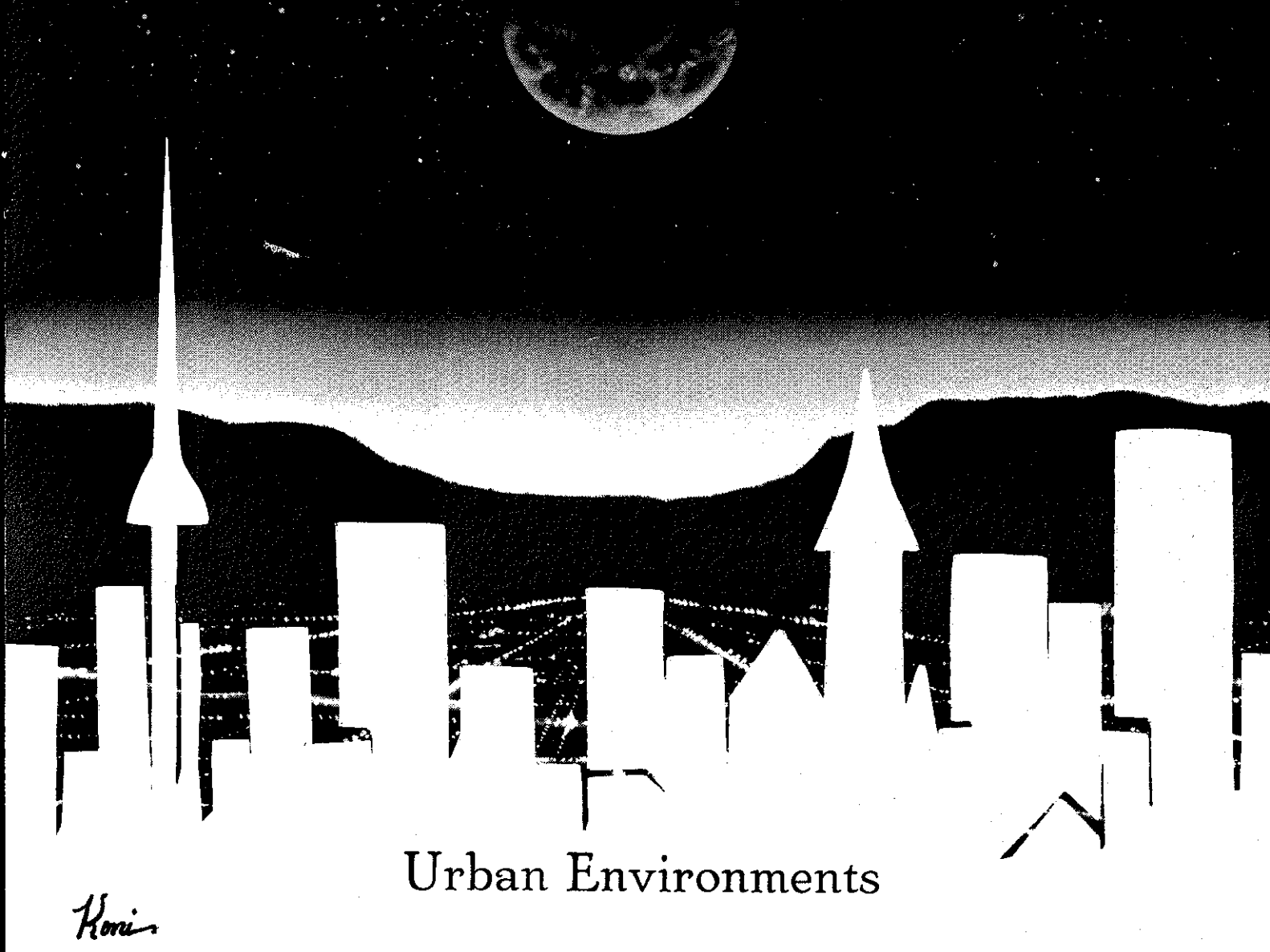
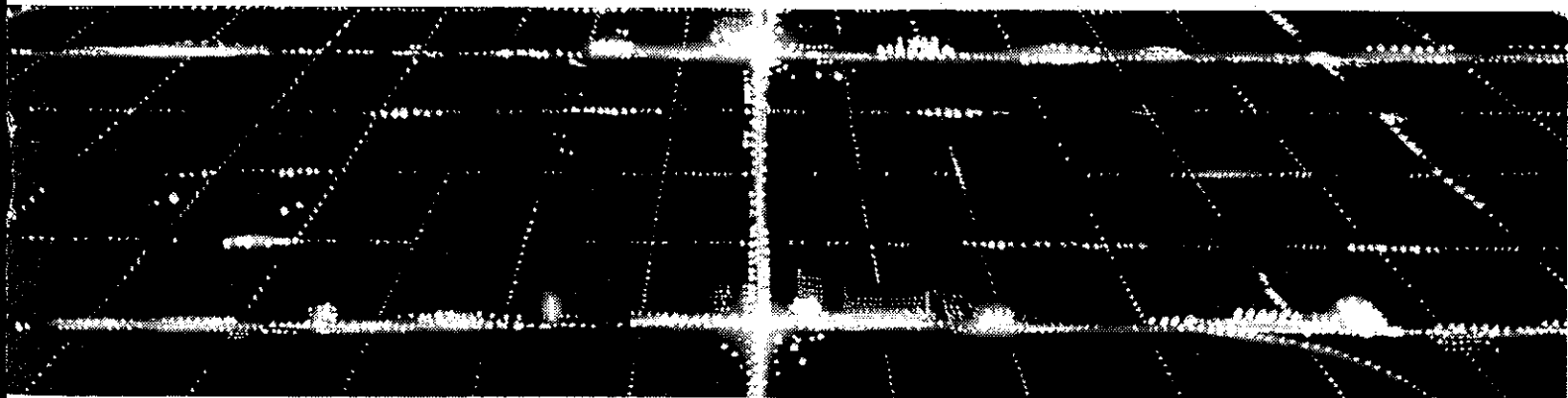


# ANEE NEWS-JOURNAL



Urban Environments

*Koris*



VOLUME 14 NUMBER 4

ISSN 07711 - 351X

The Council Of Outdoor Educators Of Ontario

# The Council Of Outdoor Educators Of Ontario

## The Advisory Board

### CHAIRPERSON

**Jan Stewart**  
79 Donnamora Cr.  
Thornhill, Ont. L3T 4K6  
(416) 731-4476 (H)  
(416) 630-6263 (W)

### VICE CHAIRMAN

**Skid Crease**  
20 Granada Cr.  
Scarborough, Ont. M1B 2H2  
(416) 282-8451 (H)  
(416) 225-2346 (W)

### MEMBER AT LARGE

**Peter Herlihy**  
R.R. 6  
Shelburne, Ont. L0N 1S0  
(519) 925-6430 (H)  
(519) 925-3913 (W)  
(416) 857-4160

### TREASURER

**Grant Linney**  
P. O. Box 473  
Bolton, Ont. L0P 1A0  
(416) 857-6268 (H)  
(416) 453-3552 (W)

### CORRESPONDING SECRETARY

**Jerry Best**  
186 Crockett St.  
Hamilton, Ont. L8V 1H2  
(416) 528-1006 (H)  
(416) 525-2930 (B)  
Ext. 220

### MEMBER AT LARGE

**Bruce Hood**  
R. R. #1  
Orangeville, Ont. L9W 2Y8  
(519) 941-0678 (H)  
(416) 832-2289 (B)

### REGIONAL REPRESENTATIVES

#### FAR NORTH

**Shel Lowe**  
Box 249  
Chelmsford, Ont. P0M 1L0  
(705) 675-3234 (H)  
(705) 855-2202 (B)

#### NORTH

**Barrie Martin**  
Leslie Frost Centre  
Dorset, Ont. P0E 1E0  
(705) 754-3436 (H)  
(705) 766-2451 (B)

#### CENTRAL

**Mark Whitcombe**  
34 Blind Line  
Orangeville, Ont. L9W 3A5  
(519) 941-9966 (H)  
(705) 435-4266 (S)

#### WESTERN

**Brenda Steffler**  
208-95 Milford Ave.  
Waterloo, Ont. N2L 3Z5  
(519) 886-3041 (H)  
(519) 885-1289 (B)

#### EASTERN

**Cathy Beach**  
Peterborough County Board of Ed.  
Box 719, Peterborough, Ont. K9J 7A1  
(705) 657-8674 (H)  
(705) 743-7431 (B)

### AD HOC MEMBERS

#### MEMBERSHIP

**John Aikman**  
47 Rama Ct.  
Hamilton, Ont. L8W 2B3  
(416) 383-5696 (H)  
(416) 527-5092 (B)  
Ext. 374

#### GOVERNMENT LIAISON

**Dorothy Walter**  
80 Dunblaine Ave.  
Toronto, Ont. M5M 2S1  
(416) 488-4854 (H)  
(416) 965-2356 (B)

#### PROFESSIONAL DEVELOPMENT

**Lloyd Fraser**  
156 Shaughnessy Blvd.  
Willowdale, Ont. M2J 1J8  
(416) 493-2944 (H)  
(416) 225-4661 (B)  
Ext. 217

#### NEWSLETTER

**Brent Dysart**  
457 Stillmeadow Circle  
Waterloo, Ont. N2L 5M1  
(519) 885-2836 (H)  
(519) 885-1289 (B)

## Contents

### Contents Vol. 14 No. 4

NEWS.....	3
MAKE PEACE VI.....	4
NEWS FROM N.I.U.....	5
WOODS, WATER & WILDLIFE A. HACKMAN.....	7
CONSERVATION COUNCIL OF ONTARIO....	8
URBAN STUDIES RATIONALE M. TOWNSEND.....	11
TAKING A SHOT AT URBAN STUDIES STUART MULQUEEN.....	13
URBAN STUDIES INSIGHTS RON BROWN.....	14
URBAN RESOURCES REVIEW D. WENDLAND.....	15
CENTRAL REGION NEWS.....	19
QUALITY CONTROL IN MAPLE SYRUP PRODUCTION- J. BUTLER.....	24
TORIES DELIVER CRUELEST CUTS TO OUR WILDLIFE- PAUL AIRD.....	26

## From The Editorial Desk

This issue of ANEE highlights Urban Studies. Collected are resources essentially from three Boards of education; Toronto, Hamilton Separate and Waterloo. Their submissions reflect the leadership which they have taken over past years. Appreciation is extended to Stuart Mulqueen, Ron Brown, Mike Townsend and Dennis Wendland for sharing their work with us.

Recognition of the closing small urban schools prompted this theme. Some school board staff have looked at the utilization of these schools as urban studies centres. This concept is applauded for its uniqueness and foresight. It is hoped that other boards will begin this investigation and may see fit to add such a centre to their resources to improve students understanding of their environment.

COEO members were made aware of the Canadian Wildlife Service budget cuts through a host of media attention. Reaction has been swift. We have included some of your reactions in this issue, and encourage all members to actively lobby their federal member of parliament to reverse this proposed cut.



## The Council Of Outdoor Educators Of Ontario

Are You Interested In...

### SHARING

- your expertise,
- with others, their expertise and experiences,
- common concerns.

### A RECOGNIZED JOURNAL,

- Ours is called ANEE. Six issues per year bringing you up to date on:
- current issues, problems, and concerns,
  - workshops, meetings and resource material,
  - teaching ideas with children,
  - fun social times with others of similar interests and skills.

### TEACHING METHODS AND TEACHING OUT OF DOORS

Then join the network of interested active Teachers, Interpreters, Recreationists and Environmentalists.

### PROFESSIONAL TRAINING

- through university courses at the Post-Graduate Level (recognized by O.E.C.O. and most Ontario universities).
- through regional workshops and conferences.
- through workshops in conjunctions with O.T.F (during all seasons).

ENJOY THE BENEFITS OF C.O.E.O.

## Upcoming Feature Topics

### APRIL TRIPPING -BY LAND AND WATER

PLACES TO GO , THINGS TO DO,  
EQUIPMENT TO USE, ORGANIZATION,  
PREPARATIONS, & TRADE SECRETS.

### JUNE FEATURING THE MINISTRY OF NATURAL -RESOURCES

THIS ISSUE WILL HIGHLIGHT THE  
WORK AND EFFORT OF THIS SECTION  
OF THE PROVINCIAL GOVERNMENT.

### SUMMER DISPLAYS TEACHING BULLETIN BOARDS

WE ARE LOOKING FOR ALL OF THOSE  
CREATIVE IDEAS THAT MAKE YOUR  
LEARNING ENVIRONMENT AN INTERESTING  
PLACE TO BE.

### OCTOBER THE PROCEEDINGS FROM LONDON

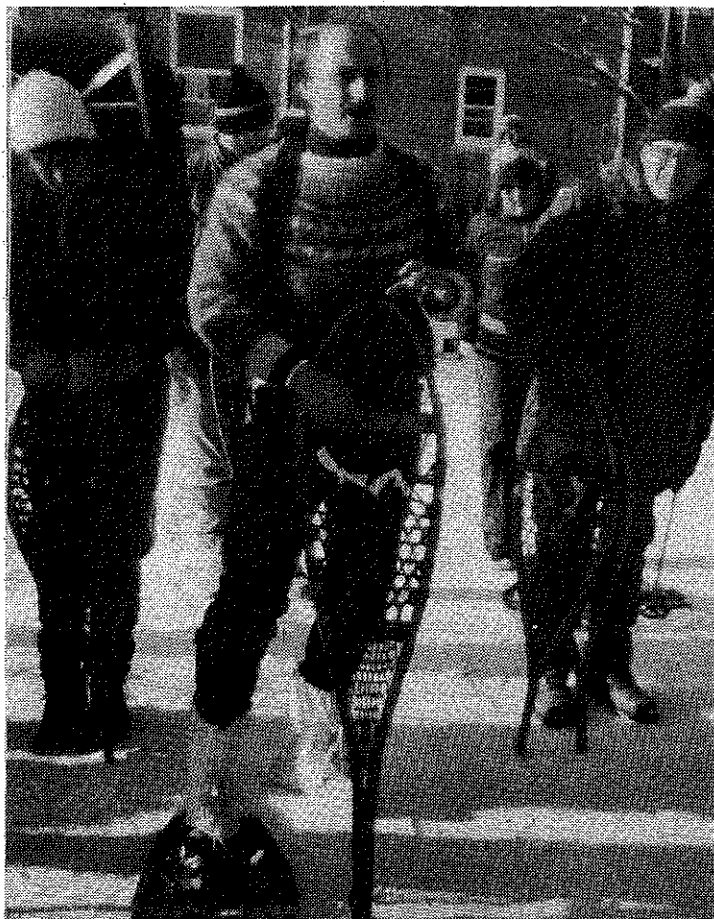
## From The Advisory Board

If you read the fine print in the last issue of Anee you are no doubt aware that a major objective for the Advisory Board this year is to develop a long term plan to better serve the needs of C.O.E.O. numbers. The process is well under way. A planning team has been selected. Selection criteria were developed and potential committee members were contacted to determine their willingness to participate in the planning process. The response was overwhelming. Out of 30 or so persons contacted, most were very eager to get involved. Such enthusiasm made the selection process more difficult. We regret that everyone cannot be on the committee. Nevertheless we will be looking for input from those not selected as well as the rest of the membership in the very near future.

