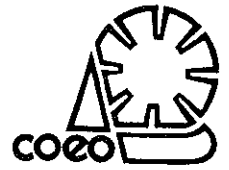


Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

VOLUME 1, NUMBER 4

AUGUST, 1989



Contributing to Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

PATHWAYS welcomes all submissions of articles, pictures, cartoons, puzzles, upcoming events and materials related to Outdoor Education. Active participation from readership with an organized news/journal format is the best guarantee for a quality journal meeting the broad needs of Outdoor Educators. It is hoped that the journal serves as the voice of Outdoor Education in Ontario and will be a major communication vehicle to COEO members and others, furthering knowledge, enthusiasm and vision for Outdoor Education.

Participation: herein lies the strength and life of a volunteer organization. You have to know who you are writing for: in the case of a COEO member writing for **PATHWAYS**, it's easy. Imagine you are writing for someone just like you, a person who is interested or involved or both in some form of outdoor education.

Article submissions should be topical, appreciating the scope of Outdoor Education, which encompasses both an adventure and an environmental focus. To this end, guard against specialized detail and jargon considering that your audience may not be at your technical level. Both theoretical and practical material is important. Subjective non[scholarly] sources as well as quantitative and qualitative research works are important as are specific teaching tips, approaches and general Outdoor Education concerns.

Readable natural writing is preferred. Conversational writing styles are easy to read and usually to the point. References as footnotes following the text are important to include in complete fashion where appropriate. Quoting from other sources can strengthen a work but excessive use is best avoided. Better to tell your own tale. There is no formula or mould to fit. The best guide is **PATHWAYS** itself. Your style is more important. *Think: be creative, have fun, share your ideas.*

For a feature the best length is between 1000 and 2000 words. One 8.5" x 11" page is usually between 250 and 275 words typed and double spaced. Shorter one-page entries appropriate for column format are between 500 and 800 words.

Submit to: Carina van Heyst, c/o Mono Cliffs Outdoor Education Centre, R.R. # 1, Orangeville, Ontario, L9W 2Y8.

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We ask that the product or service be:

1. valuable and useful to COEO members
2. quality people, equipment, resources or programs

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1/3 page	150	250	350	400
1/4 page	125	200	275	350

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ISSUE	CLOSING DATE	PUBLICATION DATE
Sept./Oct.	Aug. 15	Sept. 30
Nov./Dec.	Oct. 15	Nov. 30
Jan/Feb	Dec. 15	Jan. 30
Mar./Apr.	Feb. 15	Mar. 30
May/Jun	Apr. 15	May 30
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Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

August, 1989

Volume 1, No. 4

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State of the Art:

The front cover is a black and white reproduction of a portion of an original colour topographic map created by Mark Smith and Christine Kennedy for the Scarborough Outdoor Education School near Kearney, Ontario.

Mark and Christine like to think they are continuing in the tradition of Canada's early explorers and surveyors, combining ancient and modern map-making techniques with a modest artistic flair and a tenacious pursuit of quality. The creation of this map was particularly memorable. Close encounters with huge 300 year old white pine trees, families of deer in the pouring rain, thrashing shadows of moose, and the ever haunting call of the loon will be treasured by the artists as much as the map they created.

Editor's Log Book

Hail and Farewell

As outdoor educators, we realize that change is one of the constants in life.

Bruce Murphy, our current editor, has changed both his job and his home. He now resides in New Liskeard and is actively involved in outdoor education at the high school level. Needless to say, he has become quite busy and has moved to an Associate Editor's position to replace Bob Henderson who is on a one-year leave from McMaster to study in Edmonton.

Carina van Heyst is our new editor. She writes:

"Prior to pursuing my interests in outdoor education, I had intended to make a career in jour-

nalism and, upon graduation from an English and Politics degree at Queen's, used my campus media experience to garner a position at an Ottawa advertising agency. During that year, it became clear that the field of education would be more satisfying and so I returned to Queen's first to pick up some prerequisites and then, to take a Bachelor of Education. During those two years, I staffed and then directed a canoe tripping program for disadvantaged Kingston youths called Camp Outlook (see ANEE, Spring 1988). Following my B.Ed., I spent the summer on the Madawaska River with Boundless Adventures, a whitewater program for mental health

patients, developmentally delayed adults, and young offenders. All were a good background for my work at North York's Cedar Glen Outdoor Education Centre. This fall will find me still with North York, but now at Mono Cliffs Outdoor Education Centre."

Carina is combining her two loves with this new position and we wish her all the best.

Pathways is changing. We appreciate your interest, your tolerance, and your comments. Please don't change!

Dennis Hitchmough
Chairman
Pathways Editorial Board

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PATHWAYS is published six times each year for The Council of Outdoor Educators of Ontario and mailed to COEO members. Individual membership is \$35.⁰⁰ for 1988 - 89, \$45.⁰⁰ for a family. The fee includes **PATHWAYS**, as well as workshops, courses, and other benefits of membership.

Send cheque or money order to: John Aikman, Membership Secretary, 47 Rama Court, Hamilton, Ont., L8W 2B3

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Outlook

Advisory Board Report

A meeting of the COEO Advisory Board was held June 9, 1989 at the North York Board Office. Highlights of the agenda are as follows:

1. Barrett Greenhow will assume the duties of Treasurer, taking over from John MacEachern who has resigned as of August 31, 1989. Our best wishes to Barrett and our sincere thanks to John who has looked after our books for two years.

2. The Board was informed of the opening of the new Jack Smythe Field Centre by the Peel Board of Education and of the decision to establish a new Outdoor Education Centre in Grey County. Our congratulations go to those Boards for initiatives in Outdoor Education. If you know of other agencies establishing new programs and facilities or improving existing ones, please let members of the Advisory Board know so that COEO can offer support and assistance.

3. Chuck Hopkins informed the Advisory Board that the National Association for Environmental Education (NAEE) of the U.S.A. is interested in holding an international conference on environmental education in the Toronto area in 1991 or 1992 and recommended that COEO be a joint sponsor of such a conference. Bob Takeda, David Whipp, Ken

Andrews, Cathy Beach and Joan Thompson with Bob as chair will meet with Chuck to investigate the feasibility of the proposal. Some members of the committee will meet with NAEE executive members at their conference in August in Colorado. Wouldn't a jointly sponsored conference of this nature be a fitting celebration of the twentieth anniversary of COEO's first international conference at the Frost Centre in 1972?

4. Members of the Advisory Board have received many positive comments about the new format of Pathways. Some concerns have been expressed about the lateness of issues. We agree that the "growing pains" resulting from a new format, two editors in two years and two publishers in one year were almost inevitable. Once we overcome the growing pains, the future of our journal will be bright.

5. Some changes to the constitution will be recommended to the general membership in September. As organizations grow and change it is often found that old constitutions and bylaws are no longer adequate. This is the case with COEO, so we will try to bring our constitution up to date.

6. The program and registration materials for the 1989 Conference in the Beaver Valley are all out and registrations are coming in.

We hope that all COEO members will join us for a beautiful autumn weekend in the valley in spite of our having to move into the "big league" of conference fees.

7. Jim Grant, Education Officer of the Ministry of Education, is the new liaison person with COEO. Kathy Reid and I will be meeting with Mr. Grant on August 29 to inform him of COEO's objectives and activities and to discuss some possible joint initiatives.

Let me wish everyone a very relaxing and renewing holiday whether you plan to grow carrots, read a good book, paddle some great river, or hike a high trail. Remember the quote that I think unites the pioneers in outdoor education - "Make no small plans; they have no magic to stir men's minds."

Clark Birchard
President

The Bugar Report: A Review of Ontario's Conservation Authorities

By Ralph Ingleton

For the first time COEO has reacted to a political process that could affect outdoor education for many years to come. The Bugar Report, if implemented, would seriously damage the progress of outdoor education by curtailing or eliminating programs offered through conservation authorities (C.A.'s).

Specifically on page 46 of the report, Recommendation #4(w) states:

"That C.A.'s have limited responsibilities for conservation education.

Lead Ministry - Education [Ministry of Education is responsible for implementing this]

Explanation - C.A.'s can plan, design, implement and operate conservation education centres for use by school children if the Ministry of Education, a school board, or a group of school boards enter into a contract with the Authority for these services. The contracting agency must provide funding for the capital and operating costs of these outdoor education centres. All outdoor education centres owned by C.A.'s must be operated on a cost recovery basis."

