TNRCC

EDUCATOR'S Eco-Link

A Publication of the Texas Natural Resource Conservation Commission PD-011/96-1

Levi Fry Intermediate School M.A.G.I.C.

By Olivia Selman, M.A.G.I.C. Teacher

The Levi Fry Intermediate School 5th and 6th Grade "Making Academically Gifted Instruction Count" (M.A.G.I.C.) gifted and talented students recently learned about their environment through the use of the TNRCC's Environmental Magic Kit. The students had fun learning about special aspects of their environment through the use of magic tricks. The students also viewed the video "Environmental Magic - Six Tricks for Helping the Environment." Some of the comments that the students made after viewing the video and doing some tricks were:

"By watching this video, I learned that you should be more careful about where you put your garbage because it is polluting our water." K. Coon

"I learned that if we keep the earth clean, it will be a better place." K. Barrow

"I am glad that we are being taught about the environment because by learning about it, we can help save it. Using magic tricks to teach it is a neat idea!" J. Vazquez

"Everyone wants a cleaner future instead of a polluted one." J. Ingles

"The world is beautiful, let's not waste it." K. Lailhengue

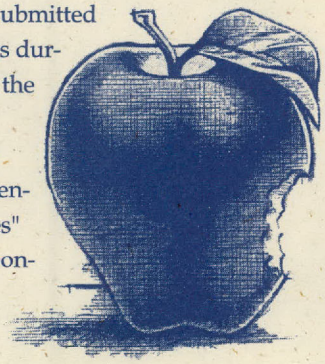
"I think people should car pool and recycle more." K. Steele

Thanks to the TNRCC's Education Assistance Division for sending all the excellent informational materials to Levi Fry. All of the science teachers and students will get to learn more about their environment just like the M.A.G.I.C. students did through the use of the excellent materials. The students are still learning and using them.

Ralph Marquez, TNRCC Commissioner, also spoke to the Levi Fry Intermediate School's M.A.G.I.C. classes and members of the student council about environmental issues concerning their community and school. The students learned a lot about the environment and how to expand their recycling project.

TNRCC Activities from TES Courses

Look on pages 3-5 for classroom activities submitted by teachers during one of the summer "Teaching Environmental Sciences" courses sponsored by TNRCC.



Teacher Training Available from TNRCC in Summer 1996

Six university locations will host the 1996 edition of the TNRCC's popular Teaching Environmental Sciences (TES) graduate course for elementary level teachers. The course develops a partnership between teachers and the university, government agencies, industry and environmental non-profit organizations. Course topics cover the protection of air and water and current trends in waste management. This is the third year that this course has been offered. This year, three new sites are planned, for a total of six university sites:

Lamar University in Beaumont	**Texas Southern University in Houston**
June 4 - 17	*July 9 - July 22*
Texas A & M University–Corpus Christi	**University of Texas at El Paso**
June 13 - 26	*July 10 - 23*
University of Houston–Clear Lake	**Stephen F. Austin State University at Longview**
June 17 - 28	*July 11 - July 23*

The course features free tuition for K-6 teachers, three hours of graduate credit, and full Texas Environmental Education Advisory Committee (TEEAC) certification. The schedule of events during the 10-day course includes a variety of activities.

Local speakers on air, water and waste issues will be included along with speakers from TNRCC. Field experiences feature water testing, and trips to industrial sites, local recycling centers, landfills, air monitoring centers and wastewater treatment plants. Site visits to special local attractions with environmental programs will be included as appropriate. Many hands-on activities related to air, water and waste issues will be presented during the course. Participants will receive extensive educational materials ready to incorporate into current classroom curricula.

For more information, call (512) 239-0010, or write to: TNRCC, Public Information and Publications Division-MC 194, P. O. Box 13087, Austin, TX 78711-3087. The class limit is 25 teachers per site. Only teachers from the immediate region of each course will be considered for that site.

