating as a place fit to live in. The recurring word was "pollution", as though we adults had reiterated the message so often that we had made a complete mess of their world that they believed it was past redemption. Perhaps we should be emphasising more often what is beautiful and wonderful, and discussing positive steps to be taken to ensure an environment that will guarantee its continuation."

D.Dove (Qld)

"In the April edition of your Newsletter, I read the little note about the possibility of your Newsletter being discontinued in December. I therefore felt I should write and express my deep appreciation for the work you and your colleagues have done producing one of the most exciting and interesting Environmental Newsletters that we receive here at the School of Conservation (New Jersey). I should add that there are over sixty different newsletters that come to the School of Conservation each month and of all those, yours is the one I most eagerly await. The writers you select and the timeliness of the articles I find very exciting. In every edition there are at least three or four extremely valuable ideas which I share with the graduate students and teachers with whom I work here at our School."

J.Kirk (USA.)



THE NEWSPAPER - A forum for increasing awareness?

Does your local daily run a regular environmental education section?

In N.S.W "The Observer" runs a weekly Environmental Corner written by a teacher. The "Sydney Morning Herald" runs a weekly "Getaway Extra" which covers outdoor living and activities with some element of environmental education.

If you know of any other such examples, please send a copy. Details of regularity, types of issues covered, name of paper, etc. would be appreciated.

FIELD STUDY CENTRES IN QUEENSLAND

AND NEW SOUTH WALES

Jim Wilson

(Impressions by a Victorian)



QUEENSLAND

The development of Field Study Centres commenced in Queensland in 1974 and by 1979 there were 13, with at least one in each Education Department region. All are staffed, mostly with two teachers (generally one male, one female). This arrangement facilitates smaller teaching groups, proper supervision during overnight visits, differing areas of expertise and overall a better quality educational experience for the children involved.

Once started, each centre has demonstrated considerable success in stimulating interest in, and study of, the local environment. Also they have attracted considerable interest from the press - both local and state-wide.

All Centres are financed and administered by the centrally based Agricultural Project Club Branch. New staff are given a comprehensive five week induction program which includes the philosophy of environmental education and the role and function of F.S.Cs through to teaching strategies and management functions. A policy document governing the management and development of all F.S.Cs has also been written.

Sites selected are generally closed-school sites, bequeathed private land or redundant government facilities, e.g. old forestry camps. The policy has been to get each basic facility operating and then progressively upgrade it. Sites have also been selected to cover a diversity of different environments.

In general school visits are of 1-2 days duration; however visits during the various seasons are encouraged. Some Centres feature day visits only and draw in schools up to 100 km away. Parents are encouraged to bring the children and participate in the day's activities. Centre staff visit schools as often as possible to consult with the Principal and staff as to how the Centre can help improve the curriculum of the school. One Centre, Fortitude Valley F.S.C. is particularly interesting in that there is no Centre, or building as such. Instead the staff spend their time guiding students, many from rural areas, around the inner city areas of Brisbane. This service gives all children an increased understanding and insight to the complexity and apparent confusion of a major city.

Centres are not only used for school visits but serve as sites for inservice education activities as well. Frequently Centre staff become involved in research studies with members of the local community or other interested organisations.

In general the emphasis is not on the development of large amounts of equipment, but rather on written materials, e.g. field guides or activity sheets, suited to the needs of individual schools. Students are encouraged to gather data for later study. In all cases teachers from the visiting school are expected to take an active role in the day's program.

NEW SOUTH WALES

There are many close similarities evident in the 10 Centres in this state to those in Queensland in terms of selection of diversity of sites, staffing, methods of operation and teaching strategies. Here the Centres are administered by the regions, but receive professional direction from the Central Curriculum Branch. Other support services within the Education Department also provide materials for use at the Centres.

School visits are often on a daily basis; however some Centres are fully residential. Dormitory style accommodation

contrasts with the Queensland situation where under-canvas camping is more common. Inservice education is seen as an important function and twice a year staff from all Centres are brought together for a professional development program. The aim for visiting teachers is to develop skills over a series of visits so that ultimately the teachers will be able to run programs themselves.

