

# The Educator

T H E C O L L E G E O F N E W J E R S E Y

## AN ENVIRONMENTAL SUSTAINABILITY EDUCATION WORKSHOP

B Y : D R . A L E X P A N

SCHOOL OF  
EDUCATION  
CONCEPTUAL  
FRAMEWORKS

\* Subject matter expertise \*

Excellence in  
\* planning and practice \*

Commitment  
\* to all learners \*

Positive effect  
\* on student growth \*

Professionalism,  
\* advocacy, and  
leadership \*

With issues on global warming and energy crises drawing the public's attention, sustainability awareness has become a crucial topic in education. To further enrich our students' sustainability knowledge and experiences, a workshop on environmental sustainability education is to be held on Wednesday, Oct. 29 and Wednesday, Nov. 5 from 1 PM to 4 PM in Forcina 319/320. Ms. Elizabeth Faircloth, the NJ Project Learning Tree Coordinator in the NJ Department

of Environmental Protection, has offered to provide our Advanced Core Block (ACB) students with a six-hour Sustainability Education workshop. All the ACB students have signed up to attend this beneficial event. The attendees will receive practical hands-on experience about integrating environmental learning into their lessons, a good resource entitled "Pre K-8 Environmental Education Activity Guide" with over 400 pages of lesson plans and activities

matching the NJCCCS, and a certificate showing they have participated in this training and have completed the workshop requirements. Everything is provided free of charge. More information is available via the following Web address: [www.plt.org](http://www.plt.org). This workshop is expected to significantly impact students' sustainability learning. This workshop will likely be repeated in the future to benefit more students in the ELEMENCED programs.

## ADVICE FROM THE CHAIR

Many students are busy scrolling through the course guides on TESS and checking their program planners for required course sequences. Can I take more than 16 credits this semester? Do I have to take a gender course? What does global mean, I think my FSP was something about global? If I take the Spanish requirement it conflicts

with SCI 104, what can I do?

Putting together the pieces of the registration puzzle can be a complicated process. Chatting with a friend or roommate about which course and which professor is always a good start. Seeing your advisor is essential. It is YOUR responsibility to make an appointment with your advisor. Since all

elementary and early childhood majors also have another major, you will need to see both advisors. The elementary and early childhood professors are holding group advising sessions this semester. Please check your email for times and dates. For the first time, students may register for both spring and summer classes at the same time. Think ahead!

## NEWS ALERT

**Nov. 4, Tuesday–  
Nov. 14 Friday**

Spring and Summer  
2009 Registration  
Window

**Nov. 13, Thursday**

Last day to withdraw  
from a 2nd Quarter  
course with a W

RESEARCH AND PRESENTATIONS BY ECE  
STUDENTS UNDER THE DIRECTION OF  
DR. BLYTHE HINITZ

Dr. Hinitz is a professor in the department of Elementary and Early Childhood Education. She is internationally noted for her initiatives with anti-bullying projects. Dr.Hinitz is a scholar of the history of early learning centers.



Dr.Hinitz and students

She has an award-winning commitment to students, the department and the College. These are some of the national conference presentations done by the 2006-2007 members of the Early Childhood Education Research Seminar.

WHAT I DID DURING MY SUMMER "VACATION"  
By Dr. Blythe Hinitz

I gave presentations at four national and international conferences between June and August 2008. Jessica Cheney's research was featured as part of the workshop, "Pre-service Teacher Education Modules: An Intentional Approach to Address Boys Needs" that I presented with Barbara Sprung of the Educational Equity Center at AED, at the NAEYC Professional Development Institute in New Orleans in June. In July I chaired a national panel of experts on "Blocks: The Rich Legacy of Froebel and Others" at the meeting of the International Froebel Society held at Wheelock College in Boston, and I presented a paper of

the history of blocks and their uses. Later in July I was privileged to speak at the International Standing Conference on the History of Education meeting. The topic of my paper was: "The 'Materials Culture' of Three Historic Urban Schools: Walden School." It is a focused research study on an aspect of this progressive school that had previously not been explored. My August presentation at the OMEP World Seminar, "Nurturing Peace Together with Children" in Quebec City, focused on "An Anti-Bullying Program for Young Children: A Report of Ten Years of Work Toward a Culture of Peace with Children,

Their Families, and Their Teachers in the U. S." It featured photographs taken by my husband, Dr. Herman Hinitz, of my work with children at an Abbott Preschool in Trenton, as well as the teachers' photographs of their work with the children on peace education, anti-bullying, and conflict resolution activities.