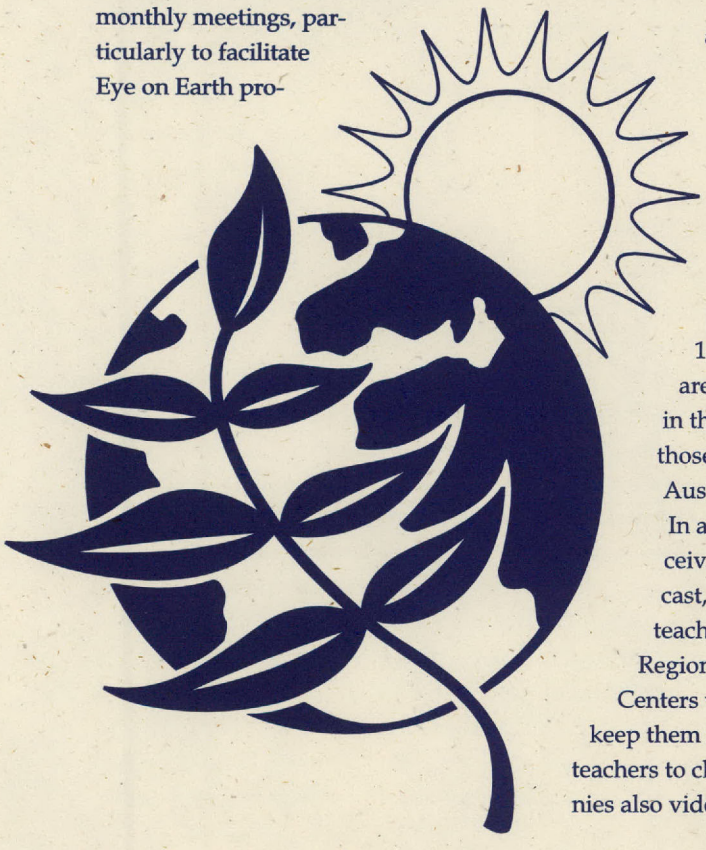
TEAN Considers Changes

Following distribution of a membership survey in December 1995, the members of the Texas Environmental Awareness Network (TEAN) considered several organizational changes to reflect the changing membership of the informal coalition. Sue Bumpous, TNRCC, sent out 55 TEAN membership surveys and received 21 responses. Discussions of the changes occurred at the January and February TEAN meetings and are ongoing.

John Hamilton, Texas General Land Office (GLO), and Bob Murphy, Texas Parks and Wildlife Department (TPWD), agreed to co-chair the meetings in 1996. A leadership succession plan will be drafted in the next few months, to replace the previous plan which has expired. It was agreed that the steering committee should be modified, probably on an annual basis, to reflect the ebb and flow of organizations that are participating. Hamilton also agreed that the GLO would produce the TEAN Guide.

Meeting Frequency

Most members responding to the survey wanted to continue monthly meetings, particularly to facilitate Eye on Earth production. Alternate meeting locations were suggested; however, most regular attendees are from Austin-based agencies and would have difficulty attending an out-of-town meeting, since TEAN is a voluntary organization with no budget for travel. The decision was made to continue meeting at the Wild Basin office.



TEAN Projects

More people should be involved in the two TEAN projects, the Environmental Programs Guide and Eye on Earth television show. Some TEAN members had never seen the Guide or the TV show. It was agreed that TEAN will publish an updated copy of the Environmental Programs Guide by April 1, 1996. The Guide con®ists of three parts: the organization pages, the cross reference pages, and the teacher resource pages. For the first time, organizations will include Internet Web Site information, if they have one.

Discussions continue on developing a TEAN World Wide Web site on the Internet. Once a TEAN Web site is established, other organizations may link their Web sites to the TEAN site to provide additional methods to distribute the information.

To obtain a copy of an Eye on Earth show, send your request, including the show topic and original broadcast date, with your blank tape to T-STAR Network, Texas Education Agency, 1701 N. Congress, Austin TX 78701-1494. All TEAN members are welcome to participate in the programs, including those members outside of Austin.