Our President, Clark Birchard wrote two significant letters in December 1988 in response to this recommendation. The first was addressed to Sheila Roy, Director of the Curriculum Branch in the Ministry of Education. In this letter Clark stated that, "COEO is strongly opposed to any action that may reduce, restrict, or eliminate the conservation education now being delivered to young people in the province of Ontario." He went on to point out the urgent need for all parts of society to become more literate on environmental issues. Clark urged the Ministry of Education to take two actions in response to recommendation #4(w) in the Bugar Report:

(1) that the Ministry of Education express concern to the Ministry of Natural Resources regarding the potential reductions in outdoor education that may result from the implementation of the recommendation #4(w);

(2) that the Ministry of Education be prepared to provide school boards with the policy directives and funding to cover the costs or assume the operation of programs being provided

by conservation authorities in the event that the recommendations of the report were implemented by Conservation Authorities.

Clark's letter to Vince Kerrio, the Minister of Natural Resources who governs C.A.'s in Ontario, expressed COEO's concerns about recommendation #4(w) and its impact on outdoor education; "We are concerned that any reduction to the operation of outdoor education centres by Conservation Authorities might deprive many students of these valuable experiences especially in areas where school boards may not be providing facilities, resources and programs.

We urge the Ministry of Natural Resources to place a high priority on the provision of conservation education through C.A.'s in Ontario as well as through Provincial Parks and various branches of the MNR (forestry, fish and wildlife etc.) Further we urge that the Ministry provide C.A.'s with the policy directives and funding to continue and expand their conservation education programs. The Ministry of Education must provide similar support for the development of quality outdoor and environmental education programs. Only through a cooperative society-wide effort can we hope to prepare today's young people for the urgent environmental decision-making that will be necessary in the very near future.

COEO received polite replies and thanks for the concerns expressed.

The Next Step

On 1 March 1989, the Progressive Conservative Party held a public forum on the recommendations in the Bugar Report at the Scarborough Town Centre. COEO was invited to send a representative to speak on behalf of education in the panel part of the program. I was asked to speak and delivered some of the following points.

1. Conservation education is everyone's business because our planet is becoming unhealthy for living things and we must learn to clean it up for the generations that follow.
2. C.A.'s have taken an active role in outdoor education and must continue to provide these services especially with their strategic location in larger populations. They have beautiful natural sites, facilities and trained personnel who must be allowed to continue providing quality programs.
3. C.A.'s need to develop closer relations with other institutions such as school boards and perhaps enter into joint ventures that benefit both sides.



The Bugar Report

4. Because of greater multi-cultural make-up, different programs need to be developed to better serve the needs of our new Canadians.
5. To shift more responsibility to the Ministry of Education for conservation education is too simplistic because the Ministry of Education does not have policies, programs, procedures, sites, facilities and trained personnel to deliver such programs.
6. While appearing quite negative, the Bugar Report does cause us to examine the role of C.A.'s in the province and may in fact suggest some new ways of dealing with the challenge of renewal in Ontario.

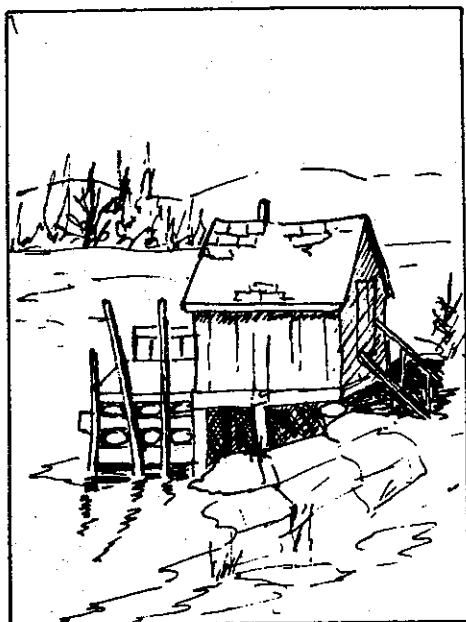
Other presenters on the panel were representatives from the Federation of Ontario Naturalists, The Conservation Council, Conservation Authorities and the Association of Municipalities of Ontario.

The recommendations in the Bugar Report were met with mixed response from the panellists. Most agreed there is a need for a review of the C.A.'s program and even some streamlining to achieve a greater degree of efficiency. Most panellists felt the recommendations were inadequate to achieve any real reform.

Update

Since the release of the Bugar Report many C.A.'s have done some critical self-examination. Just prior to the release of the report, the Metro and Toronto Region Conservation Authority was studying priorities for future programs and services. They called together many interest and user groups to voice their opinions about what programs were important to continue, which to eliminate and suggestions for future development. It is felt that the Burger Report stimulated much of the review in the MTRCA.

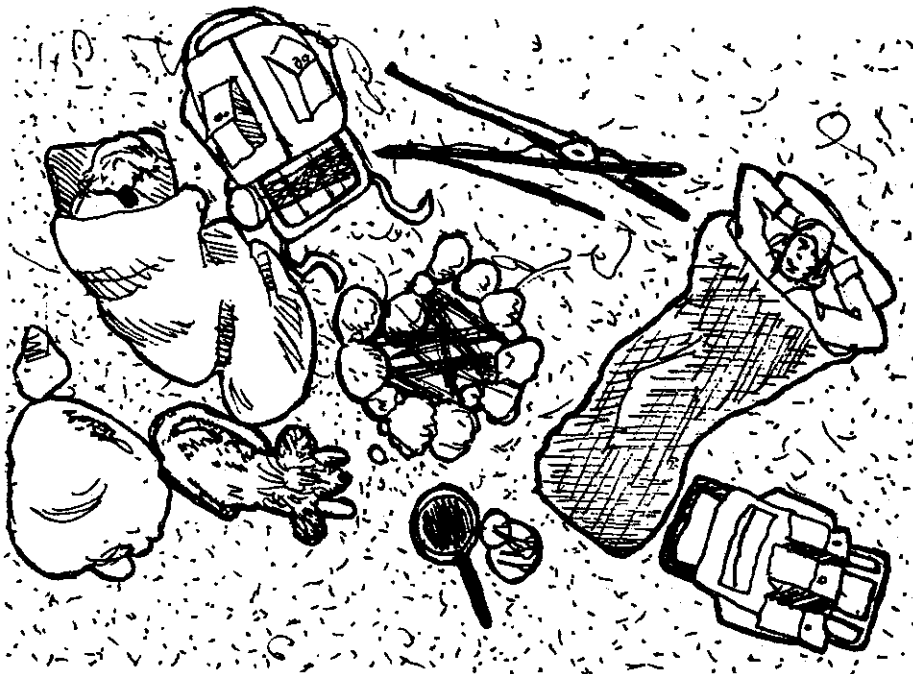
The Ministry of Education is meeting with the MNR to develop some policy directives in relation to conservation education. In discussing the recommendation with Mary Hill in the Policy Branch in the Ministry of Education, one does feel that there may be some developments in the future but it will require a concentrated effort by educators to get to the action stage suggested by Clark in his letter to the Ministry of Education.



Conclusion

C.A.'s are a success story for most of Ontario. They have improved the quality of life in the province by protecting the land and the people. C.A.'s have been very active in promoting outdoor education and providing many fine programs. While sometimes being perceived as being too introspective, C.A.'s have served us well for the most part. To eliminate or reduce conservation education or to give it to someone else to deliver is very short-sighted particularly at a time when the planet needs all the love and care we can provide.

Ralph Ingleton is Program Leader of Outdoor Education in the North York Board of Education.



User-Friendly Plants: Modest Allies for Outdoor Educators

By Charles Billington

Most wild plants are downright unsociable. They are either too high, too low, have prickly appendages, poisonous juices, or live in surroundings entirely unsuitable for human beings. Let's face it, they're just plain unfriendly.

Unfortunately, naturalists have not taken the hints. They persist in seeking out these dangerous, or unusual, or otherwise well protected plants. As a result, plant people have invented any number of ways to hurt themselves on a nature hike.

One of their favourites is casually called the "...here, just give me a hoist and I'll grab a leaf..." routine. Paramedics know it as "the red maple's revenge". The goal is to get high enough to identify that one seductively pendulous tree branch by standing on someone else's body. The anchor person gets hiking treads imprinted in his palms, thighs and shoulders. The raised partner is in singularly grave personal danger.