Generally Centres consist of a teaching room with reference materials, charts, maps and field equipment. In all cases the building is of secondary importance - the vast majority of learning experiences take place out of doors.

* * * * *

ENVIRONMENTAL EDUCATION

Frank Haddon

(N.S.W.)



It seems that the time is fast approaching when environmental education is as comfortable as an old shoe. We will soon have various diplomas of environmental education/science/studies for graduate and non-graduate teachers. Schools throughout the state are developing environmental awareness in students. It is now a rare teacher in N.S.W. who has not heard of the work of the Gould League and the value of environmental education in programming. Is environmental education as comfortably established as it appears, or is it still a new shoe which fits occasionally but still continues to pinch the wearer?

To carry that metaphor further, perhaps it is very necessary that environmental education still raises blisters on the heels. It would be most unfortunate if those involved in the dissemination of the purposes and values of environmental education should become complacent because of the apparent universal knowledge and understanding of the place of environmental awareness in schools. Within a coterie of believers and followers, it is well recognised and appreciated; there are even a great number of "fringe dwellers" who have heard about it, know something about it, but are not terribly sure that it applies to them personally.

For those of us whose day by day work is submerged in the breaking wave of awareness of a need for teaching about the environment, it is vital that we surface for awhile and see what the other swimmers are doing in the ocean of education.

It can NOT be reiterated too frequently that environmental education is not a new subject or part of a subject, or a fad that will disappear at the next curriculum rewrite. It is an approach to all education which relies upon a change of attitude, slight in some instances, toward the reasons for education. Each part of the community sees varying reasons for inschool education. The industrialist sees it as a training ground for apprentices, the academic sees it as an introduction to university education, the blue-collar worker sees it as a necessary evil for ex-students to obtain a job, and the white-collar worker sees it as a possible basis for obtaining a better place in life.

The educator sees it, variously, as a means of passing examinations, as a means of developing individuals who can function competently in the society in which they live, as part of



the method which develops a self-determining but socially moral individual, or a combination of all of the above.

The environmental educator sees it as a means of developing an individual who is environmentally aware, or "literate", one who begins to understand that "quality of life" depends upon a society with a comprehension of the management of natural resources.

People do not live on bread alone; they live, directly or indirectly, upon the soil which grew the wheat, the rocks which gave the soil, the air and water which sustained life, and the sun as the source of energy. People are totally dependent upon nature, but nature is not dependent upon people. It can adapt itself to change - there will perhaps be loss of life and species but nature will prevail.

The history of Australia has been a saga of people versus nature. The environment was the beast which had to be beaten back. The pioneer spirit was based on survival or exploitation, or both, and this spirit still survives in Western Australia today. Survival meant development, development meant growth, growth meant material progress, progress meant an increasing use of natural resources. The accelerating treadmill of resource usage is still touted as the salvation of the nation, but a glimmer of understanding of the alternatives to exploitation is beginning to appear.

Non-political economists are speaking of a "stable" economy, meaning one which does not require a yearly increase in gross national product, and one which may even see a slight decrease in overall material gain in the public sector. For the public in general to accept a decrease in salary, however slight, or even a long-term stabilisation of income, a mammoth re-education and reorientation program is required.

Politicians appear to be made or lost on the possibilities of improving the economic situation. Perhaps their instability of position and insecurity of tenure is based on the false premises that it is possible to fool all of the people all of the time. Perhaps the very instability of office may cause leaders of government to consider plans which extend for periods of greater than three years, even extending to a period as great as one generation. Unfortunately, the long-term planning politician seems to be far in the future.

Environmental education has a responsibility to present the alternatives to an existing social system. It should be possible to present optimistic alternatives which show a slight evolution from present society rather than a massive revolution, with all its destruction and slow rebuilding. Environmental education requires a commitment to a philosophy, and a gradual modification of personal life style.

Above all, it requires an understanding that society is more important than the individual, and that the retention of any life style resembling the present, requires management of natural resources to a degree not before attempted in this country.

Ed.Note - How far have we moved since this was written in October 1978?