In addition to the schools receiving the satellite broadcast, there are other ways teachers can view the show. Regional Education Service Centers videotape the shows and keep them in a lending library for teachers to check out. Cable companies also videotape the show and rebroadcast it frequently throughout the month. The GLO surveyed cable companies last year, and several of the larger ones in Houston, Dallas and Austin are taping the show for rebroadcast and rerunning it several times each month. Unfortunately, there is no uniformity to the schedules, and it is difficult for TEAN to distribute information to teachers on specific times, other than the live broadcast time, when they can see it. Teachers must consult the local broadcast schedule in their area. Irene Pickhardt of the Texas Education Agency distributed an "Eye on Earth" survey at the Science Supervisors conference in January 1996.

TEAN Mission and Goals

A copy of the TEAN mission and goals was included with the membership survey. The only item generating discussion related to support for development of new education models in both K-12 grades and colleges and universities. Concern was expressed about TEAN's ability to influence higher level education courses. A working group was created to draft revised language narrowing the goal to be more specific about what TEAN is able to do for teachers.

It was also suggested that TEAN be used as a support to organizations, to determine if they are developing "cutting edge" materials using the latest education philosophies. A regular item on the TEAN agenda will be devoted to having organizations share what they are developing and asking for comments.

Organizations not currently participating in TEAN who wish to be added to the mailing list should contact John Hamilton, Texas General Land Office, 1700 N. Congress, Austin TX 78701. Meetings are held on the second Tuesday of each month at 8:30 a.m. at the Wild Basin Preserve, 805 S. Capital of Texas Highway, Austin TX 78746. Meeting notices are published in the *Texas Register*.

Teaching Enviromental Sciences ACTIVITIES

Each teacher provides permission for the TNRCC to publish the activities they submit, in exchange for the TNRCC's or other sponsor's payment of course tuition. Teachers write the activity for the grade level they normally teach, and each activity is correlated to the Texas Education Agency's "Essential Elements for Education" so it can be incorporated into any classroom's curriculum.

Title:
The Vanishing Water

Submitted by:
Submitted by: Martha Suarez, Stephen F. Austin State University, 1994

Purpose:
Predict and Observe

Grade level:
Fourth Grade

Essential elements:
Science
Acquire Data Through Senses
2A - Observe science models
2B - Observe properties
2C - Observe similarities/differences
2D - Observe phenomena
2E - Explore the environment

Communicate Data
4B - Describe objects from environment
4D - Describe changes that occur

Relate Objects and Events
7A - Compare/Contrast objects

Identify/Manipulate Conditions
9A - Set up and conduct experiments
9B - Recognize changes

Objectives:
Students will test polyacrylate and show the capacity it has to absorb water.

Materials:
three small opaque cups of different colors (red, blue and yellow)
polyacrylate (or the powder from the insides of disposable diapers)
a jug of water

Background:
The Earth's atmosphere today is a mixture of gases, water vapor, and a variety of solid particles and liquid droplets. In some respects, air differs from place to place around the globe. The air in a tropical rain forest is hot and steamy. People travel to the seaside to enjoy the "salt air." Visitors to the Smokey Mountains in Tennessee view the bluish air. On a cold night in the Arctic the air feels particularly dry and "pure." Dry, filtered air is roughly 78 percent nitrogen, 21 percent oxygen, and one percent other gases. Most samples of natural air contain some water vapor as well. In a hot, steamy jungle, air may contain five percent water vapor, whereas in a dry desert or a cold polar region there may be almost none at all.

Procedure:
1. Put some polyacrylate in a yellow cup - just enough to cover the bottom. (Don't show this to the students.)

2. Place the three cups on the bale and pour some water (1/4 cup) in the red cup. Move the three cups around and ask, "Where is the water now?"

