

# directions

The journal of the Association of Nature Center Administrators

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August 25 - 27

## Connecting Schools & Nature Centers through Service Learning

**Kai Williams**  
Americorps, Islandwood  
Bainbridge Island, WA

**Introduction to Service Learning:**  
Many nature centers benefit from service contributed by volunteers, yet centers often struggle to find competent and committed volunteers. A potentially underutilized student volunteer base exists in many communities. Students can be excellent volunteers when the work fits directly with their studies. An increasing number of schools encourage or require students to perform community service, in the curricular context called service learning. Nature centers can take advantage of the

movement toward  
service learning to  
attract highly  
engaged  
volunteers.

Service learning

is community service with the added element of deliberate involvement in curricular learning. The term service learning evolved from a need to differentiate academically focused community work from other forms of volunteering. Service learning provides both the student and community member with a chance to learn and serve.

Service learning is found in schools across the world, from Canada to South Africa. The most important element is deliberate education. "Almost any volunteer activity can be a service learning activity if you help youth set learning objectives, they perform meaningful service, and participate in structured reflection during and after their service" (YMCA of Greater Seattle, 2004).

The classroom teacher or the community service provider can initiate the service learning process. The key

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**"Wilderness and the idea of wilderness is one of the permanent homes of the human spirit."  
—Joseph Wood Krutch**

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# P resident's Message

**Ruth Lundin**  
**Executive Director**  
**Jamestown Audubon Society**



I have just returned from a Conference, "Free Choice Learning and the Environment" that was sponsored by the Institute for Learning Innovation, Environmental Protection Agency, Journal of Environmental Education Research, U.S. Fish & Wildlife Service, Disney's Animal Kingdom, the National Environmental Education and Training Foundation and many others.

Free Choice Learning experiences are experiences where the learner exercises a large degree of choice and control over the what, when, and why of learning. These experiences play a major role in lifelong learning.

The purpose of the conference was to identify current practices - what we know, and what we need to know - to further the work of the free-choice environmental education field. I attended as a representative of ANCA, and was constantly asking myself, "How does this pertain to nature centers?" Concepts that challenge the primary thrusts of our programming were actively discussed. Many of us focus on school groups, but there are studies indicating that it is the adults who have chosen to visit our centers who may be most receptive to our message. We have developed our programming based on the premise that from enjoyment comes

appreciation and understanding, which will naturally lead to informed action, but the research does not support this final step. Many of us pride ourselves on having research based programming, but people retain information longer if there is an emotional aspect to it.

How I anticipate this year's Summit, when I can actively engage my peers in discussions on these and other topics!

For me, ANCA is a source for new ideas that I would never have contemplated and the Summit provides the vehicle for clarifying concepts that are half-formed in my head. Gordon Maupin and Ken Finch challenged some of our basic tenets with their Extinction of Experience series begun at the 2003 Summit. On the ANCA Board of Directors, we have discussed whether we should be launching initiatives, rather than strictly responding to networking needs, since there are many opportunities that are beyond the scope of an individual nature center. I look forward to the active exchange of ideas this August.

I have learned a great deal in my two years as your president. It is an honor to represent the organization at national meetings that address issues at the highest level. Although tenets underlying natural systems remain constant, social systems evolve at an alarming rate, and we must work to remain relevant and become more effective communicators and educators, because our messages are vital.



# Learning

(continued from page 1)

to presenting service learning opportunities to a school is letting them know your organization exists, is interested, and providing specific service examples with the learning goals identified.

Wind River, a wildlife rehab and education center in northeast Wisconsin, uses students from elementary to master's degree candidates, for many of the tasks required to successfully run a center. Wind River's modus operandi for young volunteers, ages 8-

12, is to combine tasks that are purposeful but relatively easy with shadowing an experienced volunteer.

