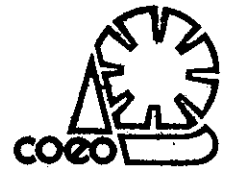


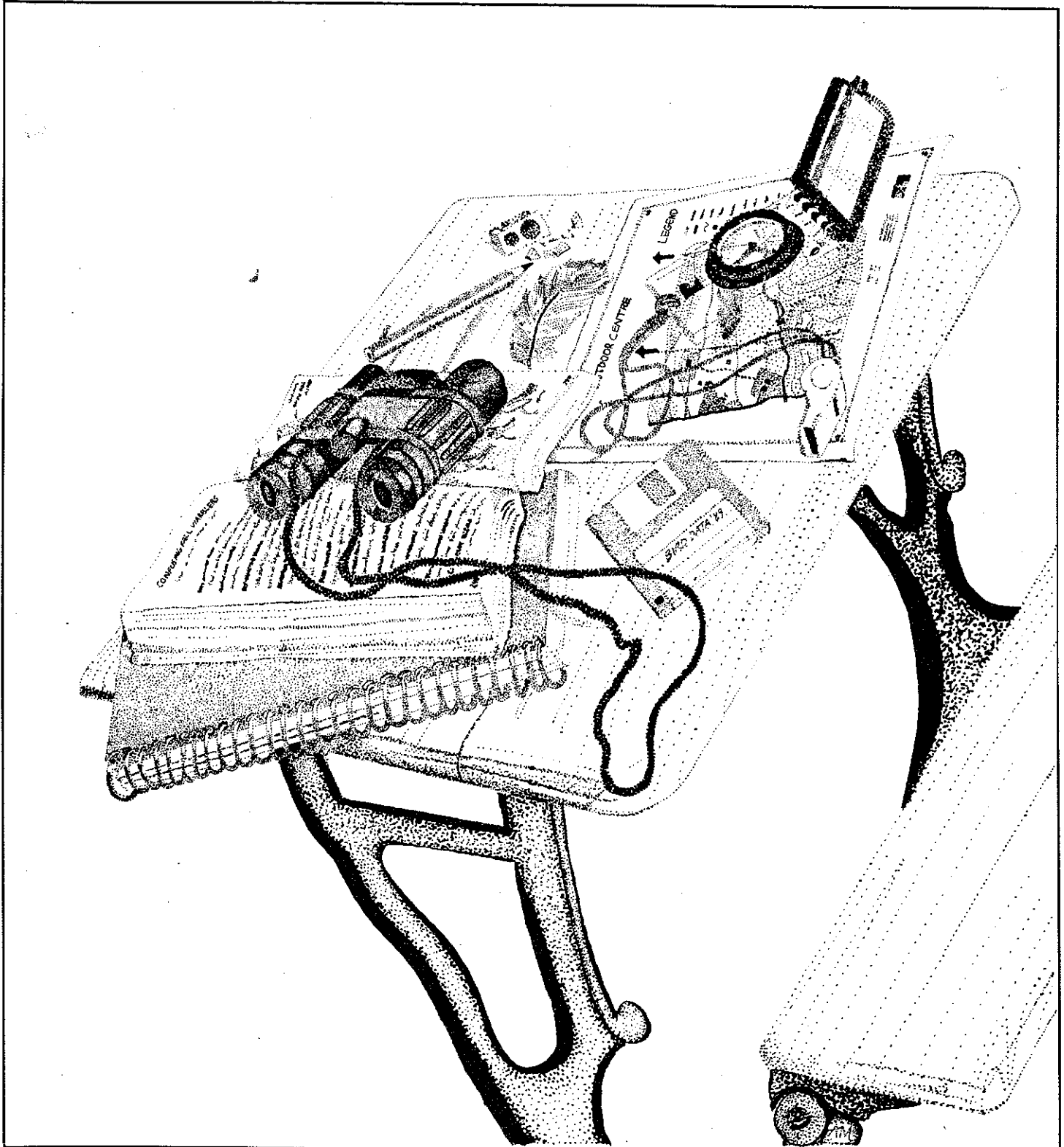
# Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

VOLUME 2, NUMBER 1

SEPTEMBER, 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.*

Articles should be typed and double-spaced. Please include a short biography and return address. Feature-length articles are 1000 to 2000 words, at approximately 250 words per 8 1/2" x 11" page

Submit to: Carina van Heyst, 811 - 10330 Yonge Street, Richmond Hill, Ontario L4N 5C1.