3. Pour water from the red cup to the blue cup and ask, "Where is the water now?"

4. Pour the water into the yellow cup and follow the same procedure.

5. Turn the cups upside down. The water has vanished.

6. Have students get into cooperative groups and do the experiment using transparent cups. Write down what they observe.

Discuss with the class what they observed and answer these questions:

1. Where did the water go?

2. What was the moving around of the cups for?

3. Could we have done the same with larger cups?

4. Why do we need opaque cups? Could transparent cups be used?

5. What state of matter did the water actually change into?

Polyacrylate is a high polymer that has the characteristic and capacity of absorbing over 800 times its weight of water. This is why it is being used inside the cotton pads of baby diapers. When using larger cups, more of the white powder is needed to absorb more of the water.

The moving around of cups was needed for the little time that is necessary for the water to get absorbed by the polyacrylate. The opaque cups concealed the presence of the polyacrylate and the changing of the water into gel.

Title:
Activity using *The Lorax*©

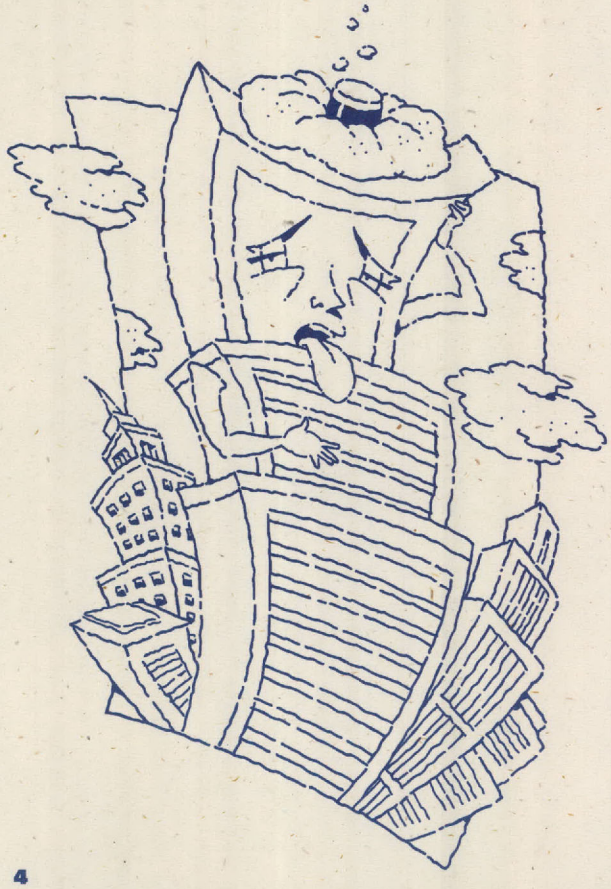
Submitted by:
Clarice Toler, Stephen F. Austin State University TES course, 1994

Purpose:
This experiment will help us to see how dirty the air really is

Grade Level:
Kindergarten

Essential Elements:
Environmental Essential Elements Across the Curriculum - 75.22 (a) Social/emotional development. (3) Social responsibility. The student shall be provided opportunities to develop emerging awareness of environmental issues.

Objective:
To check the air for visible pollutants



Focus:
Read *The Lorax*© by Dr. Seuss. Discuss with children how the smogulous smoke produced by the THNEEDS factory made the Lorax cough, whiff, sneeze, snuff, snarggle and croak. Talk with students about air pollution produced by cars and other machinery with gas-burning engines, as well as emissions produced by furnaces, fireplaces, factories and incinerators. Then have the students work with a partner to conduct this experiment to see how dirty the air really is.

Materials:
labels
colored markers
five jar lids
white cardboard or oak tag
magnifying glasses

Background
Particulate matter is made up of tiny particles in the atmosphere that can be solid or liquid (except for water or ice) and is produced by a wide variety of natural and manmade sources. Particulate matter includes dust, dirt, soot, smoke and tiny particles of pollutants that have attracted an amount of water so small that it does not fall to the ground as rain. Major sources of particulate pollution are factories, power plants, refuse incinerators, motor vehicles, construction activity, fires and natural windblown dust. Particles below 10 microns in size (about seven times smaller than the width of a human hair) are more likely to travel deep in the respiratory system, and be deposited deep in the lungs where they can be trapped on membranes. If trapped, they can cause excessive growth of fibrous lung tissue, which leads to permanent injury. Children, the elderly and people suffering from heart or lung disease are especially at risk.