These children perform tasks like picking dandelion greens for the education rabbit and reading to education birds. The children decide which bird they would like to read to, and what books they will read. Reading time gives the bird more human interaction and introduces the youth to the bird in a calm, controlled manner. At the same time the children are honing their reading skills with an attentive but nonjudgmental audience.

The student's goal is to eventually feed, clean, and work with the bird – a goal that may take several years to complete. The children also have the task of watching the bird's behavior and reporting their observations to an experienced volunteer, which provides structured reflection on their service project.

## Student Driven:

Students also instigate service learning. When students contribute in defining their service project they are empowered to care and thus to learn. The more active the students are in the decision process, the more ownership they have in the project, and the more successful they are. In the above example, the basic design of reading to the bird was decided by Wind River, but the children were allowed to pick the bird they felt most connected with, increasing their ownership. There is a delicate balance between creating structure and involving students in the decision process.

At IslandWood, a residential outdoor school on Bainbridge Island, graduate student Joe Petrick created a service learning curriculum. The most successful element of his project was in coming up with a process to get the students to create their own community project. In the 2003-04 school year, Joe led a group of Seattle 5th graders in this process.

The students first asked experts in different areas to come into the class to talk about environmental issues. The children and their teacher eventually decided to focus on air quality. One of the experts was a scientist who spoke about the problem of ivy choking out trees and reducing air quality by decreasing the number of healthy trees in a given area. The kids found this fascinating and decided to make their service project a neighborhood ivy pull and community exhibit on native trees.

Joe created structure when he led the students through a series of activities designed to increase their awareness of the

environment surrounding their school. He and the teachers helped the children focus their ideas into a smaller area of interest by helping them pick a focus on land, air, or water. The children picked a project that would help improve air quality, by using the advice of a local expert.



Students clear a nature trail at Mullenix Ridge Elementary School as part of a service learning project.

Wind River and nearby Lawrence University have a long relationship of student-driven service learning. A group of students in an introduction to biology class instigated the first experience. The students had a term assignment to complete

an experimental biology project. Most groups picked lab work of one sort or another. One group had an interest in raptors and contacted Wind River to ask if they could carry out their project there. Wind River agreed, providing that the project had no negative effects on the birds. The students tried different manners of food presentation for several education birds and videotaped the results. The students got an A on their project and Wind River gained data on their education birds' behavior.

Due to the maturity of the students, there was much less structure in this case. This project worked well enough that Lawrence biology professors now use it as an example of what can be done in introduction to biology projects.

## Community Service Provider Driven

At times, it is more successful for the community service provider to designate the project done by the students, in order to meet the provider's needs. One very successful example happened during the 2003-04 school year. A middle school teacher contacted Wind River with a request for his class of students with learning disabilities to visit the

(continued on page 10)

Brent Evans, President  
Cibolo Conservancy, Boerne, TX

## How to Spearhead a Local Bond Election for Parks & Natural Areas

The Cibolo Conservancy has succeeded in spearheading Proposition One in Kendall County, in which voters approved a \$5 million bond for the purchase of park land and natural areas. The population of 30,000 saw 12,368 voters in the November 2nd election. Our \$5 million bond proposition passed 7,713 to 4,655. And, WE did it!

The Cibolo Conservancy was formed in 1998, growing out of its sister organization, the Cibolo Nature Center, which was founded in 1988, by Carolyn Chipman Evans and Brent Evans, in Boerne, Texas. The Evanses have since written *The Nature Center Book: How to Create and Nurture a Nature Center in Your Community*, published by the National Association for Interpretation. Brent Evans is a professional social worker with community organization training, and is the executive director of the Cibolo Conservancy. The Cibolo Conservancy is interested in helping property owners keep their family lands in family hands. The organization is also interested in advocating for the preservation of natural areas in the Cibolo Creek watershed and surrounding region.

**Brent Evans:** "In the last decade, 85% of local bond measures for parks, natural areas, and open space have passed in North America. Many municipalities have started attaching green space proposals to other measures like roads and bridges or infrastructure improvements to increase chances of passage. But, how do you get a proposition on the ballot? How do you win? And, if you do win, how do you make sure that the money is well spent?"