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2. quality people, equipment, resources or programs

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<b>COVERS</b>				
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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/June	Apr. 15	May 30
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# Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

September, 1989

VOLUME 2, NO. 1

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## State of the Art

The front cover illustration was created for this issue by Andy McLachlan whose interests are as diverse as the items found on his desktop. Luckily, such interests come in handy for his work at Forest Valley Outdoor Education Centre.

The work on Pathways' inside pages was created by Lynn Harrison, who spends her time as a freelance writer. Her work includes writing scripts for children's television, such as Sesame Street and various TV Ontario productions.

# Editor's Log Book

## I'm Wearing Shoes Again

I'm wearing shoes again. It seems to be the best way to keep the clover from getting between my toes.

Fact of the matter is, I'm back at school, and that means shoes. It also means there are lines on the paper and lines on the road, both of which I'm to stay within. No more free-form lifestyle, the guidelines are back.

Of course, the summer's freedom from responsibility is really an illusion. Nothing made this clearer than a vacation "away from it all" in Algonquin Park. It turned out to be impossible to get "away" from anyone at all.

It seems that our yuppie-dominated society has led to the popularization outdoor pursuits. Consequently, while a long portage used to almost guarantee solitude at its end, such was definitely not the case when I ventured into the interior this sum-

mer. Portages were freeways, campsites were as scarce as Blue Jay tickets. Worse still, lakewater was soapy and campsites strewn with garbage had overly bold resident mammals. Canoe trips which used to mean transformation and self-discovery seem to be a thing of the past...at least in Algonquin.

But then again, maybe not. The Ministry of Natural Resources has made what must be a pretty unpopular suggestion, at least in some quarters. Their proposal to drastically cut quotas at most of the access points will certainly deny access to some, but seems to be a crucial step in preserving the interior of the park.

A second critical part of this preservation is user education, and this is where you and I come in. As outdoor educators, we can assume that every student is a potential park-user and if so, then we have the opportunity, or per-

haps the duty, to help them develop an environmental ethic.

I do not doubt that many of those I met in Algonquin this summer had an environmental ethic, but whether they knew how to fulfill it and the importance of following it, I'm not sure. I realized that our education must take the final step of showing our students what actions they can and must take so that we can enjoy places like Algonquin in the future.

### ATTENTION COEO MEMBERS

*Unless you renew your membership for 1989-90, this will be your last issue of Pathways. If your membership number on your address label is marked in yellow, you need to renew. Please use the membership form on the inside back cover of this issue.*

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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.<sup>00</sup> for 1988 - 89, \$45.<sup>00</sup> 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

Please allow 4 weeks for processing or change of address.

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# Outlook

## Advisory Board Report

The Outlook column for this issue of Pathways consists of the President's report as it appears in the annual report of the Advisory Board presented to the annual general meeting on October 1, 1989.

This has been a most rewarding year for me as president of COEO. The greatest pleasure has been working with a group of Advisory Board members who are positive, energetic and dedicated to youth and the outdoors. If COEO members have a weakness it is always wanting to (and believing that they can) achieve more than is humanly possible. A popular exercise these days in planning and setting priorities in organizations is the "Start, Stop, Continue" activity. On two occasions in the past two years I have asked the Advisory Board members to list projects we should stop doing, projects we should start and projects we should continue. Both times the lists for "continue" and "start" were extensive while the lists of "stops" had anywhere from zero to three items. So the Advisory Board agenda continues to be like the overcrowded curriculum. Lots of new things are added but nothing is ever taken away.