The planning committee consists of the following people:

Clarke Birchard	Bruce County Board of Education
Steve Heming	Camp Wanakita
Clare Magee	Seneca College
Barrie Martin	Leslie M. Frost Natural Resources Centre
George Oldenburg	Nickel District Secondary School
Jean Wansborough	Outdoor Education Consultant
Mark Whitcombe	Sheldon Valley Outdoor Education Centre
Audrey Wilson	Northumberland Board of Education
Jan Stewart	C.O.E.O. chairperson (ex-officio member)
Dorothy Walter	Government liaison (ex-officio member)

We feel that this committee collectively represents the varied interest, activities and membership of C.O.E.O. The first planning meeting is to be (was) held on February 19 at North York Board. Feel free to contact any of the committee members to voice your concerns about the future of C.O.E.O.



The most popular prizes again this year were unanimously granola bars and McDonald's fries coupons, and for the first time (thanks to Len Cobb from Kodak) some lucky participants took home more than one prize!

The committee would like to thank...

THE RESOURCE PEOPLE who gave both their time and talents,

DAVE ELLIS AND DAVE BENNETT who donated and cooked the Friday night snack and designed the new Make Peace With Winter sign,

THE DONORS OF PRIZES -- especially COEO members, BRUCE HOOD, LORRAINE RUNSTEDLER and RALPH INGLETON,

ALL OF THE PARTICIPANTS who made it a great weekend.

The chair person would like to express special thanks to all of the committee members who work so hard for the entire year to make this conference an exciting and interesting and challenging time for everyone....

SUE BROWN, JUDY SIMPSON, FOREST VALLEY O.E.C.

JOHN MACEACHERN, CEDAR GLEN O.E.C.

JOHN LOGAN, PEEL BOARD OF EDUCATION

LLOYD FRASER, NORTH YORK BOARD OF EDUCATION

DAVE YOUNG, TONY LOUWMAN, RANDY SCOTT, SKID CREASE, NORTH YORK BOARD OF EDUCATION

## News From The Chairman

### MAKE PEACE WITH WINTER VI

January, 1985.

C.O.E.O.'s Sixth Annual "Make Peace With Winter" was held again at the Leslie Frost Centre in Dorset, January 25 - 27, 1985. Judging by the smiling but tired looks on Sunday morning -- it was again a huge success!!

Highlights this year included welcoming back Jack Zoubie, after a two year absence, for an authentic hoedown complete with straw and saddles, dancing under a Caribbean sky amid all sorts of beach wear (long underwear under bathing suits, Frankie and Annette clones, and Superman!), and of course, cruising along the ski trails watching for the ever present snow snakes.

# " Make Peace with Winter VI "



Winners of MPWW Sprints

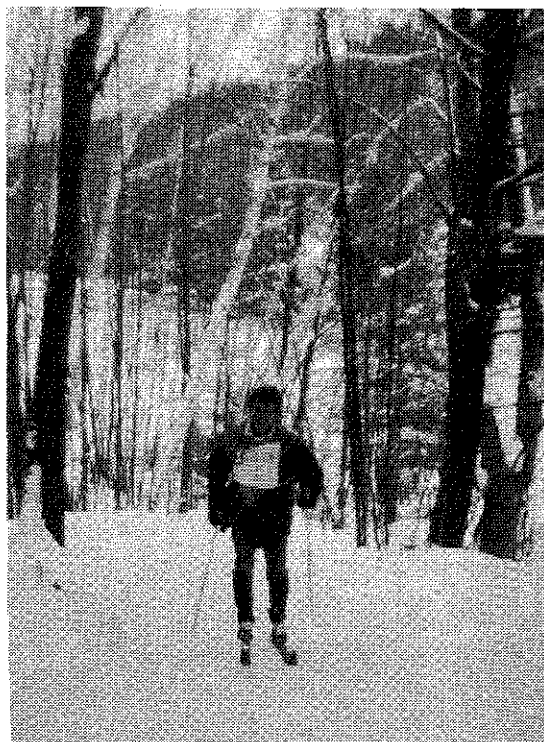
1. Cathy McDonald-Smith
2. Cobina Sauder
3. Wendy Frater

It's square dance time!  
Mr. Dillon and Kitty  
swinging away.



Jive with Sue  
& skid at  
the beach party!

Sing-a-long with Tanys,  
Cathy and Judy.



Out on the trails  
for the MPWW  
sprints.

Winners of MPWW Sprints

1. Ross Kingdom
2. Steve Sauder
3. Tony Louwman



# News From N.I.U.

In conjunction with NORTHERN ILLINOIS UNIVERSITY, COEO will offer this spring another Master's Degree level course in the Toronto area. In this program, usually two Courses are offered annually in Ontario. Participants take these Courses for interest, for credits to transfer to Ontario Universities, or to work toward a M.S.Ed. degree in Outdoor Teacher Education from Northern Illinois University.

Course Title - Analysis of the relationship between direct and mediated experiences in outdoor education

- Development of various media and materials for outdoor programming
- Survey of outdoor related materials and selection criteria
- Application of media principles to curriculum development in outdoor teaching and learning

## Tentative Course Themes

and Activities - Production-AV (slides, video) simulation games

- Demonstration of media techniques
- Preview materials and media
- Survey of sources
- Learning principles
- Sampling professional production
- Integration with curriculum

## Enrollment Limited

## Meeting Dates (to be confirmed)

Saturday, March 2	OR	Sunday, March 3
" " 23	" "	" " 24
" April 13	" "	" April 14
" " 27	" "	" " 28
" May 25	" "	" May 26 until noon

This program is offered with permission of the Minister of Colleges and Universities of Ontario who require that the following statement should appear herein.

"The Ministry of Colleges and Universities does not endorse this program of study or certify that it meets Ontario University standards. In addition, it cannot guarantee that the degree will be recognized by Ontario Universities and employers."

You are advised that the NIU degree is deemed "an approved Master's Degree in Education" for QECO Evaluation Programmes 3 and 4, and it is evaluated by QUCO as "no less favourable, but no more favourable than degrees taken from recognized Ontario Universities."

Further, you are advised that students of this program have found Ontario Universities willing to accept equivalency when credits are being transferred to the Ontario University. Some Ontario Universities will only accept courses which they consider appropriate for the program of studies undertaken at the Ontario University.

To reserve a space in this Course, please contact:

Kathleen Huntingford, (416) 225-4661, Ext. 377  
North York Board of Education  
5050 Yonge Street, Willowdale, Ontario, M2N 5N8.

## Program Development for Resident Outdoor Education

Announcing a Special 4-Week Summer Course....

DATES: June 17 - July 11, 1985

TIMES: Monday through Thursday 9:00 - 11:40 a.m.

LOCATION: Lorado Taft Campus, Northern Illinois University, Oregon, Illinois

CREDIT: CIOE 592, Special Topics in Outdoor Education  
3 Semester hours graduate credit or audit

INTENDED AUDIENCE: Teachers, Administrators, Outdoor Centre Staff & Specialists, Individually or as a team, who:

- would like to plan for initiating a program
- need to re-examine what they are doing and why in established programs
- are looking for personal self-renewal through a stimulating experience and environment
- participate in and give leadership to programs either once a year, seasonally or year-round.

PURPOSES: To provide an opportunity for:

- examining underlying assumptions and rationales
- examining patterns and strategies of goal setting and program design
- developing plans for initiating and implementing new ROE programs
- revising and updating present or long-standing programs
- conceptualizing new program components.

## COURSE ACTIVITIES:

- share program ideas, approaches, information
- presentations by instructor, participants and invited speakers and resource persons
- film and slide presentations and critique
- read and review texts, curriculum guides and program materials
- field demonstrations
- individual and/or team project development
  - writing a proposed design, activities manual, teacher guide, lesson plans
  - developing program teaching aides, media presentations
- visit ROE centres.

INSTRUCTOR: Dr. Morris "Bud" Wiener, Professor of Outdoor Teacher Education

NOTES: Afternoons and weekends are on your own, or you may enroll in a second course. Persons living within driving distance may commute daily.

Write for application forms and other information to:

Dr. Morris Wiener,  
Box 299,  
Oregon, Ill. 61061.

Or Phone: 815-732-2111 Business  
815-732-7486 Home

# News From N.I.U.

## COLLOQUIUM '85

Plan to attend Colloquium '85 on Friday - Sunday, May 3-5, 1985. This year we focus on the Rock River, with applications for rivers anywhere.

Colloquium '85 will begin on Friday night with a keynote presentation by Owen Gorman, Biology Department, NIU, on how to study a river. Saturday morning concurrent sessions will focus on biological, limnological, and geological studies of the river, aesthetic, artistic, and literary responses to the river, wildlife, preserving scenic beauty along a waterway, and river-oriented recreation.

Saturday Afternoon will be devoted to canoe tripping and will include practical applications of the morning's activities. Saturday night's special attractions will include presentations of the First Annual Taft Campus Alumni Awards.

Sunday morning will conclude with developing and sharing personal impressions of the river along with strategies for preserving and using local waterways.

For more information, contact COLLOQUIUM '85, Taft Campus, Box 299, Oregon, IL. 61061 (815) 732-2111. Those who wish may register for one hour of graduate or undergraduate credit.

## C.O.E.O. in London for Late Registrants Only

Jim Gear  
Conference Chairman

With my research into "Late Registration" now complete, I would like to report my findings. First of all, my original list of reasons (see ANEE Vol. 11 Number 2) was almost complete. The only addition by ANEE readers was #10, "I won't know my personal or work schedule until closer to the conference".

Your COEO '85 planning committee has worked hard to try to eliminate all of the problems that would hinder your early registration. The benefits to the conference participants are many:

- a) we can plan a more extensive conference for you, if we know you are coming well in advance;
- b) conference speakers will be better prepared with appropriate activities and number of handouts;
- c) it will allow enough time for pre-registering for sessions;
- d) it will allow us enough time to assist you with your transportation needs (ie. getting you public transportation schedules, arranging car pools, picking you up at public transportation locations, or sending you a good map to direct you to the conference site.

THIS SHOULD ELIMINATE REASONS #6 and #9!

There are some important registration dates that you should note. All registrants will be eligible for a full refund by simply informing us that they will be unable to attend! This will apply until September 9, 1985. There will be a \$10.00 reduction in the conference fee if you register before September 9, 1985 and a \$20.00 reduction if you register before June 30, 1985.

ZAP! THERE GO REASONS #2, #3 and #10!

If finding the deposit money in advance is a problem for you, we will hold a spot for you with a post-dated cheque, as long as it is post-dated no later than July 31, 1985. We are not encouraging this, however, if it is a benefit you need, we will accept it.

ZAP! REASON #1!

In the next ANEE we will list a number of proposed conference and pre-conference topics. In the following ANEE we will include a tentative program schedule.

ZAP! REASONS #4 and #5!

If you are unsure about your car lasting (REASON #8), please notify us. We will help you with car pooling, public transportation and arranging rides from the airport, bus or train depots.

Finally, we will have limited registration capacity. Many indications suggest the conference will be at full capacity rather early. We have many questionnaires which have been completed indicating that they will attend. We have a great deal of interest expressed from the staff at many universities and colleges with regard to student prices. We are advertising our theme areas to specific interest populations. For example, we have a "French en plainaire" committee planning a French theme and advertising it to French teachers across Ontario. We would like to attract many new people to COEO '85 but, in this process, we do not wish to eliminate the "Old Guard". So please register early to ensure a place for yourself and get on the phone to your friends and colleagues.

ZAP! REASON #7!

Count them up! They should all be gone! Possibly the only one left is inertia, and there is not much we can do about that. Don't let it keep you away from the magic of COEO '85.



# Woods, Water and Wildlife

Arlin Hackman  
Fed. of Ont. Naturalists

## ENVIRONMENT CUTS A STEP BACKWARDS

The new federal government has lost no time in announcing its priorities. And environmental protection does not appear to be on the list.

The details are just beginning to emerge. But the overall direction seems clear from the first round of program cuts within Environment Canada and the National Research Council. Key research and public education programs will disappear on April 1, 1985, in what is only the first phase of major reductions to the federal budget aimed at freeing the entrepreneurial zeal of Canadians to spur economic recovery.

The strongest blows to date have been dealt to the Canadian Wildlife Service. One third of its scientists have been given their walking papers. With them will go a unique expertise and research effort that is world class and vital to our ability to track the circulation of poisons in our environment. In addition, across the country the axe has also fallen on wildlife interpretation centres and a variety of research and reintroduction programs for endangered species.

Here in Ontario, the herring gull egg research program, carried out on a shoestring budget, and responsible for pointing out the presence of dioxins in the Great Lakes, tops the list of casualties. Chopping this program is akin to killing the fabled canary which miners took underground to warn them of unseen dangers. We simply won't know the hazards we face.

Does all this sound somewhat familiar? It should. There are definite parallels with the early actions of the Reagan administration when it unleashed James Watt and Ann Burford to attack the American government's environmental programs.

Whatever the Mulroney government's motivations, it was not elected with a mandate to reduce the federal commitment to environmental protection. Repeated public opinion polls show that a huge majority of Canadians favour stronger, not weaker, efforts to clean up the environment. Canadians do not see environmental quality as a non-essential "service" that in any way blocks economic recovery, as it has been described by one cabinet minister. Furthermore, a mammoth federal survey, summarized in 1983 in The Importance of Wildlife to Canadians, revealed that wildlife activities generate billions of dollars in consumer spending every year. And the government has identified increased consumer spending as a pre-requisite for economic growth.

The Mulroney government was elected with a clear mandate to increase consultation with Canadians about policies to guide the future of our society. Yet there has been no consultation whatever with the agencies and individual citizens effected by the environmental cutbacks. No doubt, there are ways to improve the efficiency of federal programs and reduce public sector spending. But this round of hastily conceived and damaging program cuts does not count as one.

The other shoe will fall when the federal budget is released in March of 1985. We have three months to convince the new government that it will not pay, economically or politically, to disregard our concern for a healthy environment. Start today by sending a letter to Prime Minister Mulroney and Environment Minister Suzanne Blais-Grenier.

Note to Editors: You are free to use this column in whole or in part. Please credit the author and F.O.N.