Elementary and Early Childhood Education majors will have the opportunity to take the research seminar {ECE 390 or ELE 390} in Spring 2009. Please contact Dr. Hinitz [hinitz@tcnj.edu] to indicate your interest.



A joint presentation on the historical aspects of their research studies was given by Dawn Besser, Jessica Chesney and Jessica Kubeck at the National Association for the Education of Young Children History Seminar in Chicago, Illinois honoring Dr. Dorothy Hewes.

Individual poster session presentations were given at the Annual Meeting of the World Organization for Early Childhood Education – United States National Committee [OMEP-USNC] in Chicago. The Abstracts of the poster sessions follow on the next page.

**NATIVE AMERICAN EARLY CHILDHOOD EDUCATION:  
FIXING A 600 YEAR OLD PROBLEM**  
By Dawn Besser

Native American education is the most researched area of education in the United States. However, despite all the attention it is drawing, serious problems remain. These problems have developed mainly from cultural misunderstandings and are further weakened by unsuccessful attempts to alleviate the problem.

My research has extracted various perspectives of the problems hindering Native American early childhood education given by principals and

superintendents who are themselves from Native American schools. Although responses were limited, they yielded significant information and helped to contribute to the overall conclusion that the main problem with failed attempts to fix the problem comes from the misconceptions that Native Americans are all the same.

Although some laws like No Child Left Behind have caused

problems among a majority of the schools, the schools all have unique concerns and problems. It is important to avoid grouping the diverse population of young students as simply "Native Americans".

Dawn's research is cited as a reference in Dr. Hinitz's latest publication, the chapter "History of Early Childhood Education in Multicultural Perspective," in the fifth edition of "Approaches to Early Childhood Education" edited by Roopnarine and Johnson (2009).

*Have you seen  
all of the useful  
journals and  
publications in  
the department  
lobby?  
Read while you  
wait for your  
advisor!*

**THE CRISIS IN BOYS' EDUCATION**  
By Jessica Chesney

Boys' education in the Early Childhood field has become a very serious issue over the past few years. There is reason to believe that young boys are not receiving the best education possible. This can be the result of various circumstances. Some of these circumstances are: the feminization

of the classroom, schools being a "better fit" for girls, and the lack of men in the field. A literature review and field-based research has shown that problems do exist. The young boys of today are being hurt by the education system, and much of the time, unknowingly. Many parents and teachers

are unaware of how to help young boys, and prevent this crisis from happening to their children. This is still a fairly new topic that is being debated, but it is one that should receive much attention for the sake of future generations.

**NATIVE AMERICAN  
MATHEMATICS**

By Jessica Kubek

Many minority children today, particularly American Indians, fall into the failure percentage of mathematics education. Therefore, a deeper investigation into why this statistic exists has been made. This paper focuses particularly on the Native American cultures Mayan, Navajo, and Shoshoni. Throughout the paper, mathematics is seen in every culture in many areas of their lives. A conclusion is made that mathe-

matics did exist in the early cultures of American Indians and therefore children today have the same potential to learn and understand mathematics. Some successful techniques for mathematics education are introduced along with ways educators can transform their current curriculum in a way that will benefit all children, even those who fall into the minority groups.

In October 2007, Dawn Besser, Jessica Chesney and Jessica Kubek appeared with Dr. Hinitz before the TCNJ President's Climate Commitment Committee to share their experiences as delegates to the Annual NGO [Non-governmental Organizations] conference, representing OMEP. The knowledge they gained at the United Nations, and their reflections on the experience, appear as articles in the Winter 2008 issue of the \_OMEP-USNC Newsletter\_, a publication that receives national and international distribution in hard copy and via the Internet.