STATE NEWS

SOUTH AUSTRALIA



The Area School in Cleve, a small town on Eyre Peninsula, has established a Nocturnal House in conjunction with the Fauna Park run by the local minister, Dr. Ivan Wittwer. Ten nocturnal mammals can be observed during the daytime in the house and a further 17 in the park. Years 8 and 11 students use the resources as part of their environmental studies and biology courses, and occasionally a koala or a bandicoot lives-in at the laboratory back at school. A highlight for the Year 8 students is a "Mt. Wedge Trip" to spotlight wombats which are caught, examined and released. Other schools on the peninsula also visit the Fauna Park and Nocturnal House.

Dr. Wittwer has bred all species of mammals he keeps in captivity, including wombats. He has contributed to a growing awareness amongst the children and the farming community of the need to conserve native mammals and their habitat. This ethic received a boost recently when Harry Butler worked with local secondary teachers from many disciplines to help them develop materials on conservation. He also spoke with school children and the community.

Doug. Greig

Graduate Diploma in Teaching: Environmental Education In 1980 Sturt C.A.E. will offer a course emphasizing skills for classrooms and field work and designed to complement existing backgrounds of primary and secondary teachers. It can be taken over 2 years part-time or 1 term full-time plus some part-time work. For a course outline and further details contact Brian Caton, Sturt C.A.E., Sturt Road, Bedford Park, S.A. 5042.

VICTORIA



Albury/Wodonga Primary and Secondary Schools recently invited the Project Director to visit and suggest ideas for the development of their grounds. He gleaned many new ideas but found that government architects are developing grounds (in conjunction with new buildings) without reference to the children, teachers and local community.

George Warren from Burwood State College, Melbourne, has arranged for I.C.I. to print and send free to all Primary schools in Australia a series of booklets beginning with "Keeping Animals in Schools", and "Yabbies". Copies at 50c each are obtainable from I.C.I. Australia Ltd. 1 Nicholson Street, Melbourne. Vic. 3000.

Jim Wilson from the School Forestry Branch has produced a set of 16 cards called "The Pine Forest Trail". It is aimed at Upper Primary/Lower Secondary students and is applicable in almost any pine forest. Enquiries to 234 Queensberry Street, Carlton, Vic. 3053.

Late in 1977 the Victorian Government bought an 87.5 ha property next to its Somers School Camp to preserve a lagoon with an ibis colony. The Committee of Management propose to "develop" it for conservation and education of the public as well as the students visiting Somers.

NEW SOUTH WALES



The Fourth Annual Conference on environmental education was held in September at Goulburn C.A.E. As with the previous conferences it involved teachers, officers of various Government departments, representatives of citizen groups and members of the public. Some 27 resolutions were passed, ranging from calling for the N.S.W. Government to establish a State Environmental Education Council to encouraging the Education Department to develop more Field Studies Centres and the local community to preserve the heritage of the Goulburn district. The following report was compiled by Kevin McDonald, Newcastle C.A.E.

"Environmental Education and the Past Around Us"

John Tozer from the C.A.E. convened the conference with the help of the N.S.W. National Parks & Wildlife Service.

Emphasis was placed on visiting areas of historic interest, bearing in mind the relevance of the past man-environment interaction to both the present and the future.

An excellent booklet was produced by the N.P.W.S. containing articles and resource material relevant to local studies in the Goulburn district.

The opening address was delivered by Mr.E.Coffey, Director of the N.S.W. Pollution Control Commission, on behalf of the Minister for Planning and Environment, Mr. Paul Landa.

Mr. Allan Fox, Chief Education Officer of the Australian N.P.W.S. then gave a most thought-provoking address, illustrated by colour slides on the topic "Environmental Education and the Australian Aborigine". The land ethic of the Australian aborigine, the impact of European man on the landscape and the challenge of establishing Kakadu National Park in the Northern Territory were the main themes of this talk.

The father-figure of conservation education in N.S.W., Mr. Allen Strom, gave a challenging talk on "Environmental Education in the Year 2000", and to round off the first day's activities, Mr. Kevin Laws presented his ideas for a checklist for field studies, with the next day's visit to Bungonia in mind.

The second day began with a visit to the spectacular "Lookdown" (within the Bungonia State Recreation Area), and the view across to the giant scar on the landscape resulting from limestone quarrying. Representatives from the mining company attended our excursion and also the discussion sessions of the conference and there was useful and positive exchange of view-points and information as a result.