## INDICATORS OF WILDLIFE-RELATED BENEFITS TO CANADIANS

(Based on Statistics Canada's 1981 Survey  
and Subsequent Input-Output Analysis)

The following indicators reveal that: a) wildlife is important to Canada's voting public; b) wildlife-related activities have a significant impact on the Canadian economy and c) as a result of the above, the Federal Treasury perceives notable revenues.

### A. IMPORTANCE OF WILDLIFE TO CANADIANS ABOVE 14 YEARS OF AGE

- 1) During the course of a year, a strong majority of Canadians (84% or 15.5 million people) is involved in wildlife-related activities (observing, feeding wildlife, reading about wildlife, hunting, etc.).
- 2) These activities are diverse and provide a wide spectrum of benefits ranging from subsistence needs (meat hunting) to aesthetic needs (purchasing and enjoying wildlife-related art).
- 3) These activities bring enjoyment to all segments of Canadian society (young and old, male or female, rural and urban, rich and poor, schooled or not, homeowners and apartment dwellers, etc.).
- 4) Canadians spend a remarkable amount of their time pursuing the above wildlife-related activities - in excess of 754 million days in 1981.
- 5) Wildlife is an important part of Canada's cultural heritage. 80% of Canadians say it is important to maintain abundant wildlife populations. 32% say that preserving endangered species is important to them.

### B. ECONOMIC IMPACTS AND BENEFITS FROM WILDLIFE-RELATED ACTIVITIES

- 6) Expenditures on wildlife-related activities are significant: 4.2 billion dollars in 1981.
- 7) These expenditures stimulate the Canadian economy in a ratio of 2 to 1. In other words, the 4.2 billion dollars spent resulted in a total domestic gross production of 8.7 billion dollars in 1981.
- 8) This stimulation of the economy also resulted in the creation of 185,000 jobs (person years). According to Statistics Canada personal income from these jobs was estimated at \$2.9 billion in 1981.
- 9) Because of the nature of wildlife-related activities some of these impacts are felt outside major urban and industrial areas and in economically depressed areas.



10) The net economic benefit to participants in wildlife-related activities exceeds 800 million dollars.

11) The annual flow of net economic benefits accruing to participants in wildlife-related activities represent a capitalized value of 17 billion dollars.

### C. REVENUES TO FEDERAL GOVERNMENT RESULTING FROM WILDLIFE-RELATED ACTIVITIES

12) The federal government benefited from both the expenditures made by the participants in wildlife-related activities and the resulting stimulation of the economy. Through taxes on goods and personal income, federal revenues exceeded 1 billion dollars in 1981.

13) More specifically, the federal government received:

- a) \$269 million from import and excise duties and taxes levied on goods used to participate in wildlife-related activities in 1981, and from other indirect taxes and investment income net of subsidies; and
- b) \$737 million from personal income taxes originating from jobs resulting from the economic stimulation reported in (7) above.

### D. COST TO FEDERAL GOVERNMENT FOR CANADIAN WILDLIFE SERVICE

14) The Canadian Wildlife Service's annual budget is approximately \$20 million or about \$.80 per Canadian.

### Cuts in Environmental Research Shortsighted

By now, most people in the environmental community will be aware of the \$33.6 million cut from Environment Canada's 1984-85 budget. The Federal Government also expects to create an additional \$10.5 million in revenue through cost recovery programs.

Environment Canada is not alone. The National Research Council has had a total of \$70 million slashed from its budget.

The effects of this reduction in funds are widespread. For the environmental sector it has meant:

- the dismantling of the Wildlife Toxicology Monitoring Program of Environment Canada;
- the dismantling of the Environment Secretariat of the National Research Council;
- the withdrawal of funds earmarked to establish the Canadian Centre for Toxicology;
- the withdrawal of funds for five wildlife interpretation centres.

Environment Canada's Wildlife Toxicology Monitoring Program (WTMP) is essential to our understanding of the presence of toxic contaminants in the environment. The monitoring of birds and fish for toxic substances serves as a biological indicator of the amount of these substances in the environment. This world-class program has existed for 14 years and has served honourably as an early warning device to Canadians living by the Great Lakes on the condition of the water we drink and the fish we eat. For example, not long ago, monitoring of herring gull eggs by the WTMP confirmed the presence of dioxin and mirex in the Great Lakes. This program helped meet our international commitment to monitor toxic contaminants under the 1978 Great Lakes Water Quality Agreement.

The Environmental Secretariat is an invaluable program that provides important, impartial information on the nature of environmental contaminants in the environment to government, industry and the public. Over the past 15 years, the Secretariat has become internationally renowned for the 90 reports it has produced on the risks posed to our society by such things as acid rain, organic chemicals (like DDT, dioxin and PCB's) and heavy metals (like lead and mercury). These reports have frequently provided baseline data under Canadian conditions that are important to regulatory decisions regarding the manufacture, use and disposal of chemicals. Eliminating the Secretariat will mean that there will be a serious decrease in the amount of new data available on the safety or toxicity of chemicals currently in our environment or available in the marketplace.

The Canadian Centre for Toxicology was established to address the expressed need for more research and training in toxicology and was to focus on the potential health hazards of toxic chemicals. This program was intended to be a joint Federal-Provincial Government initiative.

Education centres, such as the interpretation centre at Wye Marsh, have played an important role in developing public awareness and appreciation of nature and natural ecosystems. If these centres are to remain open, they will have to receive funds from private Provincial sources or be run by volunteers.

## Free poster

A free sky-show poster and teachers' manual is available from the Royal Ontario Museum's Extension Services, 100 Queen's Park, Toronto, M5S 2C6. Indicate number of students in your class when ordering.

The Sky Show this year provides information necessary for the study of Comet Halley, which will be returning in 1986.

LET'S  
SEE YOU  
DO IT...  
OUTDOORS!



## The Better Way

At a press conference held at Queen's Park on November 16th, fourteen environmental groups from across the country, including The Conservation Council of Ontario, endorsed a statement written jointly by Pollution Probe and the Canadian Environmental Law Association. The statement recognized the need to control the deficit, but went on to say that research into environmental problems and a clean environment are essential if we wish to achieve the sustained growth to which the Mulroney government is committed.

The press release also called on the Federal Government to establish a dialogue with the national environmental community on environmental protection measures needed for the remainder of the 1980's.

## Reaction To Cutbacks

Shel T. Lowe

The Herring Gull, or sea gull, as it is commonly called, resides high on the natural food chain. While foraging along our lake and riverfronts, catching fish and gulping garbage, the gull concentrates in its body many poisons that can harm both the gull and man. "The deadliest of all man-made poisons, according to most scientists, is TCDD - shorthand for 2,3,7,8-tetrachlorodibenzoparadioxin - and is frequently called simply dioxin."<sup>1</sup> Concentrated in the body of a human being, dioxin causes miscarriages and death. In the body of a female Herring Gull, its presence is strangely exhibited long before it kills the bird. Her eggs are thin-shelled and the foetus is grossly misshapen, damming it to death during incubation.

Since 1972, the Canadian Environment Department has been monitoring the eggs of Great Lake Herring Gulls. Their efforts and findings have contributed to the banning of dioxin and the control of a related pesticide - Mirex.

When large corporations are controlled carefully by dedicated watchdogs, situations can improve. Without the Environment Department's watchdog effect, a great many Canadians are worried that the use of dioxin and mirex may creep back into the public domain.

Many Canadians have felt vulnerable even though the Environment Department has been testing Herring Gull eggs each year for the past twelve years. If the government attempts to reduce, by a pakey 3.8 million, a 34.5 billion dollar deficit by axing the Environmental Department's monitoring programme, the dread of all Canadians can only deepen.<sup>2</sup> The short term effect may harm only our Herring Gulls. The long term consequence of such a cut will, ultimately, change us.

### ENDNOTES

<sup>1</sup>Allen A. Boriako, "The Pesticide Dilemma", National Geographic, 157 (1980): 181.

<sup>2</sup>Globe and Mail, 10 Nov. 1984, Sec. 1, p.2.

In the Spring issue of MNR's Landmarks, there is an article by free lance writer Ron Truman called "The Making of a Marsh". In true naturalist style he starts out: "The loss of wetlands has been one effect of progress in Ontario. The southern part of the province once had nearly 3 million hectares of bogs, fens, swamps, marshes and shallow open waters. Now, some estimates put the remaining wetlands at less than half a million hectares.

It's a lamentable loss. Wetlands help control floods by holding some of the spring runoff and releasing it slowly through the year. This helps reduce flood damage and provides continuing flows of water in dry months. Moreover, they are important recreation areas, favorite places of naturalists, hunters and fishermen.

Most important, though, wetlands are the nurseries and homes of a great variety of wildlife. And, while people can live with the loss of wetlands through environmental manipulation, wildlife cannot. As the habitat disappears, fish, birds and mammals diminish in numbers."

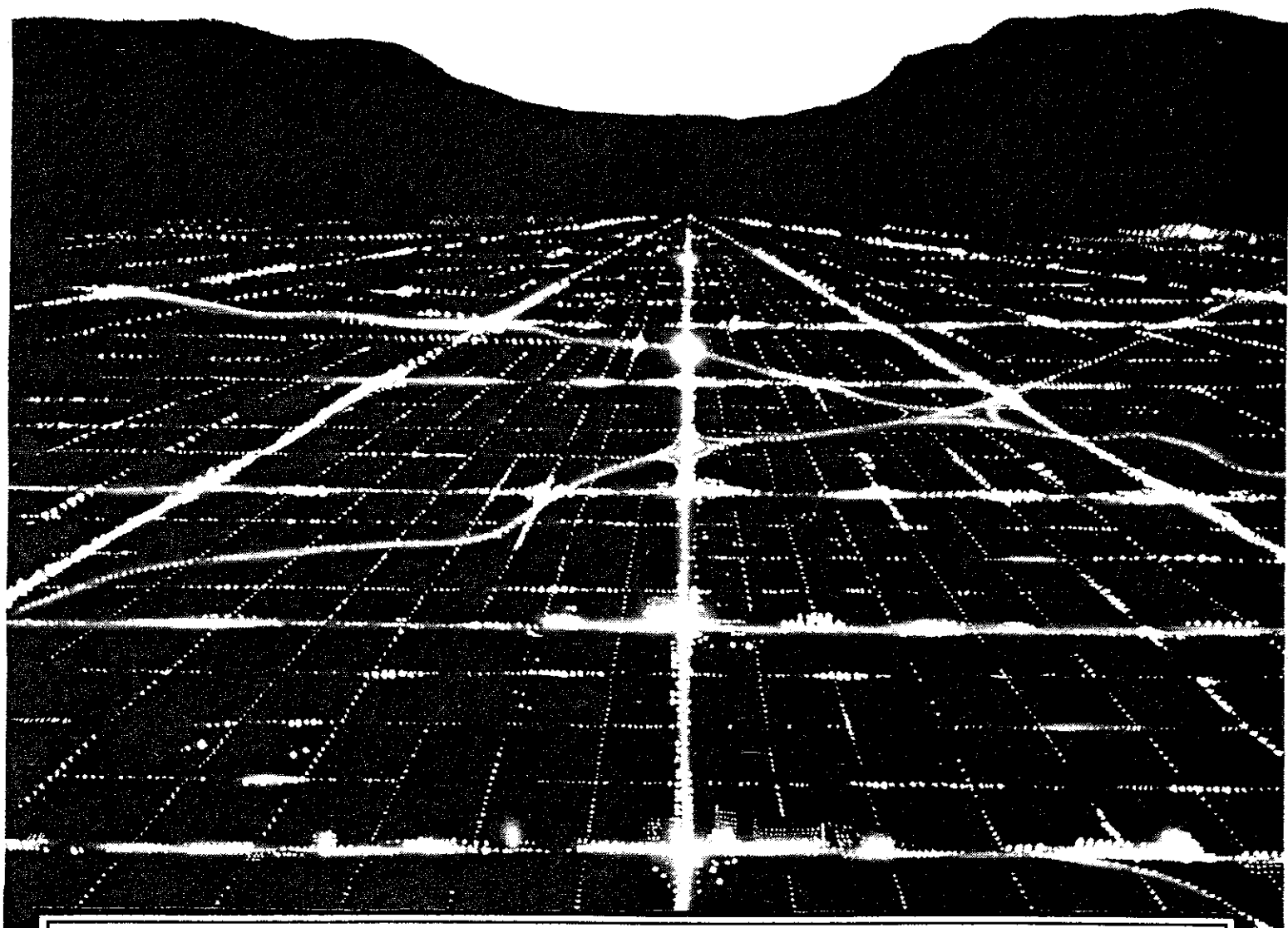
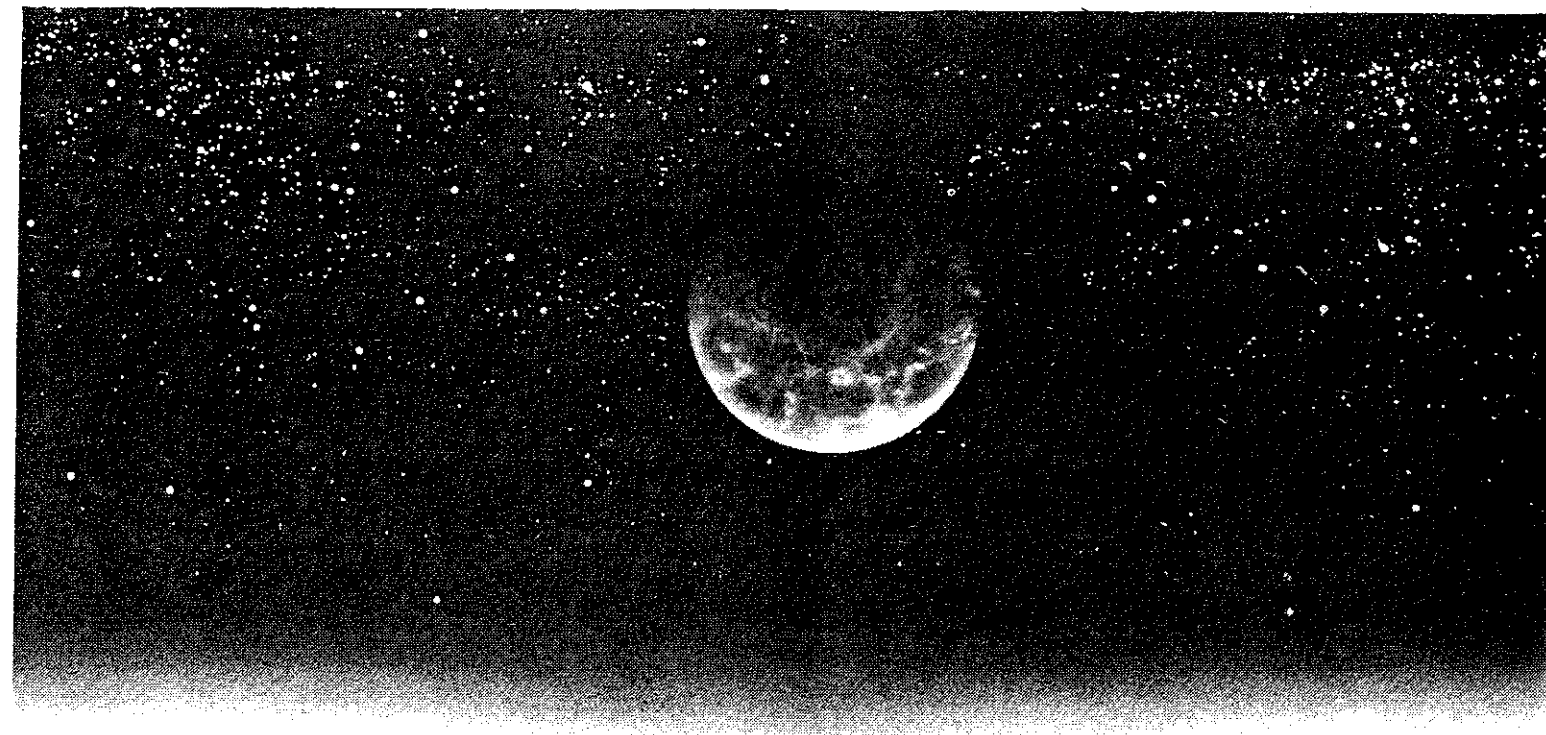
The article continues to document the commendable efforts of the Ministry and Ducks Unlimited (Canada) in designing and constructing a new 800 hectare wetland area near Clinton - Hullet Marsh.