Here is how we did it."

**Step One: Research.** In the Spring of 2003, the Board of Directors of the Cibolo Conservancy began discussing ways in which advocacy in Kendall County could result in the preservation of more natural areas. We studied regional and

local plans for recreation and open space. Because Kendall County had no park system or master plan for one, we searched for allies within county government who would be sympathetic to the cause. This Hill Country region is considered by the Texas Nature Conservancy to be of highest risk for land fragmentation, loss of habitat, and development.

We sought consultation with local representatives with the Trust for Public Land, the Texas Nature Conservancy, Texas Parks and Wildlife, and the Land Trust Alliance.

**Step Two: Preliminary Plan.** These organizations then met with County Commissioners, with a Power Point presentation with beautiful pictures of nature and a plan for creating a park

system. "We perceive that the sentiment of the County is to preserve more natural areas, control development, and protect quality of life. And, we believe we can find funding for parkland through two sources: a local bond election – we offered to finance a professional poll of likely voters to determine a reasonable funding level and likely support matching grants by the Texas Parks and Wildlife Department and private foundations."

Commissioners gave the representatives a mandate to form an advisory committee to create a Master Plan for Parks and Open Space. We sought volunteers for the committee from all precincts and included several expert consultants, including representatives from The Nature Conservancy, Trust for Public Land, Texas Parks and Wildlife, and advisors for other counties who had gone through this process.



Brent Evans, President of the Cibolo Conservancy in Boerne, TX, demonstrates his enthusiasm for parks and natural areas.

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# from the field

(Continued from page 4)

**Step Three: The Master Plan:** The Master Plan followed the guidelines of the Texas Parks and Wildlife department, so that the County would eventually be eligible to receive State funds. It included a statement of need, a description of existing area parks and facilities, research regarding demand for parks, a proposed set of criteria for land selection, and details about a time line for park development, along with maps and graphics of the area. This took about eight months to complete, with much hard work and “midnight oil”. It envisioned a park along a riparian zone that would facilitate swimming, fishing, and kayaking, while protecting the surrounding natural habitat.

**Step Four: The Poll.** A professional poll would cost \$10,000. This amount was raised through matching grants provided by the Texas Nature Conservancy and the Trust for Public Land in the amount of \$2,500 each, and the remaining funds were raised by the Cibolo Conservancy through private donations. The poll proved extremely valuable, providing information about attitudes, effective “pitches”, and problems to avoid, and likely successful funding levels. The poll predicted that for a \$5 million bond election, the likely outcome would be 61% for, 32% against, and 7% undecided.

**Step Five: On the Ballot.** The County Commissioners decided to have three other propositions on the ballot, including Roads and Bridges, Improvements to the Court House, and Jail Expansion. We requested that the “feel good” proposition be listed as Prop One, which we suggested would increase the likelihood of passage. They agreed to let it be Prop One, and be a stand-alone measure.

**Step Six: Forming a Political Action Committee.** This required following the legal requirements outlined by the State Ethics Commission, which has a web site that delineates all necessary compliances. It governs fund raising activities, political advertising, signs, and necessary documentation. The Trust for Public Land was instrumental in assisting with this part of the process.

**Step Seven: The Campaign.** The Cibolo Conservancy raised about \$2,000 for the campaign and gained \$1,000 of support from the Save Our Springs Alliance of Austin, which bought us 200 yard signs, 35 4’x8’ signs, inserts in the local papers, and several large newspaper ads. Volunteers and the Board of Directors of the Cibolo Conservancy and the Cibolo Nature Center all worked to get out the word with signs and letters.

We established a website at [cibolo.org/parks](http://cibolo.org/parks). This contained the original Power Point presentation we gave to the County Commissioners, and the complete Master Plan, including the appendices with twelve very informative GIS maps. We decided not to go with a professional telephone bank to call voters, which would have cost another \$2,500.