Details of the accomplishments of the various committees, task forces and regions can be seen in the reports which follow. Some of the major new achievements of the years in my opinion were as follows:

1. The new look and new format of our journal;
2. An excellent safety committee report;
3. Our entry into the political arena with written and personal responses to the Bugar Report on Conservation Authorities;
4. The establishment of a liaison with the Ministry of Education;
5. The formation of a committee to investigate the feasibility of a joint COEO - NAAEE international conference on the environment in 1991;
6. A symposium on outdoor education and recreation which drew together leaders from eleven organizations for two days of intensive discussions on future directions and cooperative projects.

As with most jobs that I have had, I finally begin to understand them about the time that I am finished. As I pass the presidency on to someone else I see some exciting challenges ahead for the Advisory Board and for the COEO members.

Some of these projects for the future are as follows:

1. A policy committee to review the constitution, bylaws and policy directives of COEO, eliminate redundancy and perhaps publish a policy manual for advisory board members.
2. The October advisory board retreat will focus on communications - developing better means of providing services to members.
3. The establishment of a standing committee on safety to implement the recommendations of this year's safety committee.
4. Revision and republishing of the "Catalogue of Programs and Personnel in Outdoor Education".
5. The preparation of a brief to the Ministry of Education regarding the writing of a curriculum support document "Outdoor Education Across the Curriculum" or "Outdoor/Environmental Education Across the Curriculum".
6. Continuing to move toward financial independence and less reliance on government grants. (Con't. page 4)

# Editor's Log Book

## Letter to the Editor

Dear Editor,

I read over the Advisory Board's report in my last issue of Pathways. Overall, I was pleased with the recommendations they suggested for obtaining their goals. I was disappointed with the fact that they had not chosen to print all future issues of Pathways on recycled paper.

How can we, as outdoor educators, expect to fulfill the fourth goal of COEO's journal, "to act as a professional body for outdoor educators," when our own publications do not give examples of recycling efforts? Although I do not know the exact reason why recycled paper was not chosen, I suspect the usual response: cost.

I know that recycled paper usually costs more money than regular paper, but I believe in the slogan "WE VOTE WITH OUR MONEY". Are other outdoor educators not willing to spend a little extra money to support the recycling efforts and our environment in the future? The cost of recycled paper will decrease when more people choose to support the industry. Think of all the outdoor educators who could be supporting recycling efforts if Pathways was printed on recycled paper.

Hopefully (in the near future), the Advisory Board will choose to alter its means of recommendations for achieving its goals. "Heavier cover and stock to improve appearance" will become "recycled paper to support values and give professional appearance".

In today's world of diminishing forests, is not any journal printed on recycled paper promoting quality, concern for our environment, and professionalism?

Zabe MacEachern  
Oakville, Ontario

*DEAR ZABE: Point well taken! You're quite right that cost is the issue. We will be researching the options in the coming months and will keep you informed. Comments for and against from COEO members will help us make this decision. Let us hear from you on this important matter! -Ed.*

## Outlook *(con't from page 3)*

7. Investigation of the feasibility of establishing an office, a permanent address and a full-time or part-time paid staff member.
8. Re-establishing our representation on the Conservation Council of Ontario.
9. Planning for conferences and annual general meetings in 1990 and 1991.

At the October Advisory Board Retreat, board members will be finalizing the list of projects and priorities for the coming year and assigning responsibilities to members and committees. It is not too late at this time for input from members on what you see as important initiatives that the board might take in order to better serve you. It is

also never too late to volunteer your services to a committee.

In conclusion I would again express my appreciation to the members of the Advisory Board for a very rewarding year and to all volunteers and committees for their contributions to COEO. I think we can all take pride in the continuing "greening" of education in Ontario schools, camps and Conservation Areas. I would also thank the North York Board for providing meeting places for most Advisory Board meetings and Lloyd Fraser for making the arrangements.

My sincere best wishes go to the incoming slate of officers and directors for a rewarding and productive year ahead.