Without wanting to dull the Ministry's enthusiasm for participating in such projects, it should be pointed out that this project was undertaken only after an equally fine wetlands area wouth of Goderich, some 50 km away, was drained for farmland. The cost of acquiring farmland for the new Wildlife Management Area was approximately \$825,000 for 2,100 hectares. Ducks Unlimited put up \$1.5 million of privately raised funds to cover the cost of constructing dikes and enhancing the land's existing wetland areas.

Compare this strategy with the Nature Conservancy of Canada's program of land acquisition. Over the past 20 years, with \$5.9 million in private funds, they have preserved 39,000 acres (approximately 15,800 hectares) of environmentally significant land across Canada. Here again the Ministry of Natural Resources has played a significant role in providing supplemental grants for the purchasing of land in Southern Ontario. The per-hectare cost of acquiring the land is comparable for both strategies. The obvious difference lies in the cost of enhancement.

There are, obviously, differences between the specific objectives of the two organizations, but in terms of a long-term strategy it would seem to make more economic sense to purchase and preserve existing wetland areas than to place the emphasis on building new wildlife areas. If it remains a more viable proposition to fundraise for the design and construction of a high profile Canada's Wonderland for waterfowl, then it's an indication that the spirit of conservation has yet to make a significant impact on our society.

From Conservation Council of Ontario  
Volume 11, No. 6., April 1984



EXPAND YOUR HORIZONS

# Urban Studies Rationale Philosophy, Background Academic Support for Urban Studies

Michael Townsend

Hamilton Separate

There exists in North America today an ever-increasing trend towards urbanization, and as more and more people lose contact with the land, the understanding about the relationship between man and his environment are lost.

"Over 70% of our population resides on only 1½% of our nation's land surface. Consequently the independently rural oriented living that once characterized this nation's social and political heritage is no longer a dominating influence."

"One out of every three Canadians lives in Toronto, Montreal or Vancouver and the proportions are growing."

With the ever-growing influx of people into the urban environment and being aware of the specific skills required to understand the urban support systems, it would seem that educators are obligated to include in their environmental education curriculum knowledge, skills and attitudes related to the urban environment. It is not just a problem created by the sheer numbers of persons now moving into the urban environment, but rather by the changing interests of the rural and urban citizen.

Robert Vogl states in a paper on Rural and Urban Interconnections..."in fact, since the end of the civil war, there has emerged a fairly sharp conflict between the interests of the rural and urban citizens."

There has then existed for a long period of time a dysfunction in our society that the educational system has ignored. Environmental education has for the past twenty years been pre-eminently occupied with the loss of natural resources and with programs for better resource management. However, during this time the population shift towards the city has broken the bonds with the natural environment. Urbanites must contend with air, water and noise pollution, urban decay, housing problems and inadequate institutions supporting the city systems.

Vogl supports this claim when he says,

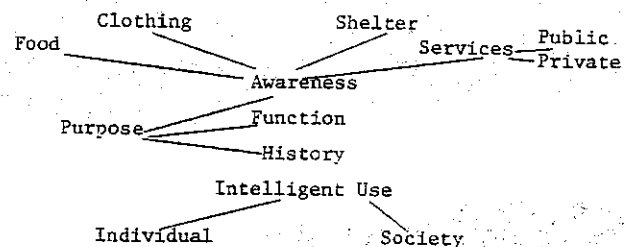
"It has become popular since the late 60's to talk of our environmental problems from the perspective of the need to educate our urban citizenry of the need to manage our environmental problems wisely."

Spitzner best characterizes the general trend in the related literature when he states,

"Within the scope of environmental studies, there is a noticable lack of emphasis on the urban component. The predominant accentuation of the environmental education movement on the natural setting as well as the vast majority of materials focusing on woodlands, streams, ponds and prairies clearly indicates that the urban environment has not received the attention or examination necessary for replicable programs of study."

Spitzner used Chicago Public School District 14 to develop an outdoor laboratory situation from which he could plan a program with an urban orientation. He was able to design a model which dealt with three levels of student involvement -

## Urban Necessities



Using this model, Spitzner was able to first develop awareness. The student became aware of the existence of that basic commodity or service. The second level is "purpose", from which the student examines both the function and historical reason for the existence of that commodity or service. The third level is "intelligent use", and intelligent use functions on two levels. First, the student must interact with the urban eco-system and decide for himself what constitutes intelligent use of the commodity or service. It then expands to include the greater society and must be examined in light of its dependence and relationship both urban and non-urban. This is similar to Vogl, who stresses the inter-relationships of the rural and urban environment as the relevant environment for the children of today. He discusses urban studies from two levels:

"First of all, it is a study to gain content and knowledge of the real environment...it's an attempt to know more about the impositions the environment makes upon us as people. Conversely, it is also a study of understanding our impact upon the environment."

"The second area quite divorced from factual content, is using the real world to teach skills and illustrate other core or essential curriculae."

In education it is necessary to train the teachers as well as the students, to the urban environment. The proposal which follows for the establishment of an Urban Studies Centre serves a variety of purposes.

The idea of studying the urban environment is meaningful in light of the overwhelming population which lives, works and plays in this environment. For these people an awareness of the urban environment and its effect on many, on nature and on the dependent relationships that exist between man, nature and his built environment, constitute another level of study.

It is Chuck Hopkins, Principal of the Toronto Urban Studies Centre, who talks about the importance of the effective level in Urban Studies. He considers the most important role of the Urban Studies, that of making the student aware of the effects of the urban environment on the natural environment. Not to create a generation of activists, but rather a generation of informed, questioning and responsible citizens. However, before the questioning, assessing and developing values and beliefs can take place, the student needs to know about the integrated services and functions of the city. To present to the students simply the existence of a historical or cultural tradition in their community, increases their sense of pride as well as their awareness. A more cognitive student is better equipped to make judgment about the importance of maintaining these links.

The urban studies centre is to provide a service which will help to develop a greater degree of knowledge about our most important environment. "For if children do not know the familiar, how can we expect them to learn about the unfamiliar."

Hopkins applies the model at each level beginning with wilderness. He speaks of wilderness as,

"The biological, physical and climactic starting point. These programmes will create a taste for green ground cover and sense to protect unusual plants, virgin stands of timber, orchards, tree lined roads and other floral aesthetics."

From wilderness we move to prehistory studies or studies of the native peoples. Here the influence of the natural environment determined the lifestyle of these people. From the study of native peoples, the next step is the study of the pioneer influence. The activities from these programmes are able to develop a true sense of appreciation of then and now. Students develop an understanding of the skills required to survive in the pioneer times. The model is next applied to the development of towns and cities. With this came the rise of consumerism which developed connections to the outside world in terms of the peoples' needs for transportation, commercial institutions, communications, religion and culture. Knowledge growing out of the understanding of these factors gave added awareness of the conditions of our cities today.

"If we can understand both these originating factors and the support factors, we may then begin to look at the health and prospects of our own community."

It is the next level of the framework that supports the curricular use of the city as an educational resource, an examination of urban today. Here Hopkins presents specific objectives for making relevant, the study of the urban environment and its many facets. And finally, once the urban environment is understood, then prediction and intelligent use are examined at the level of "futures".

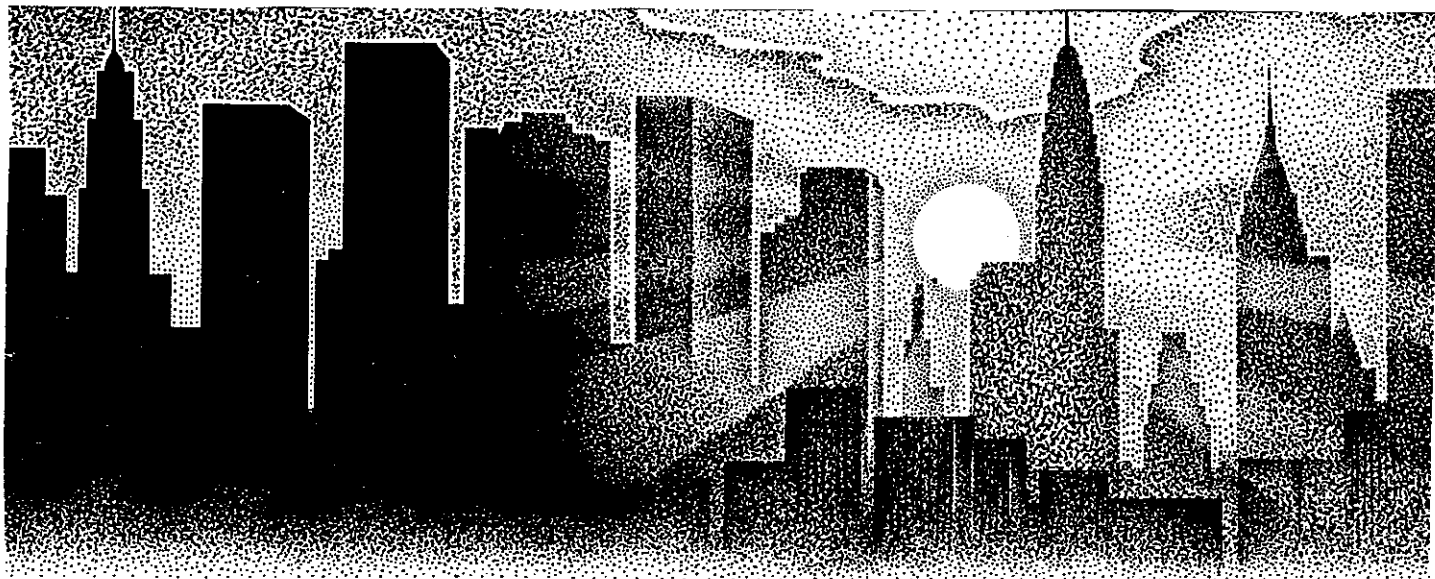
"Teaching, which proceeds from the immediate to the remote, is in accord with one of the principles of all education, that the enlargement of experience must take place from what is familiar and concrete, towards the less familiar and the abstract."

"Local field studies offer the opportunity for handling and selecting data derived from personal activity and good field work must constantly make demands upon the child to observe and to record what is seen."

Education in the P/J Division - p. 102 -

"Out-of-classroom education should proceed throughout the year as a natural extension of the classroom activity. It encompasses both the world of nature and the URBAN world of the city."

Scope for Study - Interpretation and Investigation



# Taking a Shot at Urban Studies

Stuart Mulgqueen  
Toronto Urban Studies Centre

In the two years I've been involved in the field of Urban Studies, I have come to some amazing conclusions.

Firstly, urban students have a limited grasp of the environment that they will probably spend their entire lives in. Without a grounding in how their environment (the city) functions and affects them, a sense of helplessness and apathy can be the result.

Secondly, any school curriculum, for any grade level, has a component that can best be taught in contact with 'reality', whether that reality is just outside the school or just beyond the city.

The first and major problem a teacher runs into in trying to introduce the topic of urban studies is a lack of sensitivity on the part of their students. This is understandable when you consider that kids often take the city for granted, it is a place for recreation, not for detailed observation. To my mind, the main objective is to increase students' sensitivity by providing them with a way to help eliminate the clutter of images that bombard them out in the 'real' world.

One way to do this is to give the students an empty slide frame. The student can look through this frame to focus on part of the world, and by moving it in or out, can increase or decrease the field of vision. This can be a useful starting point for any teacher to introduce urban studies. It is cheap, simple to organize and it works!

The next step is to take a 'mental picture' of their view and commit it to memory, or better still, to commit to paper the details of their shots for discussion back in the more tranquil setting of the classroom.

It is a constant source of amazement to see the variety of 'street shots' that students will take, all looking at the same thing from the same location. No two are ever exactly alike. Some look at minute detail, others view the 'big picture', but in the end by sharing their view with their friends, they focus their attention - and that is the name of the game!

A simple neighborhood walk can be developed by choosing a number of 'picture points' that reflect the character of the area. The students then walk the route, make their observations and record their 'mental picture'. What they observe in this manner can be discussed on site and also taken back for discussion in the classroom.

From this point, the use of cameras, local mapping, surveys, etc., can be considered.

The main starting point and point of return is found in the powers of observation.

## Quotable Quotes

Koni Splane

Kitchener, Ont.