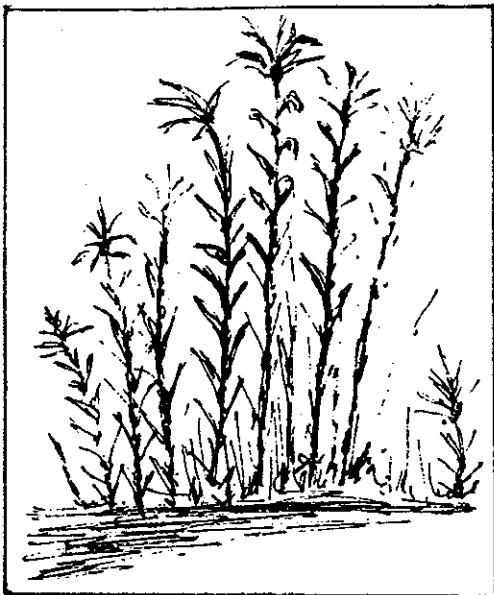
Perhaps you've even indulged in a little vegetative gymnastics yourself from time to time. Balancing precariously in rugged terrain to look at some miniature wildflower that just wants to be left alone. Tightroping your way across slick logs in search of lowland fern allies. Down on all fours in a bog perhaps for a face-to-face encounter with a reclusive orchid.

Some naturalists gladly endure these self-inflicted health hazards in the name of recreation. But for those of you wanting a more relaxed less strenuous stroll, I've discovered a whole breed of plants that are "user-friendly".

These amazing things take all the worry out of getting close. They do all the work by growing twigs, leaves and fruit to just the right height: hand and eye level. No fuss, no muss, no magnifying glass and no aerial acts. They are naturalist-sized you might say. They are every bit as interesting, beautiful and wild as their bigger and smaller relatives, and they are called shrubs.

Shrubs are not yet highly revered in our society. Many hikers curse the thickets which block their way. Foresters consider them useless weeds. The Ontario government has proclaimed a provincial flower, a provincial tree and has even recently gone ahead and decreed a provincial bird of all things. But does any province have a provincial shrub, other than Alberta's wild rose?

The whole idea of shrubs, even the word itself, conjures up rough scrubby tangles of brush that hold little interest and less enjoyment. It seems that an entire layer of the natural world has been left out of the public spotlight. Maybe they are not as delicate or as photogenic as pretty wildflowers and maybe they are not as majestic or as awesome as the giants of the mature



forest. But surely this is no reason to leave them to languish in obscurity. They do possess lots of redeeming features and a reconsideration of their fate is long overdue.

The shrubs have endured all of this abuse and neglect with a remarkable degree of dignity. There are hundreds of different kinds. They continue to thrive from coast to coast. They are biologically very successful and ecologically adaptable. Many shrubs will provide abundant fruit for jams, snacks and teas. Shrubs offer some of the most distinctive and colourful foliage and stems in the business. Shrubby underbrush is excellent nesting habitat for many kinds of wildlife. And most importantly, their berries, bark and twigs are a major source of sustenance for our beloved animals.

Shrubs are not simply short trees. They will never grow as thick or as tall as sugar maples or white pines. What most people mean by a "shrub" is a woody plant, often with more than one stem, and rarely more than three metres tall and ten centimetres thick at maturity.

Shrubs are often rough-and-tumble pioneer species. They are adaptable and quick-growing and can invade abandoned farmland, old pasture or wet meadow with a speed that leaves the trees far behind. They are not as finicky as their larger cousins about drainage or germination conditions, soil fertility or depth. In fact, they are custom-made to manage very well in places that forest trees would find offensive. Inhospitable sites that are infertile, overly dry, rocky or waterlogged most of the year are prime real estate for new shrubdivisions.

As the shrubs develop, they modify the primitive soil and surface conditions and eventually upgrade their sites to the point where trees start to take an interest. A few poplars, red maples or birch may take up residence in the shrub community. Since the trees grow taller, they progressively shade out the original shrubs and take over the area for themselves.

We see these kind of heavy-handed pressure tactics in many phases of the natural world. But it hardly seems fair. The shrubs do all the groundwork only to be eliminated for their trouble.

But while some shrubs like the speckled alder and juniper are just here today-gone tomorrow types, others are bona fide long term residents of the mature forest. Mini-pillars of the community such as beaked hazel, highbush cranberry, mountain maple and the strikingly attractive moosewood, although not plentiful, are well adapted to life near the moist and heavily shaded forest floor.

My favourite old field shrub, the staghorn sumac, is just the opposite. It grows well in poor dry soil. It prefers the full sunlight offered in field margins, hydro rights-of-way and rocky open areas along roadsides. You would be hard pressed to find a sumac in the forest.



User Friendly Plants

In fact, it is difficult to find a single sumac anywhere. These are social shrubs that prefer the company of their own kind. The roots are very shallow and send up thickets of new stems from suckers as they tunnel away from the mother shrub. The result is gangs of individual sumac stems, the youngest on the fringes and the larger older ones in the middle, none being more than three or four metres high.

The trunks are stout, angular and often arched outward like a bow. The leaves, stems, fruit and twigs are all covered with a dense coat of dark or red velvety fur. It is this combination of the woolly feel of the twigs and the gaunt antler-like appearance of the winter trunks that gave rise to the common name, "staghorn" sumac. Another pseudonym, "red whiskers", obviously refers to the bad case of five o'clock shadow over its whole surface.

The fruit clumps (actually clusters of up to 700 fuzzy red seeds) stick up like supermarket signs for the 30 or so species of birds including the eastern bluebird, robins, cardinals, ruffed grouse and several kinds of thrushes that are known to eat the seeds.

These natural feeding stations remain open from August right through the next winter, providing winter food not only for birds, but for deer, rabbits and the foraging mice.

People too use the seeds either for a thirst-quenching lemonade or wine, inks and natural dyes or recuperative poultices all made from the bruised fruits.

The attractive leaves, a rich dark green in summer, turn the brightest crimson in the fall. The sumac is one of the last deciduous plants to lose its leaves, hanging on to them right to the bitter frosty end.

Altogether, here is a magnificent little plant, perfectly successful through seed or root propagation, perfectly handsome with lovely foliage and attractive stems, perfectly useful for people and other animals, and perfectly identifiable from a distance of over ten metres by its distinctive shape. User-friendly indeed.

Another fine upstanding shrub popular with 93 kinds of songbirds, deer, moose, rabbits and hare, is a little bush known as the red-osier dogwood. It grows in huge ghettos on open damp areas from coast to coast in Canada. Pioneers often used this plentiful shrub anywhere a friction-bearing wood was required because of its durability. Its Latin name - *Cornus stolonifera* - means "horn (referring to its hard wood) with runners that take root". And speaking of useful, an osier is a thin pliable twig (originally of willow) used in basketry.

Like the sumac, the red-osier dogwood prefers the full sun of open areas but with a little more moisture under foot. It has greenish-red to bright red

twigs (especially in the fall), creamy white flowers in early summer and small dull white berries in the late summer-early autumn. As with any good user-friendly plant, it rarely grows over two metres high for easy access. In addition, it has attractive multiple stems and lovely conspicuous leaves in which the veins all meet at the leaf tip. It too puts on a good fall show turning dark red in September.

Dogwood berries are sought after by several kinds of birds including the flicker, the ruffed grouse, the bluebird, cedar waxwing and the robin. The goldfinch even goes so far as to prefer to built its nest in the dogwood's upright branches. The clumps of this shrub make excellent cover and food for a variety of other wildlife.

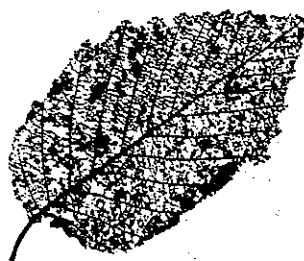
The red-osier dogwood has been used by people for reasons beyond basket-making and decorative landscaping. Marie-Victorin, undisputed dean of Quebec flora, says that, in simpler times, a preparation of this shrub was "...commonly used for expelling intestinal worms."

In other words, another widespread, attractive, distinctive shrub useful to man and beast remains unappreciated by many people.

The joy of knowing the red-osier dogwood, the sumac and lots of other stubby trees can be had with a gesture as unstrenuous as a friendly handshake. On your next hike, take a look for these common user-friendly plants.

Maybe its time to start your own shrub life list.

Charles Billington is a community relations co-ordinator in Manotik.



"No Animals Allowed!"

By Bert Horwood

The sign on the butcher shop door read, "NO ANIMALS ALLOWED." Posters on the windows advertised beef, port, lamb, chicken and fresh Wolfe Island pheasant. Inside, human persons were served by human sales staff. As I paused with my hand out to push the door open, I wondered what the sign could possibly mean.