Many of our volunteers wrote very effective letters to the editors, and the local papers came out in editorial support of the proposal:

The Boerne Star Editorial Headline:  
“Park Plan on Right Track”

Hill Country View Editorial Headline:  
“Prop One Serves Families and the Land”

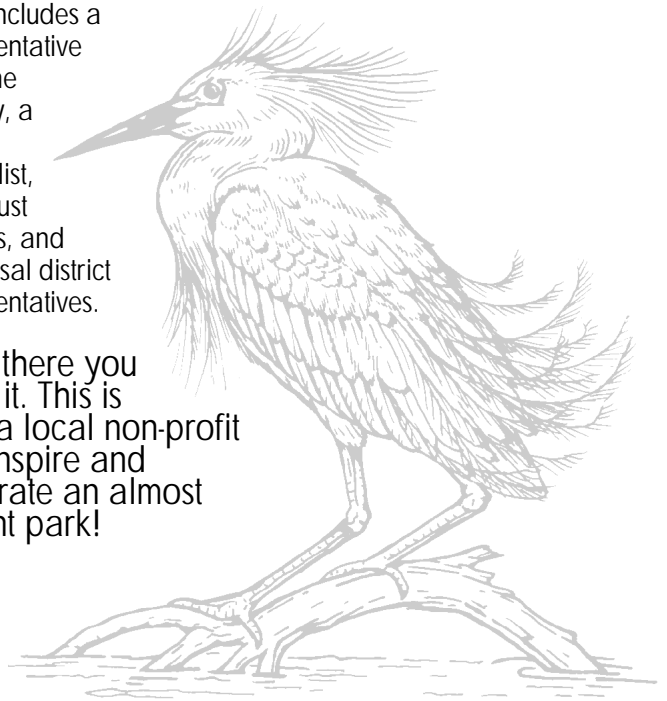
**Step Eight: Election Night.** We set up a party with a direct phone line to the election vote counting room at the County Court House. The bond issue passed 7,713 to 4,655, which amounted to 62% of the popular vote, as almost exactly predicted by our poll. We celebrated the victory with our volunteers.

**Next Steps: Putting the Master Plan into Action.** Now the Cibolo Conservancy is taking steps to insure that the park system is developed in the most effective and transparent fashion. The goal is to develop a property selection criteria that achieves multiple objectives, is science based, and transparent in its implementation. We asked that the County appoint three teams:

- A research team of experts who can use the criterion from the Master Plan to identify properties within the County that would be best potential candidates for parkland.
- A review team of local residents and stakeholders, to study the recommendations of the research team, and advise the County as to which properties would best serve the community culturally. They make property recommendations to the County Commissioners, assist in identifying potential leverage opportunities, and review other considerations, including historic, political, and tract configuration. They can assist in oversight of fiduciary responsibility of the program to maintain project integrity.
- A real estate negotiating team of experts who can assist the County in obtaining the best deal for the taxpayer dollar. This team includes a representative from the County, a grants specialist, land trust experts, and appraisal district representatives.

And, there you have it. This is how a local non-profit can inspire and generate an almost instant park!

Just add water.



# Profiles: Marshy Point Nature Center

**Bob Stanhope**  
Chief Naturalist

**Marshy Point Nature Center**

## Fun in the Chesapeake Bay!

Chesapeake Camp, a program of the Marshy Point Nature Center, has been held for eight years and has grown from four week-long sessions to seven weeks, with a waiting list for each week. It is limited by the capacity of the workboat which is twelve: the camp director, assistant director and ten campers.

The camp involves interpretation of, recreation in, and conservation of the Chesapeake Bay. Its goal is for campers, through direct experience, to develop an appreciation for the Bay's beauty and resources, learn about the Bay's problems and commit to improving the Bay. In the camp's eight years, four different camp directors, for two years each, have all added their creativity and skills to improve the camp activities resulting in the exciting, popular and effective camp of today. The framework of the camp is based on learning to crawl before you walk. It starts with what you can walk to, then canoe to, progressing to workboat study of nearby waters, and finally by workboat to distant islands and the Eastern Shore.