Clarke Birchard  
President

*Camping can be hilarious. A sense of humour playing over the rainiest of excursions can make them into something of joy to be remembered. The sheer fun in this selection by MARY NORTHWAY will elicit more than one good chuckle from anyone who has ever loved*

## Going on a Camping Trip

(From *Lights From A Thousand Campfires*, Editor Sinn & Webb, American Camping Association)

Humans are very queer creatures. They can be fully understood only by their dogs and by sophomore students of psychology. Dogs never question man's actions; sophomores question everything, but fortunately appear to know all the answers. One of the most incomprehensible aspects of behaviour is why the human being has the inclination to go on camping trips. I read a great many books on psychology and I am greatly impressed by the erudition and assurance with which these learned scientists can explain why man does as he does, if he does, and why he doesn't if he doesn't, but in none have I ever discovered any scientific hypothesis or schematic interpretation which elucidates the motivation underlying the embarkation on the wilderness journey. It is small wonder!

For what can be more ludicrous than to leave the comfort of our convenient civilization with its amazing transportation, its magnificent communications, its institutions and cultural achievements, its hot baths, and inner spring mattresses, its ice cubes and the lush upholstery of its super deluxe movie palaces, to wander purposelessly and helplessly through the wilderness? What could be more incongruous than civilized man, his genius the product of a hundred centuries of evolutionary development, wrestling at 5:00 A.M. with a horde of brainless mosquitoes and being defeated.

For a camping trip can be definitely uncomfortable. The ground is hard to sleep on; indeed I have even known it to be damp. All food is lukewarm; the butter is fluid, the water tepid, the bacon after a few days develops its peculiar white mold, and the bread prepares itself to become penicillin. Besides, you have to carry all these things over trails that eternally go up hill, and the berry bushes scratch you, and the sunshine turns you the colour of an ancient Egyptian mummy, dehydrated and vitrified. And as a culmination to all these adversities it often rains. And some academic pedant explains camping as "an escape"! Escape from what? I can imagine going to the city to escape sleeping in a leaky tent that has a phobia to high winds and manifests this in a complete nervous collapse at 3:00 A.M., but no one with the least vestige of sanity would attempt to avoid the pleasures and conveniences of



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## Going on a Camping Trip

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*"A canoe trip is similar to a neurosis. . . it is very difficult to become free from such addiction."*



urban society by "escaping" into tempestuous torments of a wilderness journey. To camp is truly to be mad.

We go on camping trips every summer. We go by canoe. A canoe is a very inconvenient kind of conveyance. It is so small that it's completely unable to look after itself without continual guidance, yet is large enough that it is extremely awkward to carry over portages. Portages may be defined as "the longest distance between any two given bodies of water." A canoe has no inner motivation. Its momentum is entirely dependent on the output of kinetic energy released by the action of the deltoid, the biceps, the pronators and supinators of some poor miserable mortal. Of course a canoe has the one advantage that it can be turned upside down to provide shelter for one camper for the night. He will, however, find that no matter how he arranges himself the center thwart will never fail to dig him in the ribs each time he attempts to better his position (the original derivation, no doubt, of the popular expression "thwarted at every turn").

Not only do we go on canoe trips; we take groups of adolescent girls with us. This is very foolish. Adolescents giggle a great deal and they're always comparing snapshots of their respective boy friends or contrasting the merits of their particular schools. They frequently let the prunes boil dry while writing some peculiar modern poetry - an activity which one well knows they will be certain to regret later. They sing strange songs with no regard for form or order. I have heard them, for instance, render "He Shall Feed His Flock" followed immediately by "One Fish Ball." Their sense of humour is limited. They will laugh at the same joke for periods of as long as three days. They often make me laugh at it too. And their capacity for food is enormous. They are, in short, nothing but a nuisance.