Then I remembered watching a Project WILD lesson in which students enthusiastically completed a table of essential survival needs for animals under three separate headings: People, Pets, Wildlife (The Beautiful Basics p. 29). Why were these categories chosen? And what could they possibly mean for pupils' understanding?

How to classify the animals is a central problem if education is ever to change environmental attitudes. Our ideas about our own place in the family of living things influences the way we treat our relatives. Biology provides a clear classification system based on a huge volume of evidence. The above incidents show that it is largely ignored in every day life and surprisingly, in outdoor education, also. This article will explore some of the underlying reasons for the discrepancies in the ways we classify animals and show how they relate to environmental attitudes and values.

The Biological System

The biological system can be traced back to antiquity. The Old Testament speaks of animals mostly in generic terms (owls, lions, snakes, cattle) or more broadly as beasts of the field, flocks, and so on. The Genesis taxonomy is based on the modes of locomotion, placing swimmers in separate categories from flyers, creepers and walkers. Greek and Roman observers had categories which seem quaint today. Pliny classified the plants of the buttercup family as *Ranunculus* ("little frog") because he found them in wet places and thought that they grew from decayed frogs.

With the emergence of science, more direct observation, including dissection, gave rise to classifications less fanciful and less based on mythology. But even the great eighteenth-century taxonomist (Linnaeus) thought caterpillars belonged to the worm group based on their segmented, cylindrical structure. Today, not only gross and microscopic anatomy but also biochemical analysis give the evidence that very precisely shows the relationships among the animals.

Animals constitute a large group of creatures, a little difficult to tell from plants in the case of some microscopic forms, but otherwise quite distinct. They include sponges, flatworms, parasitic worms, clams, crawdads,

snow fleas, barnacles, fish, birds, dinosaurs apes and zebras. Chemically, there are striking similarities. For example, earthworm blood is coloured with a red pigment not much different from our own hemoglobin. Humans are apes who, in turn, are part of a group of hairy, warm-blooded, milk-making mammals.

The place of humans in the biological scheme has been most forcefully presented by Richard Leakey, Jr. As successor to his parents' pioneering work in human evolution in Africa, Leakey finds it impossible to escape the conclusion that we are ecologically dominant, relatively hairless apes. I emphasize the point because it influences what we teach about environmental relationships.

The sign on the butcher shop door was nonsense. A butcher shop is nothing if it is not a place where animals are allowed, mostly dead no doubt, but animals all the same. Likewise, I wonder about the distinctions among "People, Pets and Wildlife." What classification system is being used here?

Other Classification Systems

As the butcher shop sign and the WILD lesson illustrate, we classify animals for convenience, rather than for scientific accuracy. The butcher meant to exclude pets like dogs and cats from the shop. But probably if you went in for a half kilo of smoked pig thigh, while carrying a pet goldfish in a little plastic bag of water, there would be no objection. Here the taxonomic system is based on edibility and hygiene. When speaking of food we use a different set of categories than the scientific one. There is even a different vocabulary in which a cow becomes beef, a calf is veal, and smoked pig thigh is ham. (The same system gives rise to the debate about the difference between fruit and vegetable, the terms being used differently in the kitchen and in the botany books.)

Young children have difficulty in developing certain ideas about hierarchies within categories and subcategories. It is hard to distinguish between "flowers" and "plants," for example. It is also hard to distinguish between "mammals" and "animals." In common speech, even with adults, when a person says "animals" they may well have only mammals in mind. This helps to explain the taxonomy used in Project WILD. If you chose to teach "Beautiful Basics" using some other categories, the same lesson about habitat components would be learned.

There is yet another system behind the systems chosen "for convenience." It is fundamentally a biblical one, based on the doctrine that humans were created separately and differently from the other animals. This system says that our form is the form of God, that we are above the rest of creation

"No Animals Allowed!"

and that we are only a little lower than the angels. In this system, it is necessary to always use expressions like "animals and people need shelter" because people are not considered to belong to the group of things labelled "animals."

Animal Categories and Environmental Values

Clearly one's behaviour toward other beings is a product of the categories to which one assigns them. In our own lives, mosquitoes are pests at best, a scourge at worst and no one would speak seriously against mosquito killing. If animals are placed in a category called "food" they may be treated especially carefully before and after the killing. It is well documented that wartime atrocities happen most easily when troops are trained to identify the enemy's inhumanity by special derogatory terms. For example, horrible cruelty against Vietnamese people was made easier by the name given them by American troops, "gooks." And in our own military tradition, the enemy we respected was called "Gerry," otherwise, the term of choice was "hun."

More positively, some people classify animals in terms of spiritual identity and kinship. Such animals may appear as totems (the word is derived from one meaning "relative"), badges or logos. Modern western thought has largely rejected this system which embeds humans firmly within the realm of animals, physically and psychically. But fortunately, enough has survived among aboriginal people to keep the options open.

The pressing question, then, is what kind of animal categories would promote healthy, harmonious attitudes and behaviours in students? I propose that scientific taxonomy best conveys the relationships among the animals. It shows us our proper place in the great family of life and draws the kinship lines clearly. It is both a scientific and an environmental error to place ourselves outside the categories of animals. Our students (and butchers) will have a better chance to behave sensitively in environmental matters when they know themselves to be an integral part of the biosphere.

Bert Horwood is an omnivorous professor whose culinary research takes him into interesting butcher shops.

Gaining Experience in Outdoor Education

By Liesel Knaack

Work experience is a critical factor in shaping and determining a student's future. It offers the opportunity to learn about a potential career, gain skills, talk to other people, resolve questions and feel part of an organization among many other benefits. Yet practical experience in the field of outdoor education is difficult to obtain, especially as a university student. However, the University of Waterloo Co-operative Education Program has a solution to this situation. Through being enrolled in this program, year-round access to jobs at outdoor education centres becomes available to students. Due to the expanding interest in outdoor education, students are seeking a wider variety of job experiences to help shape their careers. There is now a growing need for more outdoor education centres to offer four-month job placements for Waterloo students.

Currently, in the University of Waterloo Co-op program, only ten outdoor education centres have positions available to students. These positions offer valuable and varied experiences. The East York Board of Education offers positions in the city day-use program and the residential program at Sheldon Centre for Outdoor Education. Toronto Board of Education hires co-op students to work at Boyne River Natural Science School, while Etobicoke and Durham Boards of Education have positions at day-use and residential sites. Also employing students are Wildwood Conservation Area and Mountsberg Wildlife Centre, which both offer public and school education programs. Peterborough Board of Education also offers students the opportunity to assist with their day-use program at school sites.

Recently, two outdoor education sites in Ottawa have realized the need for co-op students: West Carleton Secondary School in the Carleton Board of Education and Ottawa's MacSkimming Outdoor Education Centre will experience the benefits of hiring co-op students this fall. However, the job positions offered by these ten centres are not always available each four month term, due to fluctuating needs for co-op students at each centre, the seasonality of programs, staffing and budgetary funds. Also, there are more undergraduates becoming interested in the field of outdoor education and the need for more positions is increasing. There is now a demand for other centres to realize the benefits of hiring co-op students.

The co-op program allows students to alternate work and school terms for four months at a time. Employers are sent resumes of students interested in their position and choose those who they wish to interview. Employer interviews are conducted on campus two-and-a-half months prior to the upcoming work term, thereby allowing students to seek out a variety of job



Gaining Experience

possibilities. Students and employers then rank each other according to their preference and a computer optimizes job and student placements. It is a system that strives to benefit both the employer and student in achieving a suitable match.

The co-op system requires certain commitments on the part of both the employer and student. The employer offers a paying job for four months and provides supervision, guidance and a written evaluation of the student's contribution. In return, the student offers to fulfill the expectations of the job description, generate new ideas, and may provide feedback on the experience, if the employer so desires. For example, a student can be given the role of a teacher assistant to aid with program delivery, to create displays and props, to supervise students, and to organize and maintain outdoor education materials. Co-op students provide energy and enthusiasm to a centre and bring new ideas to programs. While having a fresh face on staff and offering students a first-hand chance to learn about outdoor education, a centre offers co-op students different job opportunities to help shape their career and future aspirations. Experience is the heart of the co-op program, but the jobs provide the blood that keeps the system alive. All in all, both the employer and student benefit from this co-operative learning experience.

At Waterloo, students in the Recreation program or in the Faculty of Environmental Studies are those who most often are interested in pursuing work terms in outdoor education. However, it is very difficult to gain experience, and put to use all the theory and knowledge learned in school, without an adequate number of outdoor education jobs being offered.