**Day one:** camp goals and rules, get acquainted games, daily weather recording, start list of the week's plants and animals, basics in using binoculars, seining in shallow water, fish and insect identification. Campers see the extent of unspoiled Dundee Creek with anticipation of canoeing there tomorrow.

**Day two:** canoe instruction, paddle into marsh for wetland ecology, paddle across Dundee with continuous plant and bird i.d., at Dundee Marina learn cast net technique from the dock, more seining and fish i.d. Campers can see out Dundee Creek to the Gunpowder River, Pooles Island and the Eastern Shore.

**Day three:** paddle out of Dundee Creek, observe water snakes and turtles, stop at sandbar to seine, dig clams, dip net for grass shrimp and



Participants in Marshy Point Nature Center's Chesapeake Camp discover the wonders of nature above and below the waters of Chesapeake Bay.

sand diggers, learn mask and snorkel technique, observe fish swimming through submerged vegetation, set crab pots and minnow traps. Campers can see past Marshy Point to Saltpeter Creek and more details of the Gunpowder River and Carroll Island.

**Day four:** check traps and study catch, learn workboat operation, re-set traps in Saltpeter Creek adding eel pots, get a close look at osprey nest, do water sampling in deepest spot of Gunpowder River – find temperature and salinity at top and bottom, measure visibility, use chemistry kits for oxygen, nitrogen and ph, use dredge for benthic samples. Look past Carroll

Island and its active eagle nest into the Bay and to Hart-Miller Island.

**Day five:** take turns at the wheel on the way to Pooles Island (the largest Great Blue Heron rookery in the Bay), observe Osprey nests, herons, Bald Eagles, gulls, cormorants, stop for lunch at Hart-Miller Island or Fairlee Creek on the Eastern Shore, more seining. On the way back set otter trawl net and i.d. catch, use plankton net for sample, pull traps, save samples of today's catch to show parents, return to shore to study plankton with dissecting scopes while crab cakes are frying. Correct final exam questions are rewarded with a crab cake. While munching campers hear that crab protein from the Bay is helping them grow strong, and they are thus committed to helping the Bay grow strong and healthy.

The summer camp schedule now includes two weeks for "second timers," the kids who are really interested in Bay studies and conservation. New activities have included planting fifty holly trees in the buffer, planting aquatic wild celery grass grown at the nature center, visiting the University of Maryland rockfish aquaculture facility, visiting a waterman's home, dock, workboats and crab shedding floats, and a sail on the skipjack "Martha Lewis."

After eight years, proof the camp is working is shown in the number of former campers who now volunteer as assistant counselors, and the number of Eagle Scout candidates who come back to the center to do their community conservation projects. One camper, now a high school senior, is going to college next year to study to become a naturalist.

## Fostering the Next Generation of Nature Enthusiasts

A staffing team devoted to life-long learning in the out-of-doors operates a unit of the Idaho State Park system, Winchester Lake State Park. Recognizing their own preferences of career choice and leisure activities stem from values instilled during youth, park staff make conscious decisions on a daily basis to engage youthful park visitors in outdoor recreational activity. Youth visitor contacts may be spontaneous or planned public events and typically are a combination thereof.

Winchester Lake State Park is a rural parkland located in north-central Idaho. Increasingly, visiting youth arrive from suburban or urban areas where they are unable to easily access, lake, forest or prairie. Increasingly their physical world is one of concrete, manicured parks espousing rules such as, "stay on trail," and plastic playgrounds. While the value of the "city" or "neighborhood" park is unquestionable, the available experience generally inhibits "hands-on" contact with nature.