Procedure:
1. Write the numbers one through five on the labels. Then attach a label to the top of each jar lid.

2. Place the jar lids on the cardboard. Carefully trace around the jar lids. Then number these circles to match the labels on the lids.

3. Take the lids and cardboard outside. Place them flat in an open area. (Note: Rain will spoil the results, so remind students to bring the experiment inside if the weather turns inclement.)

4. At the end of the first day, have the children remove one lid, starting with number one. Repeat this procedure for the next five days, taking away one lid each day. Have students compare the circles as they remove the lids. What observations can they make as the days go by?

5. At the end of the fifth day, take away the last lid and look at the circles. If the air is dirty, the circles covered by the low-numbered lids will have more specks of dirt than the others. Have the children use magnifying glasses to count the dirt specks.

Discuss results of experiment. Ask the students, "Is our air clean or is it dirty?"

Extensions:
* See the Particulate Matter "Information, Activities and Data" page on the TNRCC's World Wide Web site at <http://www.tnrcc.state.tx.us/air/lessons/Particulate/Lesson_K.html> for suggested activities using particulate matter data collected by the Texas Natural Resource Conservation Commission and provided in the El Paso Particulate Data, Houston Particulate Data, El Paso Particulate Map, and Houston Particulate Map files.

* Make a list of things students can do to fight air pollution.

Acknowledgement:
Integrated Thematic Units. 1992, Scholastic, Inc.

Title
Making a Mini-Landfill

Submitted by:
B'Ann Beam, Stephen F. Austin State University TES course, 1994

Grade Level:
4th thru 6th grades

Essential Elements:
4th grade Science
4B - Describe objects from environment
4D - Describe changes that occur

4th grade Health
3A - Recognize interdependence of people and environment
3B - Recognize personal responsibility for protecting the environment

5th grade Science
4B - Describe objects from the environment
4D - Describe changes that occur

5th grade Health
3B - Recognize interdependence of people and environment
3C - Recognize personal responsibility for protecting the environment

6th grade Science
4B - Name and describe objects from environment

6th grade Health
3B - Recognize interdependence of people and the environment
3C - Recognize personal responsibility for protecting the environment

The student will be given opportunities to describe changes that occur to objects and organisms in the environment (Science 4D).

The student shall be given opportunities to recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment (Health 3B).

Objective:
To have students examine the materials that comprise the products they use, describe whether these materials are renewable or nonrenewable resources, observe what happens to materials when placed in a landfill and decide whether they should be disposed of in a different way.

Focus:
Give some statistics about the amount of garbage each person generates in one year.

Materials:
four large, clear-glass jars
soil
miscellaneous solid waste
crayons
masking tape

Procedure:
1. Choose one item you threw away today. What is your item made of? Into which of the following four categories of solid waste does your item fit?

a. organic (e.g. potato peels)
b. renewable resource/recyclable (e.g. newspaper)
c. nonrenewable resource/recyclable (e.g. aluminum cans)
d. nonrenewable resource/hard to recycle (e.g. plastic toothpaste tube)

2. What happens to the item you threw away? Discuss: Where is away? What is a landfill? How might the material that a piece of trash is made of determine how you should dispose of it?

3. List ways you can avoid disposing of your item in a landfill.

4. If your goal is to save natural resources and reduce solid waste, from which category (a-d) would you buy products? Which category would you avoid?

5. With crayons and masking tape, label each glass jar with one of the four category headings.

6. Fill each jar about half full with soil.

7. Sort each miscellaneous solid waste item into its proper category. Put a small sample of each into the jar with the corresponding label. Cover with soil. Leave the lid off and place the jar on a shelf away from people and out of direct sun.