The students of today are preparing to be the outdoor educators of tomorrow and they need experience in order to become the best they can be. If you could offer a co-op student a chance to learn and gain valuable experience, or if you wish to learn more about the program, please contact:

The Co-operative Education Department
Needles Hall
University of Waterloo
Waterloo, Ontario. N2L 3G1
Phone number: (519) 885-1211 ext # 2276.

Leisel Knaack is a co-operative student at the University of Waterloo, and has recently completed a work term at the Sheldon Centre for Outdoor Education.

In The Field

A Co-op Student at Sheldon Centre for Outdoor Education

By Liesel Knaack

Buzz, goes that darn alarm. I keep meaning to wake up just a few minutes before it goes off, but somehow that never seems to work out. Well, it is the start of another day at Sheldon, as I, the co-op student, struggle out of bed. After shutting the alarm off, I hear whispers of excitement down the hall in the girls' dorm, where I am supervising for the week. A few of the grade six girls have been wakened by some annoyingly noisy birds who have conveniently decided to nest right outside their windows. I hurriedly get dressed and sneak out my door to position the tape recorder for my daily awakening to music. The sound of "Trumpet Voluntary" echoes down the boys' and girls' dorms, as those who were still sleeping now groan to the unusual noise. It is kind of my way of a wake-up call that gets mixed responses. It is then onto my drill sergeant mode, as I give words of encouragement to hasten the often slow speed of girls chatting, to allow at least some of the necessary morning routines to be done. Everyone is just so excited about being away from home, that basic things like getting dressed and brushing their hair become long drawn out events. After being assured that the students have everything underway, and will appear at breakfast in decent attire, I gather up the hoppers for breakfast and head down to the kitchen.

Judy, the cook, is busily preparing pancakes on the grill and at the same time she is telling the new hoppers how to properly set tables, preparing dessert for lunch and chatting with a bleary-eyed visiting teacher about her new experience as a dorm supervisor. You've got it, Judy is a busy woman with many responsibilities and duties. It is nearly eight o'clock and Michelle, my co-op counterpart, arrives from the Casson House, which is about a four minute walk away, and where there is accommodation for 2 co-op students, 12 school children and the main administrative office. Nearby is the barn, stable and pioneer museum situated on the west portion of 80 hectares with rolling hills, forests, marsh lowlands, a stream and fabulous scenery all located south of Rosemont near highway 89.

The five minute bell rings, the students enter the dining room and breakfast begins after another round of Johnny Appleseed. Over the meal, Michelle and I talk with the visiting teacher about the week and exchange stories about dorm duties. Then the rest of the Sheldon staff arrive: Mark Whitcombe, who is the Supervisor of Sheldon, and Pauline and Martin, who are elementary teachers. After the students have been allocated to daily housekeeping duties, which they truly love to do, a few go with Michelle and me down to the barn to feed the animals. It is a

time for reflection and sharing for these city students who eagerly anticipate this new experience and in the process overcome fears. For half an hour, four students are involved with measuring feed, smelling manure for the first time, (once they are engrossed in the whole aspect of a farm and the animals, the smell seems to be a positive experience), cuddling rabbits, dodging pigs, petting Hannah the goat and collecting chicken eggs. It is a time for us to get to know the students better and have some fun in a relaxed atmosphere.

After animal feeders are done, Michelle escorts them back to the centre, while I have the morning off from programs to compensate for the night and evening supervision. On my way to the Casson House, I meet Ron, the maintenance and woodsman, who is on his way to the shop to gather tools for daily activities. Ron is a part of the Sheldon program, as is Judy. Both spend time with students and both provide important support services for the program.

After a quick shower and a fresh change of clothes, I spend a few minutes to myself writing a letter and listening to some music. It is a much needed and much encouraged time alone away from the children and staff. However, I often end up cutting the time short to get cracking on other projects and my co-op work report.

During the rest of the morning, I draw up some work sheets for the stream lesson I am teaching tomorrow and verify some points with Mark, who is in the office. It is then on to working on an evening mystery program, which I have been developing as a work report.

Lunchtime rolls around. This is the main time the entire staff is together to discuss any problems or ideas and to plan any last minute details regarding the afternoon program. As a co-op student, I am involved in assisting either Pauline, Martin or Mark on programs throughout the week. If we, as co-op students, become comfortable and feel knowledgeable enough to run a program individually, together or with a visiting teacher, then the opportunity is available if we are well-prepared and capable. This prospect exists at Sheldon and allows one to progress while gaining valuable teaching experience in outdoor education. It is also this position of responsibility that makes co-op students such an integral part of the program, rather than just auxiliary staff to assist teachers. After lunch is over, the staff spend time playing games or new activities with some students, while others are doing those chores that make being at Sheldon a co-operative experience for all.

Shortly before 1:30, I head into the kitchen with Pauline to make sure we have all the ingredi-

ents for the cooking portion of our pioneer museum lesson for the afternoon. We also take a few minutes to finalize how we are going to teach the lesson. We decide that Pauline will lead half of our group through baking Scottish scones and carding and spinning wool with a drop spindle. I am to be outside, with the remaining students, cutting and splitting wood using old tools. We will then learn how a general store was run back in the late 1800's or perhaps make a wooden toy, as the pioneer children would do in their spare time. Pauline is a very knowledgeable person about the early years of pioneering and settlement, and the students will listen intently. We will then switch roles as I take my group through the other part of the lesson.

Meanwhile, Martin and Michelle are out at the beehives with another group of students. Martin is Sheldon's beekeeper and his efforts with many students have produced First Prize-winning honey at the Royal Winter fair this past year. This is something that makes everyone very proud. The students return with many sensationalized stories that delight all—probably more so their parents when they arrive home!

Following the afternoon program, Michelle and I collaborate on what we are planning for recreation period, an hour of structured activities to get the kids

active. "Rec period" is another time for us, as co-op students, to be directly involved with the students and get to know each of their intriguing personalities.

Dinner bell rings and it's onto the final meal. Helping Judy serve the food is an understood aspect of a co-op student's job. It's one of the many little duties that helps the week progress. After supper, we take another select group of students down to feed the animals, while some students do dishes, sweep, and vacuum and others have free time to play in the treehouse.

For half an hour after chores, the students are involved in a creative writing session with Martin, who is conducting the evening program. Allowing the students to express their excitement and new discoveries on paper, entries into a "Sheldon Journal" are a memorable keepsake for some. For me it's a few minutes to relax, choose some stories to read to the girls tonight, assemble snack and put away dishes. After journal time, Martin takes the gang outside to play his popular game of "Prisoner's Base". I go along to learn this active game and help keep the mayhem under control. It is truly an exciting game that the kids enjoy playing throughout the week.

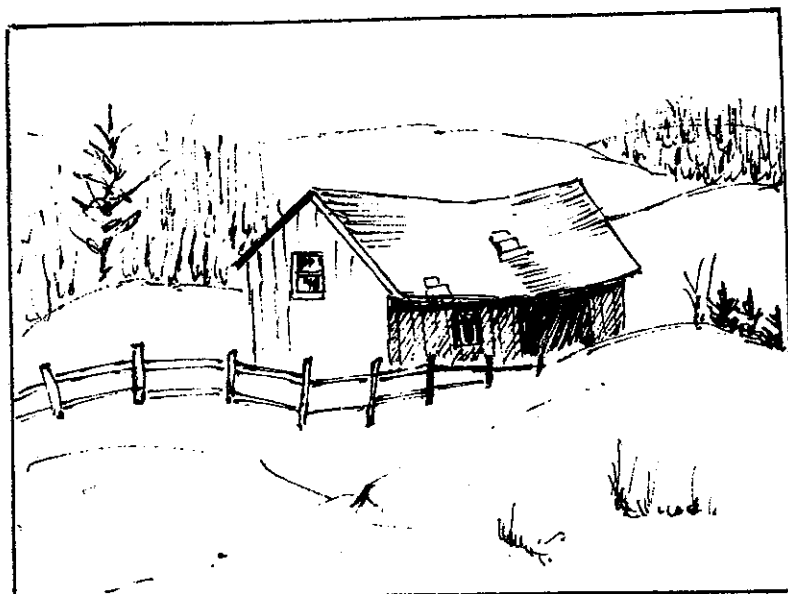
Then we come back in again to take part in the storytelling wizardry of Martin. The kids are

spellbound by tales such as "The Fairies of Glenarm". Snack is devoured and the students are put through showers and bedtime routines. It is now my turn to hasten the pace and settle them down. After lights are out, I read the girls the next chapter in a Judy Blume book and then onto "patrol" duty, as I slink down the squeaky hallway, quieting talkers and disturbers.