Winchester Lake staff finds comfort in the belief that parks and nature centers provide safe and esthetically enjoyable settings for youth to access the outdoor experience. As well, park staff acknowledges an increasing need to provide guidance for the "nature experience."

Young parents of today often did not have rich outdoor experiences during their own youth. On a typical weekend in park campground areas it is not uncommon to hear parents shouting to their children, "don't touch that bug," "get out of those trees," "don't get your feet wet," or "go wash your hands, that fish is slimy."

To enrich the outdoor experience of visiting youth, Winchester Lake staff focus attention on opportunities to expose young visitors to canoeing, hands-on nature study, hiking, trail bicycling, fishing, nature journaling,

and simply playing in the mud, trees, and prairie grasses.

Feedback received by park staff, both quantitative and anecdotal, indicates that direct staff involvement increases the quality and depth of impact the outdoor activity has upon young visitors. Also, the frequency of repeat visitation is



"Thousands of tire, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as gountains of timber and irrigating rivers, but as fountains of life."

-- John Muir

increased due to the positive, memorable experience of visiting youth.

At Winchester Lake State Park the "extinction of experience" is a fundamental concern. Park staff presumes, that to foster support for parks, nature centers, wildlife and wild places in perpetuity, available resources must be applied to sharing nature and outdoor recreation with the youth of the day. It will likely be through playing in the lake mud, building a tree house in the forest, capturing, studying and replacing frogs and salamanders, and watching with a bit of fear and respect as a bear ambles through the forest a few yards away, that today's youth will become tomorrow's conservation enthusiast.

# Great Lakes Great Summit

ANCA Summit IX  
Chippewa Nature Center  
Midland, Michigan  
August 25 - 27, 2005



Whether you come from a center with many staff members or just one, a large or modest budget, lots of acreage or a single building, there is no substitute for the inspiration you can get from and give to folks who face the same challenges and triumphs that you do. The ANCA Summit can change your perspective and help bring a new "can-do" attitude to managing your organization. You will share stories, learn new things, laugh, have fun, be challenged and become part of a network of nature center leaders the can serve to help you do a better job.

## Wonderful Workshops!

- Exhibit and Building Design
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2005 Recipient: Tracy Kay, Schuykill Center for Environmental Education

## Fantastic Field Trips!

- Birding the local waterways
- Fishing and kayaking the Chippewa River
- Walking through old growth pines
- Experiencing the dunes of Lake Michigan
- Exploring the Straits of Mackinac

## Special Events!

- Keynote speaker Mike Weilbacher, Executive Director of the Lower Merion Conservancy presents an emerging roadmap for environmental education in the coming green century, hoping to spark an energetic dialogue on the future of EE and the world.

## Sample Michigan History with Historical Interpreters!

- Native American Life
- Fur Trading
- Logging
- Farming in 1870

So what are you waiting for? Register today! To get a full Summit brochure go to [www.natctr.org/summit.html](http://www.natctr.org/summit.html) (PDF format) or contact Larry Brown at 800-490-2622 or [lbrown@audubon.org](mailto:lbrown@audubon.org). Some scholarship funds may still be available.

# Educational Farm Symposium

November 3, 4 & 5, 2005

Ashland Nature Center & Coverdale Farm  
Delaware Nature Society  
Hockessin, DE

The symposium is designed for directors, educators, land managers and farmers of educational farms. This symposium will provide an opportunity to share with colleagues, celebrate our successes, learn from our failures, recognize and prepare for challenges ahead, network, mentor and renew our vision. Participants learn and recharge through field trips, workshops, facilitated discussion, open space sessions, and ongoing exchanges with peers.

## A taste of the 2005 Symposium:

Field Trips: Rodale Institute, Somerton Tank Farm & Reading Terminal Market in Philadelphia, Delaware Agricultural Museum & Abbotts Mill Nature Center

Facilitated Session & Workshop content areas: fund development, master planning, programming & curriculum development, teaching techniques, animal management, sustainable farming practices, wildlife management on the farm, alternatives to traditional crops, Heirloom plants and their uses, heritage breed: how to obtain and use in programming, farmland preservation and advocacy, law & policy – how to communicate with decision makers and much more.