"It is a fabled city I seek. It stands in Space's vapours and Time's haze." (A. M. Klein)

"The ultimate purpose of a city is to be discovered in the quality of heart and mind." (Humphrey Carver)

"The people are the city." (Shakespeare)

"The city, in fact, is the most important thing constituted by human reason." (St. Thomas Aquinas)

"Again, as always, it was the dignity of the cities that impressed." (Rudyard Kipling)

"Nature gave us the country, and man's skills built the cities." (Marcus Varro)

"For students of a troubled heart, Cities are perfect works of art." (Christopher Morley)

"Flowers and trees teach me nothing - but the people in the cities do." (Plato)

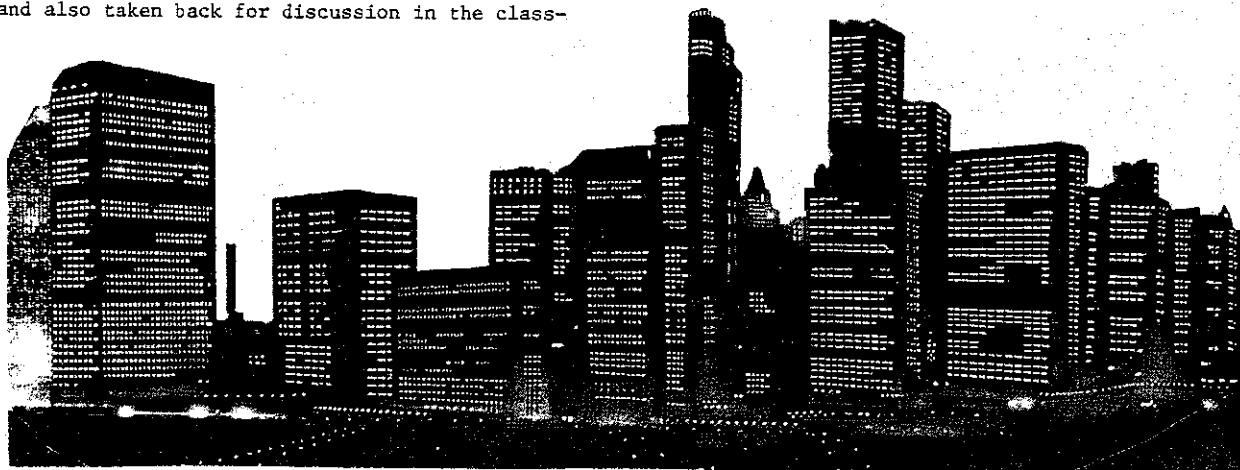
"I have an affection for a great city. I feel safe in the neighbourhood of man." (Henry Wadsworth Longfellow)

"No city ever became great by chance." (Seneca)

"A great city has the greatest men and women." (Walt Whitman)

"For the earth that breeds the trees, breeds cities too, and symphonies." (John Hall Wheelock)

"The city - there is no place in the world I'd rather be - if there is no place else to go." (Koni Splane)



# Urban Studies Insights

Ron Brown

Toronto Urban Studies Centre

## An Exercise on Student Perception of the Qualities of a Park

### PROBLEM

The field exercise raises the question of how people (students) view the characteristics of a park.

### PRE-EXERCISE DISCUSSION to consider -

1. the word perception - what does it mean?
2. the amount of planning that goes into designing a landscape (a park).
3. the layout of the park under study - in this case Ashbridge's Bay in the Beaches District of Toronto which is maintained by the M.T. & R.C.A.

### ACTIVITY

1. The class is to be divided into two groups (A & B). Each group should be prepared separately, so that it is unaware of the other groups work responsibility.
2. Group A, further subdivided into pairs, is to plot on the outline map given as a reference, the following positive pleasing aspects of the park:
  - good views from steeper slopes
  - the distribution of shrubs and trees for shade and privacy
  - docking facilities for recreational boats
  - non-crowded areas for sunbathing and picnics
  - ease of entry into the park.
3. Group B, also subdivided into pairs, is to use the map to plot the potentially negative aspects of the park that could spell danger:
  - illegal access by car to the park
  - the shoreline where erosion by storm could be a possible hazard for the park
  - locations where the accidental drowning of young children is a potential danger
  - areas which could be prime settings for muggings.

### POST ACTIVITY WORK

The pairs of each group are to prepare a good copy of their map for discussion.

### POST ACTIVITY DISCUSSION

1. Pairs from Group A are to match up with pairs from Group B to compare maps and consider the degree of conflict.
2. If conflict arises, then student discussion should consider solutions and a report prepared for class presentation.
3. Class discussion of evaluation of the idea "How does one perceive the landscape?".

by Ron Brown,  
Toronto Urban Studies Centre.

## An Exercise on How the City Changes

(based on an historic photo of the Toronto Harbour Commission Building taken in 1918)

### PROBLEM

The evolving nature of the landscape.

### PRE-EXERCISE DISCUSSIONS to consider

1. What the word "evolution" means and how it would apply to the landscape.
2. Whether evolution occurs randomly or with some degree of control.
3. Reasons for the construction of the building which housed the T.H.C.

### ACTIVITY

1. Students are each given a photo of the building. Discussion can take place regarding its architecture and its site.
2. Given the location of the building, the students visit the area in pairs and make a rough sketch map of the area together with a list indicating the changes that have occurred since 1918. They should also become aware of changes of use within the building.

### POST ACTIVITY WORK

1. The students are to create in pairs, a good map which emphasises the main characteristics of the area.
2. The students are to prepare a report in pairs, which accounts for the changes that have occurred.
3. The students make a comparison of their sketch map with a map handout (see the accompanying map) to see how close they were to the actual setting.

### POST ACTIVITY DISCUSSION

1. Why did the area change so much?
2. What should the area be used for in the future?

If wanted, further research could then be done on the development plans for this area at the city level (ie. the Harbourfront Plan).

by Ron Brown,  
Toronto Urban Studies Centre.



# Urban Resources Review

Dennis Wendland  
Wat. County Bd. of Ed.

**AUTHOR:** Learning by Design - Environmental Education Program of the American Institute of Architects  
**TITLE:** The Sourcebook  
**PUBLISHER:** American Institute of Architects - 1735 New York Ave. N.W., Washington D.C. 20006-5292

**COPYRIGHT DATE:** 1981  
**PRICE:** \$25.00  
**CONTENTS LISTING:** Models - Sample Programs  
Resources  
Bibliography  
Network

**REVIEWER COMMENT:** A very informative resource for anyone to have that is interested in Environmental Education. As this reviewer became interested in exploring the possibilities of Community Studies, this resource provided an excellent starting point in order to see what programs and resources are already in existence. Unfortunately it lacks Canadian listings, but in terms of its American content, it was still very useful.

**LEVEL:** Teacher, Consultant, Administrator use

**AUTHOR:** Barbara A. Humphreys  
**TITLE:** Architecture as Living History  
**PUBLISHER:** Parks Canada & Dept. of Indian and Northern Affairs, in co-operation with National Film Board of Canada  
P.O. Box 6100, Montreal, P.Q., H3C 3H5.

**COPYRIGHT DATE:** 1976  
**PRICE:** -  
**CONTENTS LISTING:** French Regime  
Classic Revival (1830-1860)  
British Georgian (1760-1820)  
Gothic Revival (1850-1870)  
Neo-Classical (1810-1830)  
Second Empire (1865-1880)  
Regency (1810-1840)  
Romanesque Revival (1880-1910)  
Queen Anne Revival (1885-1910)  
20th Century (1900-1975)  
Early Construction Methods  
Early Building Types  
**REVIEWER COMMENT:** An excellent slide set with text and classroom suggestions included, dealing with architectural styles and early construction methods in Canada  
**LEVEL:** Gr. 12 and higher or as a teacher resource for background.

**AUTHOR:** Barbara Humphreys and Meredith Sykes  
**TITLE:** The Buildings of Canada - pre 20th Century Styles  
**PUBLISHER:** Reader's Digest Association (Canada) Ltd. - 215 Redfern Ave., Montreal, P.Q., H3Z 209.

**COPYRIGHT DATE:** 1980, 1974  
**PRICE:** -  
**CONTENTS LISTING:** Churches  
Dwellings  
Commercial Buildings  
Administrative Buildings  
Barns  
Vernacular  
Other Building Types

**REVIEWER COMMENT:** An accompaniment to the slide set Architecture as Living History, but an excellent booklet of sketches in its own right. As with the slide set referred to, this booklet would also be very useful for reference when dealing with the study of architectural styles and changes.  
**LEVEL:** Gr. 12+

**AUTHOR:** D. Wendland, Outdoor Education Dept., W.C.B.E., Young Ontario Society and The Ontario Historical Society  
**TITLE:** Discovering your Community  
**PUBLISHER:** Ontario Historical Society - 78 Dunlop Rd., Toronto, Ontario, M5P 2T6.

**COPYRIGHT DATE:** 1984  
**PRICE:** \$25.00  
**CONTENTS LISTING:** Family History  
Natural Environment  
Structures  
Crafts and Industries  
Additional Sources  
Clothing  
Artifacts  
Transportation and Communication  
Food

**REVIEWER COMMENT:** The resource book is intended to focus on the individual and the individual community to negate the feeling that history happens somewhere else. Each chapter covers one aspect of local history and is divided into the following sections: introduction  
:5 activities  
:additional activities listed  
:reading list  
:resource list

This resource in my estimation is an excellent source of ideas to accompany an existing Local Studies curriculum. When most appropriate, it suggests out-of-class experiences with your class or community youth group.  
**LEVEL:** Gr. 3 - 7

**AUTHOR:** Carol D. Holden - Michele R. Olsen - Gary L. Olson  
**TITLE:** Historic Preservation Education  
**PUBLISHER:** 315 South State St., Champaign, Illinois, 61820  
**COPYRIGHT DATE:** 1980  
**PRICE:** \$12.95  
**CONTENTS LISTING:** Aesthetic Perception  
Discovering the Environment  
Styles  
Development of the City  
Resources  
Planning for Preservation  
History of Illinois Architecture  
Glossary

**REVIEWER COMMENT:** The first chapter of this resource integrates environmental studies and art in an interesting way. The traditional approach of looking at textures, line, shape, space, etc., is done in an aesthetic or artistic manner. The sections dealing with architecture are traditionally approached. Later in the book, the historic preservation idea is approached with a common problem-solving approach; that is, having the students planning a new town in groups. A fairly structural approach is used and for those more comfortable with structure, it would probably provide a good starting point with the necessary adaptations for your situation. It's an interesting resource from which you may get a few ideas.  
**LEVEL:** Gr. 6 - 8

# Book Reviews

AUTHOR: Tom Scanlan

TITLE: Exploring Your Neighbourhood

PUBLISHER: Is Five Press - 467 Richmond St. E., Toronto, Ontario, M5A 1R1.

COPYRIGHT DATE: 1984

PRICE: -\$7.00

CONTENTS LISTING: Your Neighbourhood...As you see it

Where You Live

Where Other People Live

Where you Play

Where you Travel

Where you Shop

REVIEWER COMMENT: The stated intent of the exercises contained in the book are "to gain an understanding of an appreciation for, how residents must work together to improve their local area ... to inspire you to be an active, responsible member of the community." This reviewer feels that the book provides workable, simplified activities dealing with complicated geographic topics such as mental maps, community barriers, land use and questionnaires. The activities in their present format or with little modification provide opportunities for the students to be involved in discovering their neighbourhood. The activities provide the groundwork but it would take an interested teacher to provide activities to help the students bridge the gap between the cognitive knowledge of their community and the stated affective appreciation of the intricacies of their community. Once again, the user should be encouraged to adapt some of the stated activities in order to provide out-of-class experiences rather than a text book lesson. All the basics are provided in the book to allow the interested teacher to do that.

LEVEL: Gr. 4 - 7

AUTHOR: Ed. Wm. A. Andrews

TITLE: A Guide to Urban Studies

PUBLISHER: Prentice-Hall of Canada Ltd. - Scarborough, Ontario.

COPYRIGHT DATE: 1976

PRICE: -

CONTENTS LISTING: The Urban Ecosystem

Location & Types of Urban Communities

The Growth of Urban Communities

The Urban Landscape

Man and the Urban Landscape

Alternatives: Benefits & Cost

Field & Laboratory Studies

Research Topics

Case Studies

REVIEWER COMMENT: This book is very comprehensive in terms of making the teacher and student aware of all the facts, interrelationships or variables involved in an urban environment. An attempt is made in the preliminary chapters to encourage the user to apply an ecosystem approach. Because eight or more years have transpired since the writing of this book, it would probably be appropriate for a user to also include lessons and/or activities which highlight recent urban problems, solutions and refer to lifestyle choices as they influence an individual's and societies' environmental ethic. The field work suggestions in the book are highly recommended to involve students in out-of-class experimental activities. The preparation for the research topics might also incorporate out-of-class activities to advantage.

LEVEL: Gr. 12+

AUTHOR: Rhoda Redleaf

TITLE: Open the Door Let's Explore

PUBLISHER: Toys 'n Things Press (or through Spectrum)

COPYRIGHT DATE: 1983

PRICE: \$13.00

CONTENTS LISTING: Experience and Learning

The Wonderful World of Walks

The Community at Large

More Field Trip Ideas

Especially for Teachers

REVIEWER COMMENT: The book begins with a discussion for the teacher on field trips and their planning. Each topic follows the same pattern: purpose, words emphasized, pre-activities, trip and post-activities. The book, in my estimation, does an excellent job of outlining for the user a practical approach for using the out-of-doors. It provides a structure for a series of brief walks and activities, increasing confidence in primary teachers who may be hesitant to take their class outdoors.

LEVEL: K-2

AUTHOR: Bob and Sonia Vogl

TITLE: Teaching Nature in Cities and Towns

PUBLISHER: New Publication - Lorado Taft Campus, Northern Illinois University

COPYRIGHT DATE: 1985

CONTENTS LISTING: Surveying the Site

Studying and Building Communities

Animals in the City

Plants in the City

REVIEWER COMMENT: Each activity in this collection begins with a thought-provoking question leading into the actual activity and ending with concluding questions. This resource could be useful as a collection of activities from which you could extract and modify lesson ideas for your own units. It is not intended as a curriculum. The activities can be applied to varied elementary grade levels but certainly not without modification. A number of activities are suggested which follow a theme throughout the seasons. Various skills such as observation, experimentation and problem solving can be found in the activities suggested. The collection contains enough activities that most teachers would find a few useful ideas for their program.

LEVEL: Gr. 4 - 8

AUTHOR:

TITLE: Streetscape Activity Guide

PUBLISHER: Vision Inc. - 219 Concord Ave., Cambridge., Mass.

COPYRIGHT DATE: 1980

PRICE: \$20.00

CONTENTS LISTING:

Pick a Street, Any Street  
Materials and Textures  
Collages  
Isometric Shape Picture  
Elements of a Streetscape  
Space,  
Memorable Experiences

REVIEWER COMMENT: This resource provides 23 educational activities following a similar format: objectives, activity location, classroom structure, teacher preparation, instructions to students. The book provides the user with a number of easily used art, language arts and activities which involve the students in first hand activities. They provide a structured approach to get students observing the built environment, carefully.