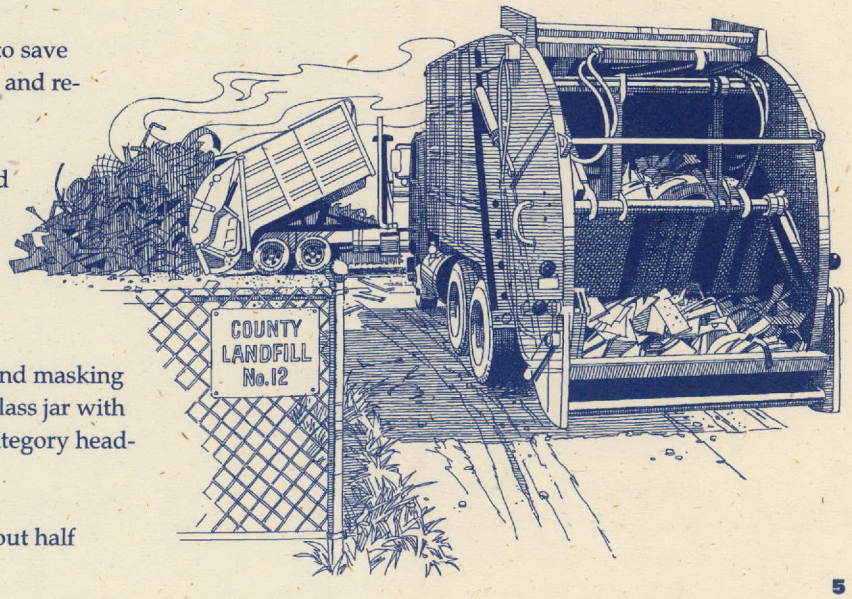
8. Predict what you think will happen to the solid waste in each jar. Record your predictions.

9. Observe and record what changes occur during a 2-3 week period, if any.

Discuss:
What happened to the items made of organic and renewable resources?
What happened to the items made of nonrenewable resources?
How did what happened compare with your predictions?
What comparisons can you make between your mini-landfill and a real landfill?

Ask students to keep a record of family purchases from the grocery store.
Discuss:
What does your family do with the waste from its purchases?
Is there anything else your family could do with this waste?
If your goal is to reduce solid waste, which items would you eliminate from your shopping list?

Source:
Recycling Study Guide, Wisconsin Department of Natural Resources, Madison, WI 53707, PUBL-IE-020, Jan., 1988



Environmental Education Strategy for Texas

Over 60 people interested in environmental education (EE) met on February 9-11, 1996, at the Piney Woods Conservation Center, near Broaddus, Texas, to talk about where EE has been and where it is going in Texas. Several people have suggested that Texas needs EE legislation to ensure funding for teacher training and EE resource development. Others believe that EE programs are doing fine without legislation and there is no need to create a bureaucracy to support them. This meeting was attended by representatives from teacher organizations, government agencies, nonprofit organizations, universities, and industry.

The group heard from representatives of Texas Environmental Education Advisory Committee, Texas Environmental Awareness Network, Texas Association for Environmental Educators, Dr. John Ramsey of the University of Houston, and Donna Ballard of the State Board of Education. In addition, Dr. Dorothy Chavez and Diane Birsner reported on EE research projects they have completed.

Delivery of Inservice EE Training

Diane Birsner presented the results of a research study she performed for TEEAC to explore existing delivery of in-service training to teachers and to recommend a framework for an alternative state EE teacher professional development program. Birsner concluded that the TEEAC teacher recognition program is unsuccessful because only 66 teachers in three-year period requested the recognition certificate.

Birsner criticized the state's environmental education program, calling it the "fast food approach to EE." Scattered, one-time workshops treat the teacher and students as passive learners, even with hands-on activities, Birsner explained, because the teacher is not developing curriculum. As an alternative, Birsner recommended that in-service providers should help teachers develop their own school-based EE curriculum to use in their local community.

Birsner also recommended that Texans discourage the legislatively-mandated approach to teacher in-service, and adopt instead a system which recognizes diversity of schools' EE needs and which empowers teachers and students to be decision makers, using case study and issues investigation techniques.

Birsner says EE training for teachers should contain three strands:
- curriculum development that is school-based
- partnerships linking teachers to community resources
- a grants program to provide funding for time to develop curriculum, with money going directly to teachers, contingent upon partnerships.

