



THE PAUL F-BRANDWEIN INSTITUTE



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The Brandwein Institute is dedicated to the education of students and teachers in recognition of their responsibility for sustaining a healthy and healing environment.

About Paul F-Brandwein

The Brandwein Institute was founded to perpetuate the legacy of Paul F-Brandwein, teacher, scientist, conservationist, author, and humanitarian. Born in 1912, Brandwein immigrated to the United States from Austria prior to World War II. His formative experience as an educator took place at Forest Hills High School, Forest Hills, New York, where he taught in the 1940s through the mid-1950s and served as chairman of the science department. There he piloted a program encouraging students to do original work in science.



Paul F-Brandwein, 1912-1994

Based on his experiences and belief in equal access of opportunity, Brandwein promoted self-selection by interested students rather than assignment based on testing. He instilled the practice of mentoring.

His research probed the learning traits of both gifted and disadvantaged students. Brandwein moved from high school to college and university teaching and then joined Harcourt, Brace & Jovanovich Publishing Company as editor-in-chief. There he authored the *Concepts in Science* text series and trade books that are still in use today.

His numerous publications include the following titles:

- *The Gifted Student as Future Scientist* (1955)
- *The Biology Sourcebook* (1958)
- *Gifted Young in Science: Potential through Performance* (1988)

He served as education director and later co-director of the Pinchot Institute for Conservation Studies at Grey Towers in Milford, Pennsylvania. Brandwein and his colleagues played a key role in defining conservation education in the United States through the Pinchot Institute for Conservation Studies Conferences of 1965 and 1966. These conferences, held at Grey Towers, brought together a community of leading thinkers and practitioners of conservation education who defined their goals in terms of assuring a citizenry that understood and supported the value of scientific and rational planning for the efficient use of natural resources. The conferences had a long-lasting influence on many of the participants who, in turn, exerted great influence on the various extended informal and formal conservation education communities. The conference participants went forward with this challenge from Brandwein:

We must develop new structures, new strategies, new techniques of teaching. We must test and revise until we have developed a culture which recognizes man's interdependence with his environment and all of life and his responsibility for maintaining that environment in a condition fit for life and fit for living.

Pinchot Institute Board Meeting: Brandwein is at far left.



The Paul F-Brandwein Institute

Institute Focus and Priorities

The Brandwein Institute is dedicated to the education of future leaders in conservation-related fields. Located at the Rutgers Creek Wildlife Conservancy in Orange County, New York, the Institute is used as an outdoor learning laboratory. Since its inception in 1999, the institute programs have developed a network of scientists, teachers, and organizations sharing ideas and techniques on a continuing basis. The Institute is recognized as an innovator in implementing sound conservation practices and assessing their impact. Primarily, the Institute

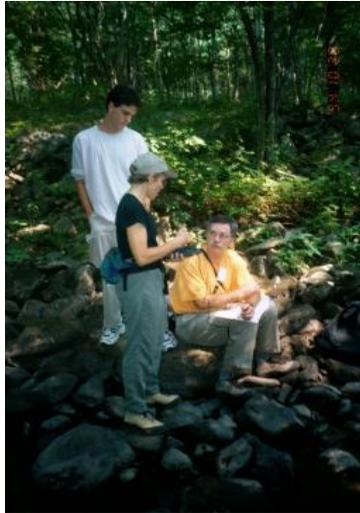
- Convenes, catalyzes, and communicates with partner conservation organizations.
- Creates and nurtures a network of leaders in environment and science education.
- Connects scientists to students and teachers.
- Establishes science field studies on mini-conservancies.
- Endows an ongoing annual lecture series.
- Publishes a series of monographs on *Ecology in Action* and Brandwein Lectures.
- Conducts Summer Leadership Institutes to foster teacher professional development in conservation practices.
- Convenes meetings of national and international import.
- Maintains an active website and fosters online discussion forums.

The Brandwein Institute programs nurture the gifts and talents of all learners at all levels and foster skills, concepts, and values basic to environmental decision making in a global context. By bringing together students, educators, and scientists, the Institute encourages an “ecology of achievement,” allowing ideas to be formed and tested through meaningful research and fieldwork.

Long-Term Ecological Research

Ongoing biodiversity studies are conducted year-round on the Brandwein Institute grounds at the Rutgers Creek Wildlife Conservancy providing valuable research and critical data that establish baselines and show patterns of change. These studies include

- Fungi and vascular plants
- Microinvertebrates
- Amphibians, reptiles, and mammals
- Breeding bird populations



Groups of scientists and teachers frequently visit the Conservancy to collect samples and study changes in land use, patterns in landscape, and managed re-growth. In addition, students from nearby school systems visit the Institute grounds to perform field-based research.

Institute Publications

- *Science in an Ecology of Achievement* (1999)
- *Ecology in Action: Biodiversity Field Studies, Volume I* (2001); *Volume II* (2002); *Volume III* (2004)
- *Rodger Bybee Lecture Monograph* (with Biological Curriculum Study, 2003)
- *Dean and Sheila Bennett Lecture Monograph* (with University of Maine, 2004)
- *Conservation Learning Summit: A re-Commitment to the Future* (2006)

Conservation Education Programs and Activities

Summer Leadership Institutes

The Brandwein Institute, in partnership with Toyota Motor Sales, USA, sponsored three Summer Leadership Institutes for outstanding science teachers. These two-week institutes focused on implementation of long-term ecological research, integration of field-based inquiry with the latest technology, and exploration of alternative assessment strategies.

As a result of these programs, the Brandwein Institute has built a cadre of over 60 science leaders who are trained in environmental field techniques and mentoring skills. Each of these leaders has worked with a number of additional teachers through post-institute training sessions. Over the course of the three years of institute programs, thousands of teachers have been reached nationwide. Brandwein Institute participants continue to gather each year at NSTA National Conferences to reunite and present sessions.

Brandwein Lecture Series

The Institute sponsors a lecture presented each year at the National Science Teachers Association National Conference on Science Education. Notable among the Brandwein lecturers are Lynn Margolis, Rodger Bybee, F. James Rutherford, William Hammond, Robert Tinker, and Cheryl Charles. Brandwein Lectures are published in the *Journal of Science Education*.



Brandwein Lecturer Cheryl Charles

Conservation Learning Summit

In November 2005, the Brandwein Institute convened representatives from 75 government agencies, academia, nongovernmental organizations, philanthropy, and business, for a three-day summit at the National Conservation Training Center in Sheperdstown, West Virginia. The conference focused on the future of conservation education and reinvigorating the flow of people into the conservation workforce. It provided a forum for inspiration, re-commitment, and collaboration.



Summit participants worked in home base teams to recommend priorities for actions.

Outstanding National Conservation Educator Award

As part of the commitments made at the Summit, the Brandwein Institute promised to convene, catalyze, and communicate the outcomes of the Summit for the next five years. In addition, the Brandwein Board of Trustees voted to sponsor a National Conservation Educator Award. The award will be presented each year as part of the Brandwein Lecture at the National Science Teachers Association's National Conference on Science Education. The recipient of the award will receive national recognition, a bronze medallion, and a cash award.