After I am sure they are all asleep, I wander downstairs to talk with the visiting teacher. She looks tired yet excited as we chat about the day's events. Over tea, we plan the evening program we will run together on Thursday. I am planning on putting my mystery through a trial run to work out any bugs that I have not anticipated.

After a busy day, I turn in

upstairs in the dorm and slowly drift into a deep sleep. As I doze off, I remember the day's events and how much fun I had with the students and staff. Gees, if I am this excited about being at Sheldon, one can only guess how thrilled these city kids are!! Sleep arrives, finally, but only to be once again awakened by that annoying Buzz - the beginning of another day as a co-op student at Sheldon.



On The Land

Environmental Update

W.A. Andrews

Faculty of Education
University of Toronto

Arctic Pollutants

We used to think of the Canadian Arctic as one of the last remaining uncontaminated places on earth. However, recent studies destroy that image. Researchers have found pesticides, PCBs, and a host of other pollutants in almost every part of every food chain in the Arctic, from the phytoplankton and zooplankton of the ocean to polar bears and Inuit. The chemicals being discovered are the same ones as those normally found in organisms in the industrial and agricultural areas of Ontario. Further, the chemicals are present in concentrations as great as or greater than those in more southerly organisms. Where do the chemicals come from? Scientists are not sure. However, since many of the chemicals have been banned in Canada for some time (DDT is an example), scientists believe that they have been airborne from Europe and Asia.

Many of these chemicals bioaccumulate. That is, they build up along food chains. Further, they tend to accumulate in fatty tissues of organisms such as fish, walrus, seals, and whales. Since these animals are main items in the Inuit diet, it is not surprising that scientists have discovered in the breast milk of Inuit mothers concentrations of some chemicals

that are ten times the official safe concentration.

Clearly, international co-operation is required to end this dangerous contamination of the Arctic. Though we may not be directly adding a chemical like DDT to the Arctic food chains, we may still be partly responsible in an indirect way. Many Asian countries use DDT to control malaria-bearing mosquitoes because it is cheap and effective. Safer substitutes have been developed, but they are much more costly. If we expect third-world countries to use them, perhaps we should be prepared to share the additional expense. This would be a small price to pay to safeguard the health of Arctic organisms.

The Future of the Timber Wolf

One of the most encouraging changes in public attitudes towards the environment is the dramatic turnabout in peoples' perception of the timber wolf. Long thought of as "the big bad wolf", the timber wolf is now widely regarded as the symbol of true Canadian wilderness, and many individuals and groups rise to its defence when the occasion warrants. However, much still remains to be done to ensure that we will forever share our forests with this highly evolved social animal. Though the wolf is by no means endangered, we are not, in my view, treating this animal with

the respect it deserves. In Ontario the wolf is listed as a game animal and can be shot anywhere (except in restricted parks), at any time of year, in any number by anyone with a small-game licence. It is listed as a furbearer with no closed season. Some counties and townships still pay bounties for wolf kills, though such bounties are illegal under the Game and Fish Act. Killing of wolves is much more restricted in other parts of Canada. Why do we make such an extraordinary effort to control wolf numbers? It appears that we are somewhat unwilling to share the killing of moose, deer, and other ungulates with the wolves.

May I suggest that you read John Theberge's article "The Future of the Wolf" in the Spring 1989 issue of "Seasons", the journal of the Federation of Ontario Naturalists.

Grasslands National Park

The short grass prairie, which will be protected by the Grasslands National Park in Saskatchewan, harbours one of the largest concentrations of endangered wildlife found anywhere in Canada. Twenty-two species on Canada's endangered species list can be located in this one habitat. In addition to the more visible animals, such as the black-tailed prairie dog and the burrowing owl, the short grass prairie plays host to a number of uncommon plants.

Environmental Update

I have visited this area on several occasions and each time was amazed at the proliferation of life. Visits to Grasslands National Park have been highlights in my outdoor experiences. However, in order to ensure survival of this ecosystem, purchasing of land within the 900 km designed for the park must be accelerated. Much of the land is privately owned or leased. In order to raise funds to buy this land, the Canadian Nature Federation, the Nature Conservancy of Canada, and the Canadian Parks Service joined forces and launched on April 1, 1989, a Grasslands Trust Fund. All money collected is earmarked for the purchase of land within the approved park boundary. No administrative or hidden charges will be levied. Further, every dollar donated by the private sector is tax deductible and will be

matched by the federal government.

If you are a teacher, may I suggest that you get your students involved in projects to raise money to protect this unique part of Canada, in much the same way that many of you raised money to protect rainforest through the World Wildlife Fund. For more information contact the Canadian Nature Federation, 453 Sussex Drive, Ottawa, Ontario K1N 6Z4.

Fuel Consumption and the Greenhouse Effect

A major contributor to global warming is the carbon dioxide emitted when fossil fuels are burned. All sectors of our economy, but one, have reduced their use of petroleum and thereby helped contribute to a decrease in

the emission of carbon dioxide. However, disturbing trends have occurred in vehicle use, all of which increase fuel consumption. In fact, over the past decade or so, petroleum use for transportation has gradually increased, with no sign of abatement. What are the reasons for this? First, many people have chosen to drive light trucks instead of the more fuel-efficient cars. Second, people are driving more as the remaining "baby boomers" purchased cars and as more women enter the labour force. Third, people are demanding (so the industry says) automobiles which rank increased size and acceleration over fuel economy. And, finally, increasing urban driving, increasing traffic congestion, and higher speed limits add to fuel consumption. Will we ever learn?



Tracking

"OURWORLD"

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In the Don Valley
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The Summit on the Environment will offer the best possible conference program, incorporating the perspectives of world class professionals and focusing on global and community environmental challenges, opportunities and solutions. Topics under consideration for the seven day conference include: ozone layer depletion, global climatic change, air and marine pollution, acid deposition, nuclear energy, hazardous waste management, urbanization, water management, agriculture, the rain forest, reuse and recycling, and the legislative agenda.

For more information contact:

The Summit on the Environment
999 Danforth Avenue
Toronto, Ontario
Canada M4J 1M1
Tel: (416) 462-3250
Fax: (416) 462-1675
House of Commons Office
(613) 992-7771

LESLIE M. FROST NATURAL RESOURCES CENTRE

Plan to participate in these special programs for educators which will take place at the Frost Centre during the 1989 / 90 school year. Registration forms and information packages will be forthcoming. Further information on programs for educators is available from the Visitor Services Specialist, Leslie M. Frost Natural Resources Centre, Dorset, Ontario P0A 1E0, (705) 766-2451.

- | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nov. 2 - 4, 1989 | Focus on Forests sponsored by the Ministry of Natural Resources [Contact: Frost Centre (705) 766-2451] | An introduction to a new education program (K - O.A.C.) on forests and their management in Ontario. Designed for consultants and teachers. Participants will receive forestry education materials. |
| Nov. 9 - 11, 1989 | Environmental Education Workshop sponsored by Public Focus [Contact: Steve Smith (416) 975-9463] | One of a series of workshops to show what's available in environmental education and to provide up-to-date information on current environmental issues. <i>This first workshop will be for consultants.</i> |
| Jan. 12 - 14, 1990 | Winter Camping Workshop sponsored by the Council of Outdoor Educators of Ontario [Contact: Jan Heinonen (705) 386-2311] | Limited to 15 participants. A hands-on introduction to traditional winter travel and camping. Includes an overnight trip with training in equipment handling and safety. |
| Feb. 2 - 4, 1990 | Make Peace with Winter sponsored by the Council of Outdoor Educators of Ontario [Contact: Nancy Payne (416) 741-4940] | A workshop geared to improving winter outdoor education skills and knowledge. Information sharing, hands-on activities and lots of fun! |
| Feb. 22 - 24, 1990 | Wild Moves sponsored by the Ministry of Natural Resources [Contact: Frost Centre (705) 766-2451] | An advanced workshop for those who have taken the introductory <i>Project WILD</i> Workshop. Includes new ideas, information and activities. |
| May 3 - 5, 1990 | Managing Natural Resources Conference sponsored by the Ontario Assoc. for Geographic & Environmental Education [Contact: Neil Mens (416) 488-1125] | A conference for elementary and secondary school teachers focusing on natural resource management. Practical, hands-on, outdoor and classroom sessions. |
| May 11 - 13, 1990 | Spring Celebration sponsored by the Council of Outdoor Educators of Ontario [Contact: Jan Heinonen (705) 386-2311] | A workshop designed to improve outdoor education skills and knowledge. All types of educators (teachers, interpreters, youth group leaders, etc.) will benefit from this workshop. |

VOLUNTEERS NEEDED

The Federation of Ontario Naturalists needs volunteer "older adults" to present their Seniors for Nature slide shows to audiences of seniors in community centres, adult centres and nursing homes. If you are interested in

helping with this very worthwhile program and have some time to donate, contact Alan A. Turney, Seniors for Nature, Federation of Ontario Naturalists, 355 Lesmill Road, Don Mills, Ontario M3B 2W8.