LEVEL: Gr. 1 - 4

AUTHOR: Maura O'Connor

TITLE: Living Lightly in the City: K-3 Vol. 1

PUBLISHER: Schlitz Audubon Centre - 1111 East Brown Deer Rd.,

Milwaukee, WI. 53217

COPYRIGHT DATE: 1983

PRICE: \$12.00

CONTENTS LISTING: Checking Out the Neighbourhood

Sprouting and Growing  
Community Connections  
Living Lightly  
Jumping, Flying and Singing  
Heating, Lighting and Moving

REVIEWER COMMENT: This resource package is a compilation of interdisciplinary ideas which can be incorporated into existing curriculum. Each section is organized into the following readings:

Teacher Information  
Student Activity Sheets  
Take Me Home Sheets  
Discovery Booklet  
New Words Booklet  
Posters

A convenient topic index is provided at the end of the resource package to make it easier to pick individual activities. The suggested activities seem to be a good mix between paper and pencil and activity oriented suggestions, whether done with the whole class or at an interest centre.

LEVEL: Gr. K-3

AUTHOR: Serge Crijanovic and Galilo Spero

TITLE: Streets

PUBLISHER: Harwell Associates, Convent Station, New Jersey 07961.

COPYRIGHT DATE: 1976

PRICE:

CONTENTS LISTING:

What is a Street?  
Building/Ground Surfaces  
Making Street Pictures  
Shapes and Sizes of Streets  
Places on Streets  
Making Street Models  
Buildings on Streets  
Street Furniture

REVIEWER COMMENT: Streets consists of a Teacher book and a Student book.

The basic vernacular of Streets is covered and relationships between zoning, traffic flow, function of the street, etc. are explored. The student book uses a narrative (brief) in conjunction with pictures, very well, in order to make its point. Opportunities are provided for out-of-class experiences, but my fear with this book is that in the wrong hands, it might replace out-of-class experiences to find out about streets.

LEVEL: Gr. 6 - 8

AUTHOR: Maura O'Connor and Kathy McGlaflin

TITLE: Living Lightly in the City: Gr. 4-6, Vol. II

PUBLISHER: Schlitz Audubon Centre - 1111 East Brown Deer Rd.,

Milwaukee, WI. 53217

COPYRIGHT DATE: 1982, 1984

PRICE: \$12.00

CONTENTS LISTING: What It's All About

Looking Back  
Back to Basics  
Water, Water Everywhere  
Less is More  
Movin' Out  
Checking Out the Neighbourhood  
Going Places  
Natural Neighbours  
Enough for Everyone  
Water We Losing?

Things Could be Different

REVIEWER COMMENT: As with Vol. I, this resource package can be used in a number of ways: - incorporated into existing curriculum as interdisciplinary activities  
- as a separate unit  
- as specific skill lessons  
- as learning centres in a classroom

The authors are committed to involving the student in out-of-class activities when most appropriate. In addition to a topic index, an outdoor activity index is also included. Some of the topics which have suggested activities are air quality, animals, conservation, consumer, co-operation, decomposition, human community, interrelationships, land use, lifestyles, recycling, urban sprawl and others. A good resource for supplementing your existing curriculum ideas.

LEVEL: Gr. 4 - 6

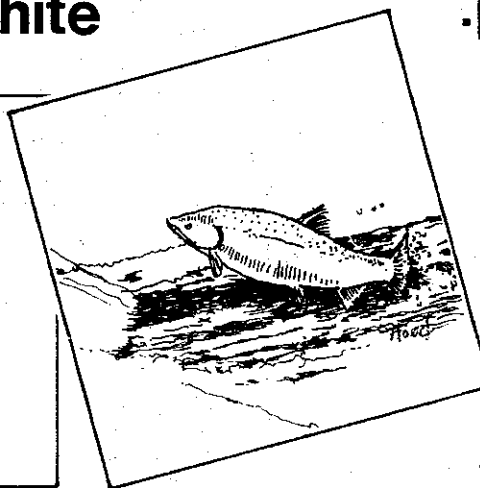
# photo contest send c.o.e.o. a phot.e.o.

send in your best shots 9 categories

- colour slides
- colour prints
- black and white

X

- people in the outdoors
- wildlife
- landscapes



Winners names will be  
published in Anee.

· grand prize... free c.o.e.o. conference of your choice  
during 85/86

· 1st, 2nd, 3rd prizes in each category... c.o.e.o. t-shirts,  
pins, etc.

#### Submissions

Jerry Best  
186 Crockett St.,  
Hamilton, Ont.  
L8V 1H2

#### Inquiries

Bruce Hood  
RR#1 Orangeville  
B(416)832-2289

If you want your slide returned  
please send a stamped self  
addressed envelope.

Photos will be judged and may  
be used in Anee and other C.O.E.O.  
publications, with acknowledgements.

CONTEST DEADLINE MARCH 28, '85

## COEO Central Region News

Central Region has had a very active fall and early winter!

On October 18th, fifteen eager pioneers gathered at Sheldon Outdoor Education Centre and were introduced to the centre's Pioneer Settlement game - a simulation of survival in early Upper Canada. We found that some COEO members are better survivors than others!

Donna Reid and Humber Arboretum welcomed COEO Central members for a tour and open house in late October, and then forty very young, young and middle-aged (never old), gathered on a sunny November Saturday at the Hoberlin Paleontology Museum in North York. Hedy entertained us with many fascinating facts on space travel and energy, and introduced us to a dinosaur with eyes in the back of its head - something we should all look into!

Our christmas program was held at Black Creek Pioneer Village. The staff kept us busy making wooden trains and Christmas decorations and we were treated to a delicious snack of homemade apple spread on freshly baked apple loaf.

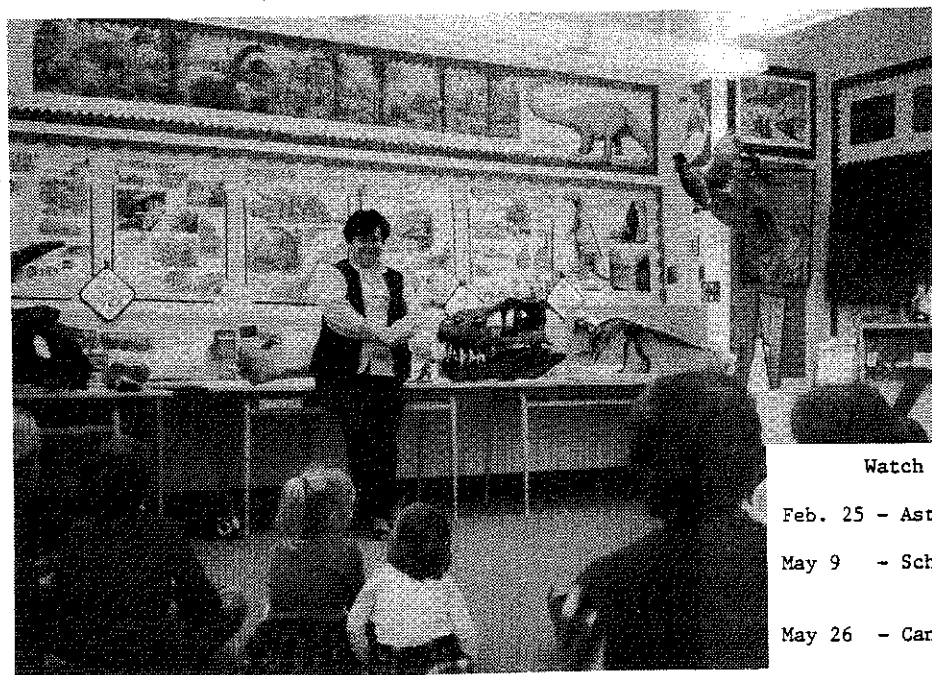
Central Region started the New Year with a Professional Development evening. Representatives from Bark Lake, the Canoe Camping Leadership Workshop, Modawaska Kanu Camp, Northern Illinois University, Outward Bound and the National Outdoor Leadership School gathered at Forest Valley Outdoor Education Centre for an evening of information, movies and slides.

Many thanks from COEO Central to ...

Mark Whitcombe and Joan Thompson  
Donna Reid  
Hedy, Chrissie and Paul Hoberlin  
Shirley Allen and the Black Creek Staff  
Dorothy Walter, Floyd Fraser, Skid Crease  
Dirk Van Wyck and Terry Knight.



*Pioneer Toy Making*

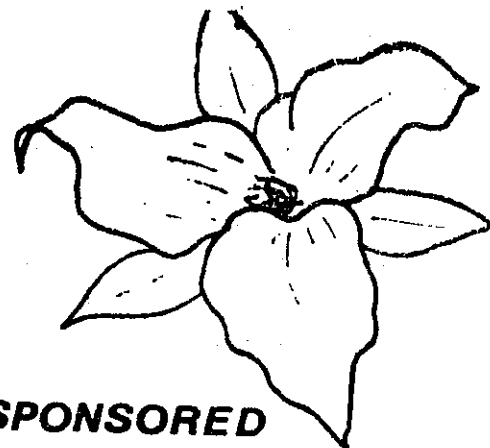


*Hedy's pals  
- the dinosaurs!*

Watch for flyers for these future programs -

- Feb. 25 - Astronomy Brindale Planetarium - John Percy
- May 9 - School Yard Workshop - R. H. MacGregor P.S.  
Phyllis Hill
- May 26 - Canoe Tour and Lilac Concert  
Royal Botanical Gardens, Hamilton,  
Barb McKean & Brian Holly
- June 6 - Central Region B.B.Q. - Forest Valley.

# SPRING CELEBRATION



A CONFERENCE/WORKSHOP SPONSORED  
BY THE  
COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO  
NORTHERN REGION

## MAY 10-12, 1985

### WHY?

To foster personal and professional growth and an interchange of ideas on outdoor education principles, methods and resources. The workshop will focus on educational and recreational outdoor activities in springtime.

### WHO?

Anyone involved with education and recreation in the out-of-doors.

### WHERE?

Leslie M. Frost Natural Resources Centre,  
Dorset, Ontario.

### WHAT?

Programs will be geared to various levels of skill development and knowledge. Some program suggestions have been listed on the back of the registration form.

### HOW MUCH?

C.O.E.O. members & students	\$ 80.00
Non-members	\$ 95.00
Registration & membership	\$100.00

Fee includes registration, accommodation, 5 meals, evening snacks, draw prizes, social activities and programs. Please register by APRIL 19, 1985 and qualify for a SPECIAL DRAW PRIZE!!

If you require any further information prior to registration, please contact Anne Nicholson (registrar) or Barrie Martin at the Frost Centre. Telephone: 705/766-2451

**REGISTER NOW! ENROLMENT LIMITED TO 160**

NAME \_\_\_\_\_ MEMBERSHIP # \_\_\_\_\_

ADDRESS \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

TELEPHONE: Business \_\_\_\_\_ Home \_\_\_\_\_

AFFILIATION \_\_\_\_\_

Accommodation is available on a 2 per room basis. Please indicate your preference.

\_\_\_\_\_ I would like to share a room with \_\_\_\_\_

\_\_\_\_\_ No preference.

Make cheques payable to C.O.E.O. and mail to: Registration, SPRING CELEBRATION,  
Leslie M. Frost Natural Resources Centre, Dorset, Ontario POA 1E0

## SPRING CELEBRATION

### Tentative Schedule

Fri. May 10 - 6:00 - 8:00 Registration  
8:00 - 9:30 Evening Sessions  
9:30 Wine & Cheese  
Sat. May 11 - 7:00 Ice Breaker Dip and Spring Runoff  
7:30 Breakfast, Announcements, Prize Draws  
8:30 - 11:30 Choice of 3 Half Day Sessions  
8:30 - 10:00 Or  
10:15 - 11:45 Choice of 6 Quarter Day Sessions  
12:00 Lunch, Announcements, Prize Draws  
1:30 - 4:30 Choice of 3 Half Day Sessions  
1:30 - 4:45 Or  
3:15 - 4:45 Choice of 6 Quarter Day Sessions  
5:00 Supper, Announcements, Prize Draws  
6:30 - 8:00 Sharing Ideas (Choice of 4 Sessions)  
8:00 - 10:00 After Dark (Choice of 4 Sessions)  
10:00 Spring Fling  
Sun. May 12 - 7:00 Ice Breaker Dip and Spring Runoff  
7:30 Breakfast, Announcements, Prize Draws  
8:30 - 11:30 Choice of 3 Half Day Sessions  
8:30 - 10:00 Or  
10:15 - 11:45 Choice of 6 Quarter Day Sessions  
12:00 Lunch, Announcements, Prize Draws  
1:00 Departure

### Some Program Choices:

Spring trivia  
Rock Hounding and Prospecting  
Photography  
Spring 1985  
Spring Runoff  
Environmental Games  
Moose Meander  
Spring Weather  
Nature I.D. Skills and Hikes  
Canoeing  
Night Paddle  
Hike The Hills  
Climbing  
Story Telling  
Kayaking  
Spring Songsters

ATTENTION COEO MEMBERS..... WE NEED YOUR HELP!

The Council for Exceptional Children (CEC) is hosting a large conference Oct. 31-Nov. 2, 1985 in Toronto. The Conference committee would like to involve Outdoor Education in the Special Education program. COEO has agreed to assist in this endeavour as it is felt that the link between Outdoor Education and Special Education should be strengthened.

One aspect of the CEC Conference is called SHOWCASE. This part of the program is reserved for demonstrations, skits, displays and live productions.

If you are directly involved, or know of someone who works with exceptional students in Outdoor Education, please help us by filling out the attached mailer and send it to:

Ralph Ingelton  
CEC SHOWCASE  
60 Blueforest Dr.  
Downsview, Ontario M3H 4W5  
or call: (416) 630-6262

-----  
CEC SHOWCASE: OUTDOOR EDUCATION AND SPECIAL EDUCATION

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TYPE OF ACTIVITY (PLEASE CHECK)

\_\_\_ PLAY

\_\_\_ DEMONSTRATION

\_\_\_ TALK

\_\_\_ STATIC DISPLAY

\_\_\_ PRODUCED MATERIALS

\_\_\_ OTHER

\_\_\_ SLIDESHOW

\_\_\_ MUSIC

PLEASE RETURN BY MARCH 31, '85



OTF/FEO

THE ONTARIO TEACHERS' FEDERATION IN CO-OPERATION WITH THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO, THE MINISTRY OF TOURISM AND RECREATION AND THE ROYAL LIFE SAVING SOCIETY PRESENTS -



# Canoe/Camping Leadership Workshop

## PART I

THE ONTARIO CAMP LEADERSHIP CENTRE, BARK LAKE

New DATES : August 19, 20, 21, 22, 23, 24, 25, 1985.

FEE : \$200.00 includes all meals, accomodation, and instruction

PREREQUISITE : All candidates must be able to swim 100 metres.