State Board of Education (SBOE) Member Speaks Out on EE

Under the authority of TEA Commissioner Mike Moses, TEA staff implement policies set by the SBOE, which has 15 members, who run for office by districts. One of the SBOE members spoke to attendees at the Piney Woods EE meeting. Donna Ballard, SBOE East Texas region (Region 10), described herself as a mother of four teenagers, all in public school, who ran for a place on the SBOE with a campaign message to regain respect, discipline and accountability in public schools. She received 61 percent of the vote in her East Texas district.

Ballard said she believes we need to be sure "the basics" are secure before we begin implementation and application on environmental topics. She wanted attendees at the EE strategy meeting to know she considers it a mandate for everyone to care for the environment. Equally as important as environmental protection is the process of teaching it, and ensuring we don't indoctrinate kids, she said.

As an example of her experience with the "indoctrination" issue, she said she received a "livid" phone call from a congressman who got 40 letters from six and seven year olds asking him to vote for a bill to save rainforests. Such a bill did not exist. Grammatical and spelling errors were in all the letters.

Ballard cited another example, related to her by another SBOE member, of a child who was afraid to go out in the rain because he believed he would be poisoned by acid rain. This same child, a second grader, did not know the difference between odd and even numbers. His parent, the other SBOE member, was upset that his child didn't know about odd/even numbers but knew about acid rain. Ballard said this is why parents are upset with the current school system: kids don't know basics but are becoming environmental activists, and often with misinformation about environmental issues. The push for basics doesn't preclude teaching higher thinking skills that students need to learn about environmental topics and come to their own conclusions, Ballard said.

Ballard gave a list of things she and her supporters want to encourage children to be able to do in terms of environmental science:
- learn to take care of the environment in terms of small ways (household chores);
- learn how to turn environmental care into a career;
- learn consideration of others and all living things;
- appropriate understanding that humans, animals and vegetation are not all the same thing (Ballard's example: Death of a human is more important than death of a plant.); and
- cultivate a desire to take care of the planet, no matter what career they choose.

EE Initiatives

Following the presentations, the EE strategy group brainstormed EE initiatives that should be undertaken to promote environmental education in the future. **The following initiatives were selected by the group:**
1. Create a "State Wide Environmental Education Tactical Team" (SWEETT)

to identify issues and mobilize people to take action on immediate needs, i.e. testify at the Essential Knowledge Skills (formerly the essential elements) hearings and other State Board of Education meetings.
2. Seek alliances and commitments to gain support for environmental education (EE) and a possibly move towards a Governor's Task Force and/or Governor's Conference on EE.
3. Obtain support needed for legislation, with an EE leader identified in the legislation becoming responsible for the strategic plan and statewide framework.

In addition, attendees discussed how to describe to others what the group is trying to accomplish, and decided on the phrase "developing environmentally responsible behavior." Also discussed was using the words "environmental literacy" instead of "environmental education" to describe EE programs, since "education" has a school-only connotation to many people, and many organizations, especially industry, are involved in programs directed towards adults as well as children.

Some attendees promoted the Tblisi Declaration as a model for Texas to follow, but additional discussion brought out that all parties should work together to make the decision on Texas' direction, and there were some interested parties who were unable to attend the February meeting.

For additional information, contact Jim Isleib, Piney Woods Conservation Center, at (409) 584-2412.

Pollution Prevention and Recycling Report

Production is under way for **THE CLEAN TEXAS REPORTER**, a series of 90-second environmental segments that will be marketed to news programs across Texas. Research tells us that 93 percent of Texans have strong concerns about environmental pollution and 89 percent turn to mass media – especially TV – to get environmental information. However, current environmental news tends to describe problems without telling viewers what they can do to be part of the solution. THE CLEAN TEXAS REPORTER will provide Texans with environmental tips in weekly segments that cover a variety of topics, from composting, to workplace recycling, to air pollution prevention.