A very pleasant evening was spent at the home of Anne Williams at Bungonia, who did not seem at all disturbed by the intrusion of over 30 people into her delightful old house. The party camped the night in the well-preserved stone building of the former Bungonia Public School, now a Field Camping Centre.

The third day was spent in a tour of areas of historic interest around Bungonia, the old slab hut "Caarne" (built in the 1820s), Marulan, and the convict built Towrang Bridge of the old Great South Road. Discussions followed back at the College and in the evening a selection of though-provoking films was screened.

The fourth and final day of the Conference saw the holding of the Plenary Session where Resolutions arising from conference discussions were put forward for adoption. * * *



: Preparation for Environmental Education

Teacher Education students at Kuring-gai C.A.E. and evening students in the Associate Diploma of Recreation are developing a new awareness and a greater understanding of their environment through involvement in a one-semester course, National Park Field Study. The students are out in Kuring-gai Chase National Park each week, walking the trails, talking to Rangers, looking at relics of Aboriginal history, studying survey methods along with the Ranger Naturalist, discussing environmental education with the teacher-in-charge at Muogaharra Field Studies Centre, and learning, with each new experience, how to integrate geology, biology, history, mathematics, creative writing, and art and crafts. An individual field research project is also a requirement of the course. The basics of environmental education such as skills in observation and accurate recording, and an awareness of environmental problems (fires, feral animals and vandalism in the Park) are being met by this course, one of a sequence of three in Australian Natural History. Semester 1 covers the study of six natural ecosystems such as the mangrove swamp and a freshwater creek, etc. (actually a basic ecology course). Semester 2 covers the study of Kuring-gai Chase National Park, and Semester 3 attempts a study of various regions in Australia - the Great Barrier Reef, arid Australia, rainforests, other National Parks close to Sydney, and a trip to Heron Island in October. There is a possible extension to five semesters with courses in Aquatic Ecosystems and Urban Ecology. Each semester requires individual research in the field, the form of presentation often oriented towards its future use in the classroom.

In the curriculum area, a one-semester unit is offered in Environmental Education, and students may study methods of introducing children to a sensory awareness of their environment, resources in the local environment, how to use the train trip, the boat trip, the cemetery, etc. in outdoor studies, and then they trial their own units or programs with small groups of school children. Recently a visit from a local Shire Councillor pointed out the possibility of introducing a study of local issues for even the younger children.

Further enquiries to Joan Webb, Lecturer in Science, Kuring-gai C.A.E.

The development of school grounds and buildings is being encouraged by the Government Architects Branch of the P.W.D. through "The Self-Help Manual", an I.Y.C. Bulletin entitled "Child and the Environment" and a mini-grants scheme. The Manual is a random collection of ideas for space in and around school buildings, based (mostly) on Australian schools. The emphasis is on involving children in the process, as well as on the educational value of the end product. No guidelines for planning or for the integration into a school development are suggested. The aim is for students and teachers to use the ideas or their own to brighten up their schools and classrooms.

The Schools Commission proposes to distribute the Manuals to all states.

For further information on these initiatives contact Philip Rose, State Office Block, Schools Section, Floor 23, Phillip Street, Sydney, N.S.W. 2000.

"Let's Visit", published by the Taronga Zoo and the Association for Environmental Education (N.S.W.) is a guide to the services and programs offered to teachers at Museums, Zoos, Botanic Gardens, Art Gallery, Vintage Village, and Field Studies Centres in N.S.W. It would be very useful for visitors to N.S.W. as well as to teachers planning to use one of the centres.

ASSOCIATIONS



The Environment Studies Association of Victoria

is an independent, voluntary, non-profit, membership-based body incorporated in 1972 with specialised aims involving the active encouragement of environmental education.

The ESAV's work is focussed on the objective of developing awareness and understanding of both the natural and man-made environment and their interactions, through outdoor studies.

The Association is therefore oriented towards education and to this end its current program gives priority to three types of activities.