## Registration

Begins June 19, 2005

For more information email  
Michele Wales, Farm Program Coordinator,  
Delaware Nature Society:  
michele@dnsashland.org  
or visit our website:  
www.delawarenaturesociety.org

## Great Ideas from Great Books

### Hot Off The Press!

## The Nature Center Book

How to Create and Nurture a Nature  
Center in Your Neighborhood

Published by the National Association for Interpretation's InterPress, The Nature Center Book provides up-to-date information and expanded discussion of topics key to nature center development. It outlines lessons learned and important new developments in the field.

This edition includes updated information regarding organizations and resources, as well as expanded coverage of financial and organizational issues and government-based nature centers. The book, printed in full color, features more than 200 photographs.

Price of the book is \$24.00 plus \$5.00 shipping first item (\$2.00 each additional)

### Order Your Copies Today!

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## A Must Have Classic

## Director's Guide to Best Practices

The Director's Guide includes chapters on five essential areas: leadership, strategic planning, boards, staff, and fund raising.

ANCA developed this book for busy directors and staff people with many roles and responsibilities. It is a handbook for those new to the profession and will also challenge and inspire the most experienced directors and their staffs. ANCA members have also found it valuable to give to board members, and volunteers.

Directors from 23 states and 40 different facilities reviewed and commented on the chapter drafts and evaluated the book's effectiveness.

Price of the book is \$60.00 plus \$5.00 shipping and handling.

# Learning

(Continued from page 3)

site and possibly complete a project for the center. The site visit went very well and the director of Wind River suggested several projects including building a new flight for rehab great horned owls. Wind River sent the design to the school. The classroom teacher and technology education teacher helped the students build panels for the flight, which the students then brought out two at a time, each with a different crew of three children to install the panels.

In this real world project the students used math skills, increased their spatial/analytical understanding, and developed their ability to function as a team. The teachers reported significant improvement in the social and academic abilities of the students. Wind River got a well-made flight for great horned owls and the students gained confidence and the above skills.

## A Continuum:

Service learning projects are based on the needs of the teacher, students, and service provider. For example, several years ago a Lawrence University student volunteer analyzed Wind River's rehab data. The student needed a data set to complete a project for a statistics class. Wind River requested that in analyzing the data the student concentrate on success rates and several other factors. The student obtained her data and Wind River received a free statistical analysis. The drive to complete the project came from the student's interest and assignment, while the parameters for the project were provided by Wind River.

Wind River has used service learning very successfully for over six years. Service learning easily integrates with the goals and programs of a nature center and creates a strong community-student bond. This partnership provides the center with motivated student volunteers, strengthening the organization. The potential for nature centers and service learning grows with each connection made.

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## Resources:

[www.serveminnesota.org](http://www.serveminnesota.org)  
[www.servicelearning.org](http://www.servicelearning.org)

# Annual Appeal Contributions

Thanks to the following members for supporting  
the day-to-day work of ANCA

Jim Fitzpatrick

## Job Opening:

Department of Recreation & Park Administration  
Indiana University  
Pre-Announcement  
Director of Bradford Woods Outdoor Center

This is a pre-announcement for the recruitment for the position of Director of Bradford Woods Outdoor Education Center. The Department will seek an individual who is qualified to oversee all management functions of Bradford Woods and its facilities. This will include budget preparation and implementation, staff supervision and recruitment, and the promotion of Bradford Woods to private, public and university entities. The individual will also hold a position as part time senior faculty member in the Department of Recreation and Park Administration.

Bradford Woods is a nationally recognized outdoor education center administered by the Department of Recreation and Park Administration. Over 25,000 participants utilize the 2,500 acre property each year for environmental awareness and education, camping experiences, professional and personal development, continuing education, research, workshops, conferences and retreats. Bradford Woods is also the national headquarters for the American Camping Association.