This Workshop is for all teaching personnel who wish to develop or extend the following skills:

- 1) Learning and teaching canoe skills. Various ORCA levels are available to successful participants.
- 2) Canoe safety skills. The RLSSC Boat Rescue Award will be given to successful participants.
- 3) Leadership styles and methods related to experiential education.
- 4) Planning canoe trips.
- 5) Developing environmental awareness.
- 6) Integrating outdoor experiences with on-going curriculum.

This intensive program is offered by a highly recognized staff.

REGISTRATION LIMITED TO 32 PARTICIPANTS

(tear off)-----

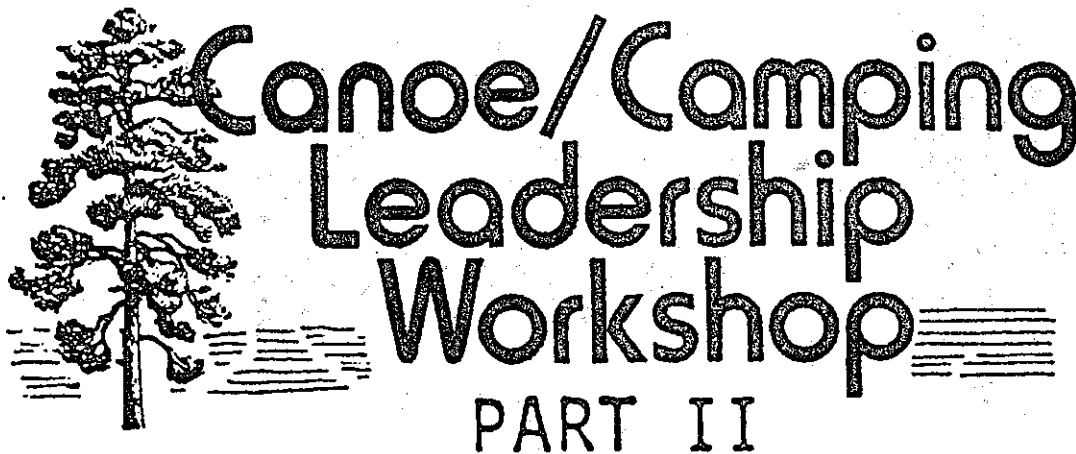
Mail to: Skid Crease, CCLW Director, 20 Granada Crescent, Scarborough, Ont. M1B 2H5

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING LEADERSHIP WORKSHOP, PART I, TO BE HELD August 19 - 25, 1985.

NAME \_\_\_\_\_ BOARD \_\_\_\_\_

ADDRESS \_\_\_\_\_

POSTAL CODE \_\_\_\_\_



# Canoe/Camping Leadership Workshop

## PART II

THE LONG AWAITED SEQUEL TO CCLW I

LOCATION : Camp Wanapitai, Temagami

DATES : Aug. 2,3,4,5,6,7,8,9,10,11,12, 1985.

FEES : \$ 395.00

PREREQUISITES : CCLW I, or Course Director's permission

This workshop is for all teaching personnel who wish to develop or extend the following skills:

- 1) Learning and teaching advanced canoe skills. All successful participants will receive their ORCA Canoe Tripping Level II.
- 2) Canoe safety, rescue, and self rescue skills.
- 3) Leadership analysis skills.
- 4) Implementation of a five day canoe trip.
- 5) Interdisciplinary applications of the canoe trip/quest.

This very intensive Workshop is given by the same highly qualified staff that developed CCLW I. This course is specifically designed for teacher canoe trip leaders.

REGISTRATION LIMITED TO 18 PARTICIPANTS

(tear off)-----

Mail to: Skid Crease, CCLW Director, 20 Granada Crescent, Scarborough, Ont. M1B 2H5

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING LEADERSHIP WORKSHOP, PART II, TO BE HELD Aug. 2 - 12, 1985.

NAME \_\_\_\_\_ BOARD \_\_\_\_\_

ADDRESS \_\_\_\_\_

POSTAL CODE \_\_\_\_\_

# Quality Control in Maple Syrup Production

John Butler  
O.M.A.F.

## Sanitizing Solutions

Chlorine bleach, lots of clean, hot water, and plenty of elbow grease are the best cleaning agents for maple syrup equipment.

A name brand household chlorine bleach (5% - 6% sodium hypo-chlorite) is recommended. Some of the cheaper "no-name" bleaches have been blamed for flavour problems, possibly because they may contain traces of soaps or detergents.

Do not use any household detergents or soaps. These can be very difficult to rinse away and just a trace of residue can cause off flavours in a large volume of syrup.

The chlorine bleach is volatile and will boil off. The sodium in bleach will not and can cause a salty taste when concentrated by boiling.

Do not use more than the recommended concentration of bleach to water. Rinse sanitized equipment thoroughly in hot water.

CAUTION: Chlorine solutions can corrode the zinc coating on galvanized steel and can also corrode some types of stainless steel. Rinse thoroughly.

## Tapping

Drill 3-inch (7 cm) deep tapholes in white sap wood. Drill on a slight upward angle into the tree so that the taphole will drain. Do not use tapholes when discoloured heartwood shows. The sap from one heartwood taphole may spoil the flavour in a lot of sap and syrup. Drill a new taphole at least 6 inches (15 cm) from any previous year's tapholes. Try not to drill directly above or below an old taphole as you may hit dead or stained wood.

## Buckets and Spiles

Clean buckets and spiles in a solution of one part chlorine bleach to 19 parts of water. Do not use a stronger solution or leave in contact in metal equipment because the solution can be corrosive.

Do not use rusty buckets and storage tanks. Rusty equipment can cause a metallic flavour in syrup. Rusty buckets should be discarded or painted with an approved food grade paint. Use covered buckets to help eliminate rainwater, debris, insects, etc., in the sap.

## Sanitizing Tubing

Tubing can be cleaned by rotating the rolls of tubing in a tubing washer after it is brought in or by pumping the sanitizing solution through the tubing in the bush.

Whichever method is used, tubing should be cleaned immediately after syrup making is finished. Use a solution of one part chlorine bleach to 19 parts clean water.

All lines must be completely filled with bleach solution to ensure good sanitation. Any portions of the system not contacted by the solution can reinfect the entire system with microorganisms.

Mainlines can be sanitized by pumping the bleach solution up the line from the bottom with the manifolds capped, but the top end open. Pouring the solution down in the mainlines from the tap may only sanitize the bottom of the pipe unless you can ensure that the pipe is completely filled. Pumping up the mainlines eliminates the guesswork.

The tubing systems should be completely drained before storage or capping. Thorough rinsing with clean water or sap at the start of the next season will eliminate the possibility of bleach and plastic residues in your syrup.

## Sap Filtration

Sap can be made a lot cleaner by filtering. Coarse screen type filters remove bark, wood chips, and insects. Finer filters remove less visible particles.

Some producers claim that good sap filtering can upgrade the finished syrup by at least one colour class. Check with your equipment supplier about filter materials available.

## Ultraviolet Sterilization of Sap

Microorganisms (bacteria and yeasts) in the sap are the major cause of poor quality syrup. They not only ferment the sap, but can also affect the permeability of the membranes in reverse osmosis machines. Regular sanitation with the recommended chlorine bleach solution helps to control the growth of these microorganisms on maple sap handling equipment.

The microorganisms can be killed by sterilizing the sap with an in-line ultraviolet water sterilizer. For the sterilizer to be effective, the sap should first be passed through a 10 micron rust and dirt filter to remove particles which can block the sterilizing rays of the light.

The size of sterilizer required depends on the volume of sap collected per hour. The flow rate of the sap affects the exposure time of the sap to the light as it moves through the sterilizer.

In order to obtain a sterilizing efficiency of 90 - 95%, sap should be exposed to the ultraviolet light for at least 4 seconds during the first third of the season, 8 seconds during the second third of the season, and 16 seconds during the final third. This increase in exposure time is necessary because of the increased number of microorganisms in the sap as the season progresses.

The formula to determine the required flow rate is:

$$\frac{\text{litres volume per lamp} \times 60 \text{ seconds/minute}}{\text{desired exposure time in seconds}}$$

= flow rate in litres/minute

EXAMPLE: For a unit with a volume of 1.8 litres to a 95% sterilizing efficiency, the exposure times are as follows:

$\frac{1.8 \text{ l} \times 60 \text{ sec./min.}}{4 \text{ seconds}} = 27 \text{ l/min. for early season}$

$\frac{1.8 \text{ l} \times 60 \text{ sec./min.}}{8 \text{ seconds}} = 13.5 \text{ l/min. for mid season}$

$\frac{1.8 \text{ l} \times 60 \text{ sec./min.}}{16 \text{ seconds}} = 6.75 \text{ l/min. for late season}$

To convert these flow rates to gallons per hour, multiply by 13.2.

#### Sap Storage Tanks

Sanitize sap storage tanks every time they are emptied. Use a solution of one part chlorine bleach in 19 parts clean water. Rinse well with clean water.

Do not use rusty storage tanks. Rusty tanks are more difficult to sanitize. They may also impart a metallic taste to syrup by adding iron to the sap. Rusty tanks should be discarded or painted with an approved Food Grade Paint. Do not use rust paints or ordinary household or automotive paints. Most ordinary paints contain lead which can end up in your syrup. Approved food grade paint is available from many of the maple syrup equipment suppliers.

Place sap storage tanks outside the sugar shack in the coolest location possible to keep sap fresh. Tanks should be shaded if possible. Cover tanks to keep out debris and rain water.

Fresh sap makes better quality syrup. Process sap as soon as possible after it is collected.

Turn storage tanks over at the end of the season and leave them a few centimeters off the ground to avoid rusting of the tank.

#### Boiling

Boil fresh, filtered sap. If possible, boil each run of the sap completely before stopping.

A shallow depth of sap in the pans and a steady hot fire usually make for rapid syrup production and high grade syrup.

Vegetable oil can be used to help prevent boil overs. Spread a film of the vegetable oil around the inside top edge of the pan.

Dirty accumulations from the foam build up on the sides of the pans. Wipe these away with hot water each time the evaporator is cool.

#### Thermometers

The cheaper thermometers tend to lack precision. Use the best thermometer you can afford. A thermometer with half or quarter degree graduations will provide much more accuracy than one with one or two degree variations.

Thermometers must be checked often. Any change in the barometric pressure changes the boiling point of finished syrup. The thermometer should be recalibrated at the beginning of each boil and again every time a change in the weather is noticed.

To calibrate a thermometer, place the sender, probe or bulb in a pot of gently boiling water, with the end 1 cm above the bottom of the pan. After the indicator or mercury has stabilized, observe the reading. To this reading, add 7.3°F (4°C). The total will be the boiling point of maple syrup with a sugar content of 66.5%. (Table 1)

#### FOR EXAMPLE:

Observed temperature of gently boiling water	110.5°F	(43.5°C)
Add	7.3°F	(4.1°C)
Temperature of gently boiling syrup with sugar content of 66.5%	117.8°F	(47.5°C)

If your thermometer does not have small enough graduations to allow this degree of precision, add a temperature elevation of 7.5°F instead of 7.3. Adding 7.5°F to the temperature of gently boiling water will provide the boiling point of maple syrup with a sugar content of 67%.

The most accurate finishing of syrup will occur when the temperature readings of both the water and the syrup are taken at a gentle boil. A violent boil can cause inaccuracy because of a situation called "superheat". In this situation, the temperature observed may be higher than it should before the sugar content obtained. Under density can result.

To determine if the thermometer is giving adequate results, check the density of the finished syrup with an hydrometer or a refractometer. If the syrup is not in the range of 66.0 to 67.0 percent sugar, adjust the finishing temperature to compensate.

#### Syrup Filters

##### NEW FILTERS

All new filters and prefilters should be thoroughly washed in clean boiling water and thoroughly dried. New filters can cause off flavours.

##### STORING FILTERS

Do not store filters in moth balls, cedar chests or plastic bags. After washing thoroughly in clean boiling water, dry completely and store in a cloth bag in a clean, dry, well ventilated storage area.

#### Filtering

Filter hot syrup as soon as it is drawn from the finishing pan. Hot syrup has a low viscosity and, therefore, filters better than cold syrup.

All filters must be clean and sweet smelling. Musty filters or those smelling of chemicals can impart off flavours to the hot syrup.

The use of paper prefilters over the felt filters can save labour by allowing more syrup to pass through the felt between washings. They may also cause better filtration.

#### Packing

Check all containers before filling. Discard those which are damaged, rusty or dirty, and those that contain any debris.

Maple syrup should be packed at a temperature between 180°F. and 200°F. (83-93°C.) to ensure good storage. Cold packing is the major cause of syrup spoilage.

Immediately after completely filling the container with hot syrup install the cap and tighten it. Experience has shown that the liners in the caps do not always seal well. Tightening the caps with pliers is recommended. Fill the container with hot syrup to the rim of the neck, because the volume will shrink by 4%, when allowed to cool to room temperature.

After capping, lay each container on its side, neck down, allowing the hot syrup to sterilize the neck and cap. Keep containers separated until cool to avoid "stack burn" which can darken the syrup.

#### Drums

Inspect drums carefully before filling. Use only drums that are clean (steam cleaned or well washed with boiling water), that have the liner in good condition and are dry and sweet smelling.

Fermenting syrup can dissolve the zinc coating from galvanized drums. Exposure to the bare or rusted steel can downgrade syrup. A similar situation can result when the lining is broken in epoxy lined drums.

Drums should also be filled hot - over 180°F. (82°C) if possible. Fill the drum completely. Air space encourages mold formation and spoilage. Replace damaged gaskets and seal drums tightly.

By: J. W. Butler and  
W. J. Langenburg

## Tories Deliver Cruellest Cuts To Our Wildlife

Prof. Paul Aird  
U. of Toronto

The Canadian Wildlife Service is suffering the brunt of the Progressive Conservative government's cutbacks. It is being forced to submit to a \$3.8 million reduction in its budget - that's a 17 per cent cut.

In addition, 84 research scientists, nature interpreters and support staff will be let go - a 22 per cent drop in personnel. These are people who have had a tremendously positive impact on the lives of millions of Canadians. Rather than declare them redundant, let us praise their service to society.

There are two basic divisions within the Canadian Wildlife Service: The Migratory Birds Program, which has survived intact, due in part to our commitment to international treaties, and the Wildlife Research and Interpretation Program, which is being cut back.

The research projects being ended include studies of the impact of forestry practices on birds and fur bearers, ways to minimize the small-mammal damage to forest regeneration, the reintroduction of the pine marten and the peregrine falcon into maritime habitats and the swift fox into prairie habitats where they have been wiped out, and studies of population dynamics in large mammals including the moose, caribou, wolf and grizzly bear.

Among the projects to be eliminated is research on toxic chemicals in wildlife and, by extrapolation, in our foodchain. This research has included the collection of herring gull eggs from two colonies within each of the Great Lakes each year since 1974.