- : Organising a full Calendar of courses set in a variety of locations throughout the State. These provide a means whereby people of all ages and from all walks of life can obtain at first-hand an understanding of environments through multi-disciplinary, professionally-oriented courses. Such courses cover a range of subjects to suit differing interests and backgrounds; they eschew any particular "cause" or line of interest in the environment.
- : Publishing resource materials and data arising from such courses, primarily for teacher use. There is at present a dearth of objective local or regionally oriented material with emphasis on the actual techniques of environmental study.
- : Developing a residential, professionally-operated environment or field studies centre of world-class as a "pilot" project, near Melbourne. Such centres have an important role to play in both formal, and non-formal or adult, environmental education, as well as the pre- and in-service training of teachers.

The Association thus occupies a rather unique, catalytic position, both educationally and environmentally. On the one hand it is unfettered by the types of restraints that sometimes inhibit governments and other institutions; and on the other it can reach an audience not available to universities, tertiary colleges and schools.

The ESAV's work is assisted by a growing membership of both individual and group supporters, as well as a financial grant from the Victorian Government.

The Course Program is operated through the ESAV's Secretariat - Mr. R. D. Piesse (Director) situated at 324 William Street, Melbourne and telephone numbers are (03) 329 5518 and 329 5377.

ESAV publishes a monthly newsletter of activities and services and is currently planning an environment studies centre at Glenewart near Melbourne.

Membership is \$10 per annum.



ASSOCIATION FOR ENVIRONMENTAL EDUCATION

(N.S.W.)

This is an independent voluntary organisation of individuals and groups. Formed in 1972 it aims to present and encourage activities through which individuals may develop an objective understanding of the complex environment that sustains people.

It runs courses, mostly around Sydney, on a broad range of topics from documenting the natural history of an area, to broadcasting skills for education programs on public access radio.

In addition to a quarterly newsletter it publishes occasional papers such as "Resource Book for Field Studies in the Ryde District" (\$7.50), "Birds and Bird Habitats of Bundanoon - a guide" (postage). For further information contact the Hon. Sec. A.E.E., 399 Pitt Street, Sydney, N.S.W. 2000.

MUSEUM EDUCATION ASSOCIATION

OF AUSTRALIA



This Association was formed in 1975 and currently includes education and information officers from museums, zoos, botanic gardens, art galleries, historic villages, aquaria and so on. It publishes a half-yearly newsletter and runs a biennial conference.

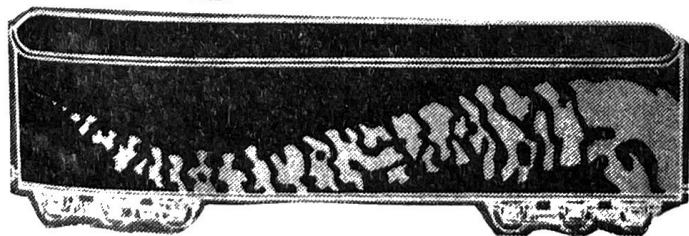
Speakers came from Holland, Kenya, and Singapore as well as interstate to the recent conference in Perth. The interchange of ideas and techniques showed just how far education has advanced since the beginning of the decade and how many of the institutions are moving out to the people, e.g. the Museum Train of the Australian Museum is pulled out to isolated country towns in N.S.W., left for several days for the schools and townspeople to visit. It comes complete with two education officers and is so successful it cannot meet the demand from all the schools or towns wanting a visit. The museum also has a Wander-van for disabled children and adults who cannot use the education program at the museum.

COUNCIL FOR ENVIRONMENTAL EDUCATION

The Council for Environmental Education (in the U.K.) was set up 10 years ago as a national centre for the coordination of a number of statutory bodies, voluntary bodies, and charitable and professional organisations concerned with the promotion of environmental education. Today about 60 national organisations are represented on the Council.

The Council is a centre for information about environmental education (EE), and keeps members informed of developments and international organisations like UNESCO and the Council of Europe. As the only national centre for EE it provides a reference point for approaches from non-member bodies and organisations. On important EE issues, it consults with its members and acts on their behalf.

On behalf of its members, the Council approaches government departments, local education authorities, the press, etc. to encourage the further development of E.E. It also promotes and organises conferences and seminars on EE topics, and acts in an advisory capacity on many committees.