An official job announcement and position description will be posted by the end of June. For more information on the position contact:

Dr. Doug Knapp  
Associate Professor  
Chair of Bradford Woods Director Search Committee  
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# ANCA Membership Form

## Please Join Us!

Membership Benefits: Quarterly Issues of Directions • Special Publications • Invitation to ANCA Summits and Workshops • Reciprocal Admission Program • Membership Guide

Please check the desired membership level: \_\_\_ \$70 Individual or \_\_\_ \$110 Institutional (two staff members receive benefits)  
\_\_\_ \$25 Student (copy of full-time student ID required)

\_\_\_ ANCA also offers several Business Membership options. Check here if you would like more information.

NAME 1: \_\_\_\_\_ TITLE: \_\_\_\_\_

EMAIL 1: \_\_\_\_\_

NAME 2: \_\_\_\_\_ (with Institutional Membership)

TITLE: \_\_\_\_\_ EMAIL 2: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

• ANCA offers a reciprocal admissions program for our members. Please check the reciprocal benefits your institution will provide: \_\_\_\_\_ Free Admission \_\_\_\_\_ Store Discount of \_\_\_\_\_% \_\_\_\_\_ Not Interested

• If you would like to participate in ANCA's reciprocal website link program please note your web address below. ANCA's website is [www.natctr.org](http://www.natctr.org). (Inclusion is subject to review.) \_\_\_\_\_

• ANCA provides our members with a membership guide of participating institutions and their reciprocal benefits every 18 months. Please list my institution in the brochure as follows:

Name: \_\_\_\_\_ Web Site: \_\_\_\_\_

City & State: \_\_\_\_\_ Phone: \_\_\_\_\_

• ANCA is funded entirely by the generosity of members like you through membership dues, Summit registrations, grants, and donations. If you would like to make a donation at this time to support the operation of the organization, please note the amount here and add to your membership fees. \$ \_\_\_\_\_

Total Membership Dues & Donation: \$ \_\_\_\_\_

Payment Method: Cash \_\_\_\_\_ Check \_\_\_\_\_ Charge: Visa \_\_\_\_\_ Master Card \_\_\_\_\_  
Card # \_\_\_\_\_ Expires \_\_\_\_\_

Make checks payable to ANCA and mail with this form to:

ANCA  
1000 Aullwood Road  
Dayton, OH 45414



Questions? Call 1 • 800 • 490 • 2622

# ANCA Technical Consults: *YOUR FRIEND IN THE BUSINESS!*

ANCA offers consulting assistance to nature centers and other environmental education organizations at very reasonable fees. The charge includes the cost of transportation, lodging and meals for the team, plus a \$2,750 fee that goes toward supporting ANCA's professional services and planning. Our Board of Directors, and members, provide these services with no personal financial gain, while you gain the advantage of advice and guidance from some of the profession's most respected and experienced leaders.

What can be covered? Well, just about anything involved with planning, funding, and operations. Some topics include:

- Assistance with long range and strategic planning
- Review education programs, exhibits, or trails
- Mission focus
- Fundraising and fiscal management
- Facility planning
- Starting a center
- Management strategies and use planning

To find out more about  
ANCA's Peer Consults,

contact any ANCA board member or  
Bo Glover at  
949-645-8489  
[boglo@aol.com](mailto:boglo@aol.com)

Jeff Brown from the Yellowstone Association had this to say about ANCA consults:

"We contacted the folks at ANCA and they pulled together some of the best people in this business on very short notice. The consulting team spent two full days in the park and provided a detailed written report within one month. The process was fun, the cost was reasonable, and the results are tangible - we are moving forward with a revised proposal based on the excellent advice we received from these experts."

directions

c/o Aullwood Audubon Center  
1000 Aullwood Road  
Dayton, OH 45414



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