The eggs are analyzed for 18 to 20 toxic chemicals to determine trends in contamination of the lakes. The researchers also search for new or unknown contaminants. They were the pioneers in the discovery of the highly toxic chemical dioxin in Lake Ontario. The biological effects of such chemicals are also studied by examining eggshell thinning, embryonic mortality, reproductive success and chick deformity.

#### Toxic Chemicals

The program has developed the largest and most continuous data set of any of the toxic chemicals on the Great Lakes. Just three researchers, a biologist, a chemist and a technician, have provided an essential monitoring service to the 40 million people living in the Great Lakes basin, of which 8 million are Canadians.

This research now comes to an end. Tap water and bottled drinks, both soft drinks and alcoholic beverages, will be henceforth suspect. What are the reasons given for ending this essential project, and the other research projects as well?

Federal Environment Minister Suzanne Blais-Grenier said: "As a result of much thoughtful consideration, decisions were taken to streamline certain programs of the department as part of the government's desire to move toward sound fiscal management."

#### Analysis

Did the government consider the enormous loss on money invested in research, the additional costs of health care, or the income forgone from better resource management?

The minister, who holds a PhD in economics, has also announced the closure of all five of the Canadian Wildlife Service's Wildlife Interpretation Centres. These are located at Perce and Cap Tourmente, Que., Wye Marsh, Ont., Webb, Sask., and Creston Valley, B.C.

These interpretation centres have been designed to reveal the meanings and relationships of man and nature through first-hand experience. They are important institutions, serving about 250,000 adults and school children each year.

The centres are a "goodwill arm" of government, helping to counteract the public's discontent with big government. Their objectives are similar, in many respects, to the Public Archives of Canada, the National Library of Canada and the National Gallery of Canada.

The current plan is to close these centres to save about \$240,000 on each. About 30 full-time employees will be dismissed, while jobs for many more part-time employees will evaporate. But left out of this equation is the income from the big bucks generated by recreation and tourism.

These interpretation centres will be closed permanently unless the provinces or the private sector choose to support them.

The Canada Wildlife Act was created in 1973, in response to the will of the people. It was specifically designed to stimulate national programs. But now, after 10 years of service they are to be cut.

There has been no public consultation, and a smog of secrecy has settled over Ottawa. Instead of a reasoned explanation, a common excuse has been offered: Wildlife and education are provincial and not federal responsibilities.

But this statement is demolished by the fact that the federal government is responsible for education and research on Canadian issues of national importance, which includes wildlife conservation.

There are national wildlife interests that are distinct from and transcend provincial interests. These include the development and implementation of national wildlife goals, the distribution of federal funds to help achieve these national goals, the support of wildlife research, conservation and interpretation at the national level, and the provision of a national information and data centre.

There is no question of the need for a strong federal role in wildlife conservation. The real question is the nature of that role, including the definition of goals, policies, programs and finance.

The solution is to initiate changes on the basis of knowledge and understanding. The Canadian Wildlife Service should be retained intact. The old wildlife policy tabled in the House of Commons in 1966 should be up-dated with a Conservative flavor, and the entire wildlife research and interpretation program should be subjected to an independent review.

#### Valid Base

This would provide a valid base on which to make subsequent political decisions.

For example, rather than close the Wildlife Interpretation Centres, I suggest the political response should be to identify them as national treasures, to expand them to include centres in the Maritimes and the Northwest Territories, and to give them the focus they deserve by calling them National Wildlife Centres.

There is a precedent for such arbitrary cutbacks in the conservation sector. Just six years ago, the Trudeau government ravaged the Canadian Forestry Service. The public outcry, notably against the closing of the Petawawa Forest Experiment Station upstream from Ottawa, forced both the Liberal government and the Conservatives in Opposition to rethink their positions.

The outcome is perhaps unique in the history of federal cutbacks. The government reversed its position by reopening and strengthening the forest research program at Petawawa and the Opposition announced its commitment to a greater focus on forestry.

To separate nature conservation from federal politics demonstrates a misunderstanding of both. Canada has yet to develop the goal, the policy and the moral commitment to manage its plant and animal resources to serve both present and future people.

The recent cut to the Canadian Wildlife Service is a flagrant contradiction of the political directive of Prime Minister Brian Mulroney: "This government will bring...changes in a way that is fair, open and consistent with the basic sense of compassion, tolerance and justice that is characteristic of Canadian society."

The following passed into my hands several years ago, from where or whom I can't remember. Whatever its source, it's indispensable when dealing with the Bureaucracy!

#### Transverse Thoughts on Interpretation

Creed: Interpretation is Truth;  
Documentation is Misleading

#### Laws:

1. A historical fact that is obviously true is usually in error.
2. No matter what is expected to be found, there is someone willing to fake it.
3. No matter what the results, there is always someone eager to misinterpret it.
4. Every activity takes more time than you have.
5. No amount of genius can overcome a preoccupation with detail.
6. If you improve or tinker with something long enough, eventually it will not be worth anything.
7. Everything you decide to do costs more than you first estimated.
8. The trouble with truth is that it is mainly uncomfortable and very often dull.
9. It is sheer impossibility for human beings to think in terms of the truth.
10. Associates are always available to help with your work in the past tense.
11. No matter how much you do, you'll never do enough.
12. The greatest tragedy of interpretation is the slaying of a beautiful story by ugly facts.

#### Ground Rules:

1. When you do not know what you are doing, do it neatly.
2. In case of doubt, make it sound convincing.
3. Do not believe in miracles. Rely on them.
4. Teamwork is essential. It allows you to blame someone else.
5. If you doubt the finished project, simply label it "Draft Copy".
6. The boss always knows an easier way to accomplish something but is not allowed to tell you until after the fact.
7. No project is ever completed to the boss' satisfaction if it is on schedule.
8. When writing, any information discarded from the final draft will be that most desired by the reader.
9. The sooner and in more detail you announce the bad news, the better.

#### Useful Terminology

1. Transverse thinking - stealing good ideas.
2. It's in the process - I forgot about it until now.
3. I'll look into it - Meanwhile you forget about it too.
4. Take this up at our next meeting - That will give you time to forget.
5. Under consideration - Never heard about it until now.
6. We're making a survey - We need more time to make up an answer.

From the I.C.O.S. March/April 1984, Judy Gilchrist,  
Editor

# Feeding Birds in Winter

Allan Foster

Why not put a birdfeeder up this week? The birds that are going south have gone by now and the ones that are going to stay are setting up their winter feeding habits. December will be too late to start. Birds will already be flocking to your neighbour's feeder. So the time is right to lure those colourful little visitors into your backyard.

Feeding birds in the winter has become a very popular hobby. And for good reason. Not only is it easy and fun, but it leads to a healthy interest in wildlife and the out-of-doors. But anyone who starts a feeding program should remember that birds are creatures of habit and once they start coming to your feeder they will depend on the food you give them and might starve if you leave your feeder empty.

Here are a few general directions gleaned from personal experience which I hope will make your bird-feeding program even more enjoyable.

\*Birds like to be close to an escape route so locate your feeder beside a tree or shrub.

\*Cat-proof your feeder.

\*Place your feeder where it can be easily filled.

\*A feeder roof will help keep food dry so that it won't spoil.

\*Water drain holes will prevent messy freeze-ups.

\*One feeder will do, but birds like Blue Jays prefer eating alone and will chase other birds away. This competition can be alleviated by providing two or more feeders.

\*Try a window feeder. You won't scare the birds away if you don't make sudden movements and they will busy themselves eating on the other side of the glass. You can buy clear plastic feeders that stick with suction cups to the window for the closest view.

\*Use a feeder with a seed reservoir or hopper which holds a week's supply of birdseed.

\*Because birds find their food with their eyes, make sure that the seed is visible. For the first few weeks sprinkle extra seed around to make sure they know you're open for business.

\*Try mixing a bit of peanut butter in the first few trayfuls. After the birds have started coming, you can cut back on the expensive stuff. They don't seem to mind.

\*Put a birdfeeder near your bus stop. My children and I wait every morning for their schoolbus at the end of the lane. The winter would seem much colder were it not for the excitement provided by the feeders we've put there. By the end of last winter we had Chickadees eating seeds directly from our hands.

What should you put in your feeders? There are two general kinds of bird food; seeds and fat. The former, quite naturally, will be attractive to those birds that normally eat seeds; birds such as Cardinals and Blue Jays. Birds will eat a variety of seeds so you can provide a smorgasbord at your station if you like. I find that a mixture of Millet and Sunflower seeds works just fine and is available at your local feed mill.

What about birds that eat insects? Fat will attract them. Some people buy suet that has no tough fibres running through it. Luckily I get beef fat from my butcher for free and the birds eat around the fibres. Some specialists recommend that you don't feed bacon fat to the birds because it has accumulated undesirable chemicals because of processing.

Once you have your supply of fat then all that is left to do is hang it on the tree. I have tried a variety of ways of doing this. I have ground the fat into mush and shoved it into one inch holes drilled into a small hanging log. I have tied a small piece of fat directly on the tree or suspended the whole chunk in a plastic onion bag. However, I now use a vinyl-covered wire basket. It holds more than enough fat for a week and I don't ever have to take it down for refills. Fat-eaters like Chickadees and Downy Woodpeckers don't seem to mind how you serve it as long as they can reach it.

Here are some suggestions for the more advanced bird-feeder. Experiment with different combinations of seeds. Keep records of all the birds you see and what they eat. Design your own feeder. Try to attract one species of birds while excluding another. Dream up new ways of protecting your feeders from squirrels. Photograph the birds. These more ambitious birdfeeding projects have kept some ardent naturalists entertained for the entire winter!

Get yourself a bird book so you can name all the creatures who flock to your feeder. I recommend Roger Tory Peterson's, A Field Guide to the Birds for identification purposes. A Canadian Book called Feeding Wild Birds in Winter, by Clive Dobson, gives many helpful hints for feeding birds in our area.

Whether you hang up one feeder made from an old milk jug or establish yourself as a specialist with a complete array of feeders in different shapes and sizes, you are in for a rich and rewarding pastime. Let's see who gets the first Rofous-sided Towhee. Good Luck.



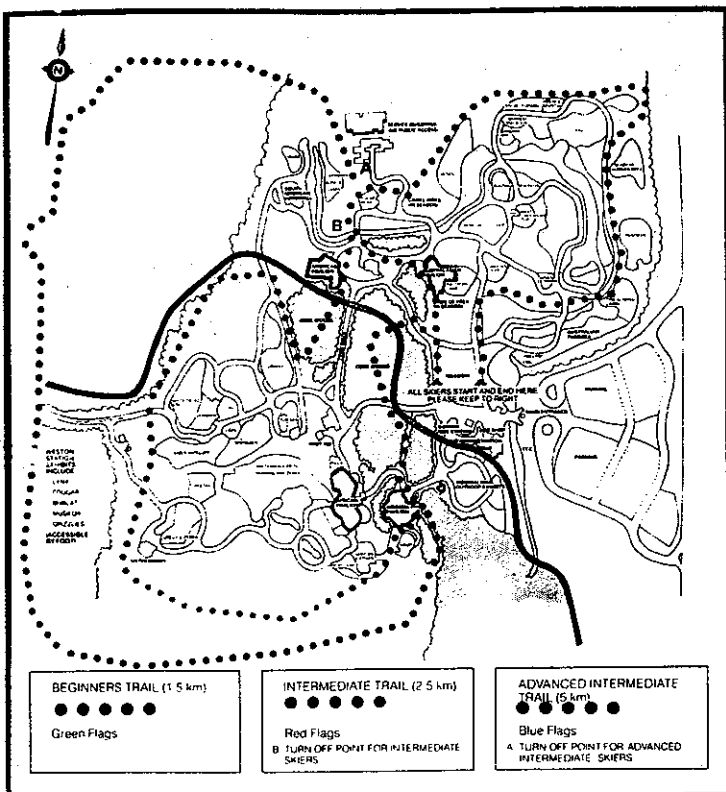


# Metro Toronto Zoo

## Did You Know?

- \* The Metro Toronto Zoo is one of the largest cross-country skiing facilities in southern Ontario.
- \* It is a nationally certified ski school with 3 professional instructors.
- \* The Ski Shack offers rentals and lessons for all ages of school groups.
- \* You can actually take a break for a real camel!

Zoos are exciting environments in which to learn about wildlife conservation on a global basis. The Metro Toronto Zoo is currently developing its education programs and the chance to enjoy the physical beauty of the zoo and the animals in its care makes for an excellent learning environment.



## UPCOMING TEACHER WORKSHOPS AT THE METRO TORONTO ZOO

Workshops begin at 9:30 am and all participants must be pre-registered.

GENERAL WORKSHOPS: March 8, May 3 and June 7

PRIMARY TEACHERS: May 10

VANISHING SPECIES: March 15

ANIMAL BEHAVIOUR & OBSERVATION: April 12

ANIMAL ADAPTATIONS: May 13 or June 3

Watch the November/December issue of ANEE for "THE ZOO : MAN & NATURE".

For further information regarding the educational use of the Metro Toronto Zoo or of zoos in general please contact:  
Merebeth Switzer (416) 284-8181 Ext. 257.



# Membership Application Form

PLEASE PRINT COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW  
NAME (mr.) (mrs.) (miss) (ms) \_\_\_\_\_  
HOME ADDRESS \_\_\_\_\_ MAILING ADDRESS IF DIFFERENT FROM HOME \_\_\_\_\_  
\_\_\_\_\_  
POSTAL CODE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_  
TELEPHONE HOME \_\_\_\_\_ WORK \_\_\_\_\_

If you are applying for Family Membership, please list persons who will be using the membership. \_\_\_\_\_

POSITION \_\_\_\_\_ EMPLOYER \_\_\_\_\_

UNIVERSITY/COLLEGE attending full time if a student \_\_\_\_\_

I am in the \_\_\_\_\_ Region of COEO (see listing below)

FAR NORTH Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming.

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County.

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce, Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton.

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto.

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark.

OUT OF PROVINCE Any area in Canada except Ontario

OUTSIDE CANADA

Please note: THE COEO MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATIONS RECEIVED AFTER MAY 1 WILL BE APPLIED TO THE FOLLOWING YEAR.

Please check: NEW \_\_\_\_\_ RENEWAL \_\_\_\_\_ CURRENT MEMBERSHIP NO. \_\_\_\_\_

FEES: REGULAR \$20.00 \_\_\_\_\_ STUDENT \$15.00 \_\_\_\_\_

FAMILY \$30.00 \_\_\_\_\_ INSTITUTIONAL \$18.00 \_\_\_\_\_

Make your cheque or money order payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO and mail with this form to

JOHN AIKMAN  
MEMBERSHIP SECRETARY  
47 RAMA COURT,  
HAMILTON, ONTARIO L8W 2B3