Current activities include - the Sandford Award for Heritage Education - publication of the Directory of Environmental Literature and Teaching Aids (£2.50) - meeting with Department of Education and Science concerning the follow-up to the Tbilisi recommendations - working with the Council of Europe to promote the international exchange of education and materials on the environment - conferences "The role of fieldwork in the A level syllabus" and "Industry and the Environment" - development of Town Teacher Units - the introduction of an EE information retrieval system - the setting up of regional offices of CEE - production of a monthly news-sheet (£1 p.a.) listing new resources and advertising events, and a journal, three times a year, "Review of Environmental Education Developments" (REED) (£1.50 p.a.).

For publications and further information contact: Council for Environmental Education, School of Education, University of Reading, London Road, Reading RG1 5AQ. U.K.

RESOURCES



Music with an Environmental Theme

SUN MUSIC I (1965) Peter Sculthorpe (N.S.W.) H.M.V. (S.M.I-IV available on 1 record - \$8.99)

In emotional terms this piece has more to say about the mystery, fear and lonely glare of sun and space than about the pleasure of warmth. This is sun music written by a composer living in a country where the sun can be as much enemy as friend; and since light is most clearly defined by darkness, it contains the aural equivalent of shadow as well as other representation of dazzling brightness. It is basically slow in tempo, static and incantatory, and it makes open acknowledgement of its debt to sounds made familiar by electronic music and musique concrete.

SUN MUSIC III (subtitled "Anniversary Music")

Although Sun Music III shares occasional sounds and moods (such as opening bars) with Sun Music I it owes more to Sculthorpe's interest in Balinese music (the "gamelan" as percussion orchestra). While S.M.I seems governed by menace or oppression S.M.III is quite charming and happily sensuous for the most part.

SYMPHONY No.6 ("Earth Mother") (1962) James Penberthy (W.A.) (Phillips, Cat.No.6508002)

The symphony is heavily influenced by the red earth of W.A. and the rugged coastline of the south west of the State. The symphony takes an original fertility song of the N.W. aborigines. The big orchestral cries and shouts tell of the creation of the earth and the birth of man. The composer says "I am totally inspired by life and natural things. The land, coast, the earth and the sea have been a constant challenge and preoccupation with me...."

Doug. Simper

"Environment" Eagle Book (1979) publ. Law Foundation of N.S.W. and C.C.H. Aust.Ltd. Sydney.

This is one of a series of four titles dealing with law-related topics, prepared by the New South Wales High School Education Law Project. The books are all written for Australian secondary schools about Australian situations and issues. Each package includes both student and teacher handbooks.

The "Environment" teachers handbook (38 pp.) contains many detailed and creative ways of organising lessons around the content of the student booklet. Teachers ought not feel tentative about approaching such a new area as "the law and the environment" because the case-studies are so interesting and relevant to students, and the teacher's guide contains such detailed descriptions of suggested approaches - even to the point of Step 1, Step 2, Step 3, etc!



The student materials are presented in newspaper column format with many pictures and cartoons.

The topics covered include pollution, town planning, soil and water conservation, National Parks, and international law and the environment. The materials encourage students to participate in classroom discussions and make decisions about the legal dilemmas presented, but they are also given access to the specific court decisions, and the reasons for them.

The materials are quite exciting in that they require the student to be actively involved in enquiry about the law and the environment, leading to a greater understanding of the issues and to the development of decision-making skills.

Rod Kuchel

"Looking at the Wild with Harry Butler: At Home" (1979)
Hodder & Stoughton

This pocket book ramble through home and garden to look for animals and plants, what they do and how they interact, is aimed at encouraging children to be observant and curious, and to become naturalists. It is reminiscent of the earlier nature study books where a different facet was revealed around every corner. It suggests experiments to investigate how to make a weather station or a feeding table, how to plot the patterns of behaviour of the wild life around the garden, how to identify some of the animals and so on. Some of it is in Butler's captivating style where casual snippets of information convince the reader of both the ease and necessity of the observations. Some inaccuracies result from the author's desire to make it simple and easy to read. The excellent illustrations by Tony Oliver and minimum text make it easy to use.



"Looking at the Wild with Harry Butler: In the Street" takes a similar approach but has a stronger conservation message interwoven, e.g.