TRACKING

PUTTING PAPER INTO PERSPECTIVE

Forestry manager Mark Stevens of Liskeard Lumber revealed that each issue of the Toronto Star requires the cutting of 24 acres of trees (The Professional Forester, 1989: 4). Multiplying this figure

WILD WEST

WILD is a group formed on the West Coast with the mission of preserving wilderness areas. WILD, in conjunction with World Wide Books and Maps is publishing a series of maps of endangered areas that need protection. This could be the ideal undertaking for outdoor education and environmental science or environmental studies. Teachers and students alike who wish to become involved in this endeavour should contact WILD c/o Western Canada Wilderness Committee, 20 Water Street, Vancouver, B.C., Canada, V6B 1A4.

Orienteering Instructors Course

A 2 day Orienteering Instructors Course will be held on the weekend of October 14-15. The course will take place at the Jack Smythe Field Study Centre near Terra Cotta at a cost of \$75.⁰⁰ per person. This course will train educators, recreational leaders, and others in the principles and hands-on instructional techniques used in teaching orienteering. For further information contact Mark Smith or Christine Kennedy at (416) 665-5817, 9 a.m. to 5 p.m., Monday to Friday. Brochure available.

by 365 reveals that each year 8760 acres are cleared to bring one issue of the Star. Realizing that there are three papers in Toronto, two of which have two issues a day allows the extrapolation of the original 24 acres a day to $24 \times 5 \times 365 = 43800$ acres a year to allow Torontonians to receive the news. Putting this figure into perspective the Temagami Indian land claim involves 90,000 ha (222,300 acres). It would last five years if all the trees were to be used for pulp and paper. And that's the news!

FOR SALE

NEW FOR 1989

Cowan Canoes has three new models: the Teeswater, the Tripper II, and the Prospector, starting at \$499.⁰⁰ We carry a large supply of canoe building materials, as well as canoe accessories. Cowan Canoes repairs fibreglass, cedar, and cedar-canvas canoes. Paisley 519 - 353 - 5535.

EMPLOYMENT OPPORTUNITY

OUTDOOR EDUCATION ASSISTANTS NEEDED

The Waterloo County Board of Education will require two outdoor education teaching assistants this fall. The position involves teaching primary age students from our mobile centre for approximately seven weeks.

Selection Criteria:

- Background and/or education in a related field
- Experience, general knowledge and interest in the outdoors
- Leadership ability
- Displayed teaching ability with young children
- Enthusiasm, motivation and interest in working with young children.

Apply in writing to:

Dennis Wendland
Consultant - Outdoor Education
Blair Outdoor Education Centre
RR # 33
Cambridge, Ontario
N3H 4R8

1-519-653-9855

TRACKING



PROFESSIONAL DEVELOPMENT GRADUATE COURSES IN OUTDOOR EDUCATION



CIOE 526 Northern Illinois University **CIOE 544**

TEACHING NATURAL SCIENCE IN THE OUTDOORS

INSTRUCTOR - Dr. SONIA VOGL

Saturday and Sunday, SEPTEMBER 16 & 17, 1989, 9:00 - 4:00

Saturday and Sunday, SEPTEMBER 23 & 24, 9:00 - 4:00

Saturday and Sunday, OCTOBER 21 & 22, 9:00 - 4:00

Saturday and Sunday, OCTOBER 28 & 29, 9:00 - 4:00

Location: Toronto area Fee: \$325.00

This course is designed to help teachers feel comfortable teaching their students about natural communities in any setting: natural, rural or urban.

Field trips to: forests
fields
ponds, streams, and marshes
roadsides
school grounds and parks

Contact Person: Mark Whitcombe
34 Blind Line, Orangeville, Ontario, L9W 3A5
h.(519) 941-9966 messages (416) 465-4631

TEACHING ENERGY ALTERNATIVES AND CONSERVATION

INSTRUCTOR - Dr. BOB VOGL

Saturday and Sunday, SEPTEMBER 16 & 17, 1989, 9:00 - 4:00

Saturday and Sunday, SEPTEMBER 23 & 24, 9:00 - 4:00

Saturday and Sunday, OCTOBER 21 & 22, 9:00 - 4:00

Saturday and Sunday, OCTOBER 28 & 29, 9:00 - 4:00

Location: Ottawa area Fee: \$325.00

Is cheap Energy really a bargain for you and your children? Energy prices are down but environmental costs are up. Global warming, deterioration of the ozone layer and acid precipitation are some of the costs being paid. Paying later will soon be paying now. To protect the ozone layer, CFC's essential for refrigeration and insulation are being eliminated from use. Their replacements will cost four to six times as much.

How will you respond to the change? What options do you have? What options does society have? Find out what you can do and what society is likely to do in response to the need to maintain a liveable planet. Pick up some interesting ideas on how to incorporate this into your teaching responsibilities.

Contact Person: Rod Ferguson
MacSkimming Outdoor Ed. Centre, RR#2, Cumberland, Ont.
K0A 1S0 613 833-2080

Please enroll me in COURSE CIOE _____, in Toronto / Ottawa (indicate appropriate city)
I enclose a deposit of \$50. (made out to COEO) to reserve a place.

NAME: _____ TELE: h _____ w _____

ADDRESS: _____ POSTAL CODE: _____

Please return to appropriate contact person

This programme is offered with the permission of the Minister of Colleges and Universities of Ontario who requires that we advise you that "The Ministry of Colleges and Universities does not endorse this programme of studies 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 programme is deemed "an approved Master's Degree in Education" for QECO Evaluation Programmes 3 and 4, and it is evaluated by QECO as "no less favourable but no more favourable than degrees taken from recognized Ontario Universities."

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

TRACKING



18th Annual COEO Conference
Sept. 28 - Oct. 1, 1989

Talisman Mountain Resort

Kimberley, Ontario

Located in the beautiful Beaver Valley,
85 miles north of Toronto



COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

Key Speakers

"Johnnie Biosphere"
alias Dr. J.R. (Jack) Vallentyne

Dr. Vallentyne, a Canadian by birth, received his education in biology at Queen's University in Kingston, Ontario, and Yale University in New Haven, Connecticut. He lectured at Queen's from 1952 to 1958, at Cornell University from 1958 to 1966 and has since been a senior scientist in the employ of the Canadian Department of Fisheries and Oceans at research centres in Winnipeg, Manitoba, and most recently, Burlington, Ontario. He is the author of eighty scientific publications, including a book "The Algal Bowl: Lakes and Man." Dr. Vallentyne played a prominent role in reducing the levels of phosphate in heavy duty laundry detergents in the early 1970's and in introducing the ecosystem concept into the operations of the International Joint Commission. Always surprising, Dr. Vallentyne carries a globe on his back to symbolize the need to take greater account of the consequences of our actions at all levels of integration from personal to Biospheric - including the Great Lakes Basin.

Charles Luigi Caccia, M. P.

Charles Caccia, originally of Milan, Italy, graduated in forestry at the University of Vienna. After immigrating to Canada in 1955, Charles was employed by the faculty of Forestry at the University of Toronto. From 1956 to 1958 he worked as a trade analyst for the Italian Trade Commission. In 1959 he formed his own publishing firm, Caccia and Associates and became involved in adult education. In 1968 Caccia was elected to the House of Commons as the Liberal M. P. for Davenport and was re-elected for six of the past 20 years until present. Charles Caccia, through his role as M. P. in the House of Commons, has shown a true concern for the environmental issues plaguing our world in the past, present and future. He has sat on a multitude of House of Commons standing committees and made a variety of motions to the government dealing with ways to protect our environment both at government level and at a personal level.