The TNRCC received more than 300 applications for the 1996 **Governor's Awards for Environmental Excellence**. Winners were be honored at a banquet in Austin on April 30, 1996.

The second annual **Texas Recycles Day** was held November 15, 1995. In observance of the occasion, nearly 82,000 Texans pledged to start or enhance their recycling programs. That's 20 times the number of pledges made last year. In addition, hundreds of events were held across the state that day by schools, local governments, businesses and civic and environmental groups. Nearly 90 percent of the communities that held Texas Recycles Day events reported increases in local recycling participation.

One lucky recycler – a man from Fort Bliss – won a 1995 Jeep Wrangler donated by the Steel Recycling Institute when his recycling pledge was drawn at a press conference at the Capitol. Other recyclers won a $3,000 gift certificate to The Home Depot, a $2,000 vacation gift certificate donated by Balcones Recycling, and five $500 grocery shopping sprees from H.E.B. TNRCC's Commissioner Ralph Marquez presented computer equipment, donated by Texas Instruments, to La Grange Independent School District as a winner of a Texas Recycles Day drawing. Texas Recycles Day is coordinated by the TNRCC under the leadership of a steering committee of 100 representatives of government, business, schools, and civic and environmental groups.

The TNRCC welcomes Rebecca Lallier to the Market Development Workplace Recycling Team as a Project Specialist. One of her responsibilities will be assisting educational facilities with organizing and promoting their recycling programs. Rebecca is currently completing a second year as the President of the Capital Area Corporate Recycling Council. Rebecca can be reached at (512) 239-3188.

Subscription Renewal Notice

Article V. Section 66C, H.B. 558, 66th Legislature, 1979, requires state newsletters to notify recipients annually that they must formally request the publication in order to continue receiving it. If you wish to continue receiving the "TNRCC Educators' Eco-Link" newsletter, please return this notice.

YES, I would like to receive the TNRCC Educators' Eco-Link newsletter!

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Texas State Aquarium Summer Workshop

The Texas State Aquarium has announced its fourth annual Tropical Island Ecology Workshop on the island of Cozumel, from Sunday, July 21st, through Friday, July 26th. Accompanied by an Aquarium biologist, you'll experience the diversity, biology, culture, beaches and reefs of this peaceful Caribbean island through snorkeling and field activities. Four instructional video/curriculum packets and 30 hours of TEEAC credit will be provided.

Please call Leslie Peart at 800-477-GULF or (512) 881-1203 for information on this and other summer workshops at the Aquarium.

Texas Watch Report

Texas Watch welcomes two new staff members. Chris Pinero is the new data manager and Beth Davis is the new nonpoint source project specialist. Chris has a bachelor of science degree in geography with a concentration in environmental studies from Southwest Texas State University and is pursuing a Masters in Applied Geography from the same institution. Beth has a bachelor of science degree in environmental science from Bradley University and is working on her Masters degree in Aquatic Biology from Southwest Texas State University. Beth previously has one year of experience with the TNRCC in the Agriculture Division as an environmental quality specialist.

The February/March issue of the Texas Watch newsletter includes several articles written by students and teachers, from elementary school through the university level, about their experiences as Texas Watch participants. Texas Watch brings water quality protection into the classroom and takes students to the waterfront. Included is an article by Darlene Gooris of the Gregory-Portland Sea Stars, a previous winner of the Governor's Award for Environmental Excellence.

The national Project WET program and GREEN (Global Rivers Environmental Education Network) are partners in a series of Institutes for teachers in grades 6-12, including one in Texas on October 24-26, 1996. Participants will receive hands-on activities, the Project WET curriculum and activity guide, a one-year subscription to the GREEN newsletter, and the WETnet newsletter, and the Field Manual for Water Quality Monitoring. For more information, contact GREEN, 721 East Huron Street, Ann Arbor MI 48104, (313) 761-8142, FAX (313) 761-4951.

The TNRCC Educators Eco-Link is produced by the TNRCC Public Information and Publications Division, Environmental Education Section. For more information about items in this newsletter, contact the editor at 512/239-0049

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Conservation Commission
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