"Street trees are watered by nature usually, but sometimes the Council will help in a dry summer. The Council also prunes the trees and carts cuttings away. Does this help the trees? Can you think of a way to stop street tree pruning? Remember the interference with telephone and power lines in your answer."

Some of the text, such as how to identify your animal, is taken from "...At Home" but the focus of the street tree ("adopt it") gives this booklet a clearer direction - which is comforting to this reviewer but of uncertain consequence to the 8-14 year old at whom it is aimed. John Smith

"Art and Environment - Art Project Book" Vol. 2
K.P.English, Eltham, Vic. (\$5)

This book, like Art Project Book, Vol.1, has been prepared as a workbook-reference book combination for secondary art students. The book is essentially a visual (B&W and colour) reference to "the relationship between people, places, objects and the environment". The succinct explanatory text refers to the extensive illustrations that highlight the man-made environment. A variety of classroom activities are suggested to extend students' knowledge and sensitivity in ways that often transcend traditional school art practice.

Les Johnson

"Motivation for General Studies - Land, Sea, Sky Series"
English & English, Eltham, Vic. (3 at \$5 each)

Each of the 3 workbooks covers activities in art, craft, science, geography, history and language for younger secondary pupils in Australia.

They aim to stimulate students to explore the topic at their own rate and with 30 pages in colour and excellent B&W photographs and drawings throughout the other 70 pages they achieve their aim, e.g. "LAND" contains sections on: Personal experiences of the land, origin of the land, characteristics, flora and fauna of the land and man's contacts d relationships with the land. The activities are open-

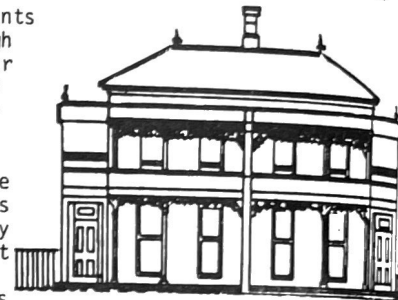
ended but more detailed in the art-craft areas, reflecting the background of the authors. As stimuli to research the books often fail to provide sufficient clues on how or where to look but as stimuli to self-expression they are undoubtedly some of the best available. In the hands of a skilful teacher or knowledgeable student they provide an opportunity to explore a topic in depth and with feeling.

They were published from 1969-1971 before many secondary teachers were ready to look outside their own subject areas. However environmental educators at primary and secondary levels will find a wealth of ideas for integrated approaches to topics such as land, sea and sky.

John Smith

"Our Older Cities - Preservation, Redevelopment or Conservation" (1977) Logan and Eccles, Book 6: Urban Australia Series. Holt, Rinehart and Winston (\$3.95)

The Series presents Urban Australia through geographers' eyes. "Our Older Cities" looks at one contemporary issue in an attempt to develop "sensitivity to the qualities of the urban landscape and its social fabric" in early secondary students. It is a student text with questions and exercises providing the starting point for teachers and covering such aspects as:



Old Australian Cities: How old is old?
Modern Pressures on Old City Centres
Redevelopment of the Inner Suburbs
Conservation - a Happy Compromise
The Politics of Conservation

Methods of field work are appended.

The level of the questions makes it readily adaptable to local urban areas, to a range of student activities, and to non-geography teachers who are looking for a structure on which to hang urban environmental studies.

The combination of photographs, sketches, maps and text (only 70 pp.) is appealing although the cost may seem high to those who wish to use the whole series as student text and feel that there isn't a lot of information in this one. There isn't - methodology is the focus!

Activity Books for Young Australians by Dick Johnson (1979)
Jabiru Press, Melb. (75c each to schools)
Titles: "Ballarat and District"; "Bold Ned Kelly"; "The Prehistoric Dinosaurs"; "Amazing Animals of Australia"; "Amazing Birds of Australia".

Games, puzzles, mazes and crosswords fascinate children of all ages and, where suitably graded, children of all abilities. The author uses snippets of text (with a reading age of 9 years) to introduce each activity based around the topic of the book and thereby encourage the reluctant to read and calculate. Language, maths, and perceptual skills are graded but range widely enough to challenge the bright student. No teacher is needed to motivate children to use these books. They are ideal for idle moments in class and would make excellent Christmas presents as well.

John Smith