If you haven't received your registration package, contact: Stewart Nutt, Bruce County Board of Education,
Box 190, Chesley, Ontario N0G 1L0 (519) 363-2014

Reflection

Poetry from the outdoors

CHALLENGE

"Great things happen when men and mountains meet"
(A quote from Outdoor Education class, November 9, 1988)

The Great Challenge. . .
Man against Mountain
From the bottom he looks up
Not quite sure of the extent of this endeavour

He begins to climb
Cautiously moving one limb at a time
Using every ounce of energy
Slowly scaling the mountain's side

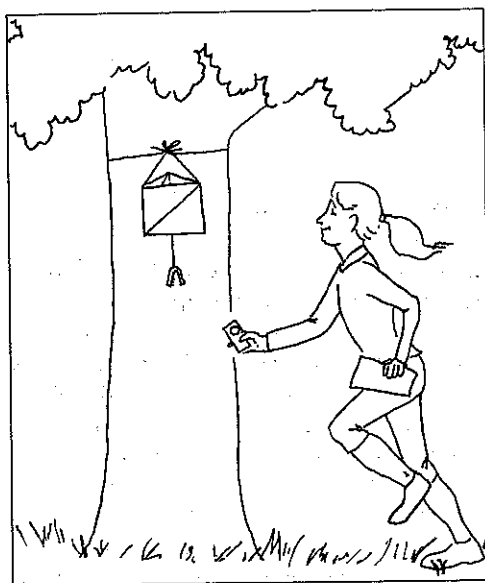
Suddenly, his foot slips
His hands grasp ever so tightly
To hold on
And prevent a deadly descent
He feels as though he cannot go on
Exhaustion is dominating his every move
He wants to concede
And allow the mountain to overcome him

A burst of energy
Suddenly explodes from the mountain
And penetrates into the man
Causing complete revitalization
He continues to ascend higher and higher
Until finally he reaches the peak
Where he turns to view the scenery below
He is high

Great things happen when men and mountains meet

- Sue Eccles

Sue Eccles teaches canoeing at Seneca College in the summer and is a graduate of Physical Education from McMaster University.



Contact: Mark Smith or Christine Kennedy



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Reading The Trail

Changing Landscapes

ENDURING SIGNIFICANCE

In search of gaining a thorough understanding of our environment and its pressing concerns, *Borealis*, a Canadian magazine concerned with environmental issues, sent a questionnaire to more than 50 of Canada's leading environmentalists. Each was asked to list their ten top choices of environmental books by prioritizing them with point values from one to ten, plus commenting on the reasoning behind their choices. Reading the books on the resultant list would help to give a person a deep understanding of current environmental thought.

I invite *Pathways* readers to respond in a similar fashion with respect to Outdoor Education.. Please send me a list of your ten top outdoor education books. Put them in order with your top book as number one, and on down to number ten. Also please comment on the reasoning behind your choices.

I will compile these responses as they come in and will publish the results next year. Who knows, maybe such a list could guide you in the library ...or the bookstore!

Send your list to:

Mark Whitcombe
34 Blind Line
Orangeville, Ontario L9W 3A5
h. (519) 941-9966
s. (705) 435 4266
messages (416) 465 4631

CHANGING LANDSCAPES OF SOUTHERN ONTARIO

Virgil Martin (1988)
The Boston Mills Press, Erin,
Ontario
\$25.00 (approx.)

This is a fascinating study of the changes in the landscape of our area! What a marvellous companion for a drive around the province! Virgil Martin has shot modern views of old landscape photographs and presented them side-by-side. On one page he reprints a 1905 photograph of a rural scene near Marmora. On the facing page is his 1983 photograph matching as closely as possible the original. Captions accompany each set.

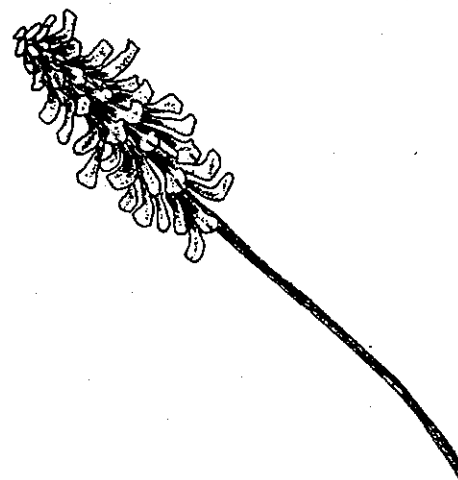
"The straightened road now cuts through the granite hill; there are no sheep, not even in the fields; hydro pylons have displaced the rail fences; and the old barn disintegrates, while across the road a new house looks just like a thousand others."

There are more than 400 photographs in total. The oldest is from 1856, and the most recent is from 1987. The range of subjects is very broad: farms, roads, towns, cities, industry and transportation and more. Some subjects come in sets of three or four. Some sets pair very old with modern. Others, and sometimes the most dramatic, compare times periods just a few months apart. "An old photograph is a fossilized

window through which we can gaze into the past." Yet this is far more than a juxtaposition of past and present. The pairs of photographs speak volumes about our relationship with the landscape.

Trees are generally more abundant than at any time during the last century. A great deal of poor quality agricultural land has gone back to forest. (p12)at Yet there is a trend towards "sterile homogeneity" apparent in towns, cities, industry wherever landscapes are intensively managed.

This is a fascinating book to browse through. It would also be an excellent resource for anyone interested in vistas being hemmed in by the regrowth of forest apparent in our ongoing exploitation of the landscape in town's, cities, industry - wherever landscapes are intensively managed.



Prospect Point

By Liz MacEachren

The equipment list said bring nine pairs of wool socks.

It was like saying "Bring nine good friends, pack 18 feet kisses, give 18 feet a hug." I used to put my socks on my feet without ever thinking about the act, but that is changing. I am realizing that socks deserve more attention. More and better attention – not the type we usually give out in the form of noticing "smelly socks."

I noticed my affection for socks growing in my early days of canoeing. The wet and dry concept of socks has served me well. Every morning of canoeing, the daily ritual occurs. I take off the warm dry pair and put on the wet pair. I still view it as a pleasant task, but it never ceases to amaze me how after a few seconds even wet wool sock can hug your feet and feel warm and cozy. And the thought of getting into a warm dry pair at the end of a long day of paddling and portaging is enough to make any canoeist find the extra energy to paddle on to the evening's camp site.

Socks are one of the ordinary things we take for granted too much. I wonder if there is anyone who has ever personally thanked a sheep for its kindness. I have heard more conversation about Gortex and polypropylene than I ever have about a sheep's special hide; its unique hair. The ability to make wool is an incredible talent that only sheep and few other animals have. Farmers

often get the credit but they really have little to do with it.

Learning to knit or weave with natural fibres like wool is a small way we can honour a gift. By committing our hands and time to working with natural fibres, we are starting to say we appreciate something. Too many socks, sweaters and other clothes of today, come from the cold touches of metal knitting machines. Does a machine appreciate the natural oils and resilience of wool? I have to wonder if perhaps my grandmother's hands don't hold more wisdom than mine ever will. They have spent many hours working with the fibres of ideas, twisting them into yarns and concepts and building a whole complete garment. All this occurs by doing one tiny stitch at a time. There must be love and patience in this act. My hands would do well to discover it.

I also love socks because of their character. I have socks which I have darned over three times, once after each epic canoe trip I took. I can look at them and recall a camp fire burning, a difficult portage trail, bushwhacking through a thorny thicket. If we could only listen to a pair of socks' story with the same intensity we sometimes smell them with – imagine what tales we could hear.

Somewhere, someday, I hope to discover the role heritage played in the sock designs of today. I can only imagine and

wonder for now. Just why do so many wool socks come in grey with a row of white and red at the top? I like to think that the red comes as a reminder of the fall and the glorious tree called the maple. Perhaps the old lumberjacks of Canada made the connection between red leaves, maple syrup, flapjacks and wool socks. They are all intrinsically warm experiences after all. I once wore white socks in the bush in the height of the black fly season. Needless to say, they were red when I took them off. Perhaps the red ring in socks originally occurred to hide blood stains and ultimately help hide the need for a washing.

At times I think I just might be over exaggerating my love for wool socks, but socks and their smell have been given such a bad name over the years. I believe socks really do deserve to be loved. Santa Claus knew this when he chose socks the item to hand on the mantelpiece during the celebration of love. Socks never cease to hug my feet all day no matter how worn or old they are. Thus I have to honour, respect and love them back.

I have a lot of affection for wool socks. They're good friends that travel with me wherever I go.

Liz is riding the Audubon Expedition Institute bus across America, completing her master's degree in Environmental Studies. She has taught in northern Ontario.



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