Besides this all my textbooks tell me that adolescence is a period made up entirely of problems. I take this to mean that either the adolescent is a problem to us - his elders and betters - or that the adolescent envisages life as a great net of perplexities in which he is enmeshed and from which there is presumably no ordinary means of release. Well, if by any chance an adolescent has no problems a canoe trip provides him with a life-full. For no situation is so problematical as camping. There is the continual worry of whether it's going to rain or not; there is the perplexity of who put the hatchet where; there are decisions to be made - where the tent is to be pitched, whose turn it is to get the dinner, how much line should be used for fishing, who should paddle stern tomorrow, and whether the portage is to the north or the south, and isn't the map wrong anyway. My own feeling is that a canoe trip is rather like conversion hysteria. We all know that a person with many anxieties is apt to develop bodily pains. When he once has these to worry about, his vaguer apprehensions tend to disappear and he feels better. It's



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## Going on a Camping Trip

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much more satisfactory to worry about something than about nothing. A canoe trip perhaps serves the same purpose, for when a person has to worry about how long to hydrate the dehydrated carrots, or how to keep a fire going in a pouring rain he is no longer able to contemplate the basic purpose of the universe or speculate introvertedly on the nature of his mental processes. A canoe trip is similar to a neurosis also because once one becomes addicted to either form of behaviour it is very difficult to become free from such addiction.

Of course, even camping has its few pleasurable moments. I recall, for example, one beautiful rainy Sunday morning. We had paddled all the previous day in the sweltering sun and the wind. We had stiffened our muscles on portages and by evening we pitched camp by an old hunting cabin embellished with a porcupine-chewed verandah. We are very democratic on canoe trips. We have even read a book on "Group Work" from which we were extremely glad to learn that by getting the campers to "participate co-operatively in a common cause" (that is, to work) we were not merely using a method to get the jobs done but were giving them the chance to "expand their personalities." It is certainly satisfactory to know that by having the youngsters, not the leaders, cook the meals, do the dishes, pack the canoes, their personalities are being expanded. Personally, as I sit back and watch them, I don't much care what is happening to mine - though it must be dreadful.

According to our democratic procedures we had drawn pieces of paper out of a hat to determine who did what tomorrow. This is a fair and just method. You write on bits of paper "Breakfast Cook," "Dinner Dishes," and so on, and everyone, including the leaders, draws. This is efficient, as it provides for all the jobs being done and if you happen not to like the task you have been allotted you can always exchange it with someone who didn't like hers either. Sometimes, however, we vary the method, and the "Breakfast Dishes" is simply assigned to the one who has a birthday in January, or all four grandparents living, or the most false teeth (this last is very hard on the counsellors and not to be encouraged!).

The duties having been thus carefully assigned, the morning appeared wet and thunderous. The campers were not stirring in their little pup tents. Flora and I, who had slept on the soft wood (how did it ever get the name of soft wood?) of the verandah lately inhabited by porcupines, were stirring considerably. As I looked at the ominous clouds and felt the gentle torrents of rain damping my early morning face I said authoritatively, "I will get the breakfast." This was very bad democratic practice. I had to think what will happen to the personalities of those dear children who were supposed to carry through the responsibilities which were legitimately theirs. They simply

*"It is certainly satisfactory to know that by having the youngsters, not the leaders, cook the meals, do the dishes, pack the canoes, their personalities are being expanded."*

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## Going on a Camping Trip

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*"It rained; it rained; it rained"*

*"Perhaps the real reason for going on trips is to experience the joy of coming home."*

*If you would like to obtain a copy of the book "Lights from a Thousand Campfires", contact the American Camping Association at Bradford Woods, 5000 Sate Road 67 North, Martinsville, Indiana 46151 - 7902*

slept. Flora, being a kindly soul and also suspecting I would ruin the food supplies, suggested that I should attempt only coffee and that we'd have some bread and jam. But I was in a bad temper and insisted that we would follow the complete menu or nothing. Hadn't I camped for years? No mere rain would deter me! So I started – prunes cooked the night before, oatmeal porridge with Klim, scrambled eggs and toast (not raw bread), and coffee.

It rained; it rained; it rained. The fire was almost as obstinate as I. The campers still slept on, which was a good thing, for when I am arguing with material things I argue in no subvocal terms. At one point I almost gave up. That was when the water from the heavens came into the eggs so quickly that the frying pan overflowed. I was glad to see the fire was less persistent than I. It gave up several times. I was very, very cross indeed - and then suddenly everything began to cook - beautifully. We woke the sleepy campers and we served them a hot breakfast in their beds and they congratulated us on our amazing achievement. And as I sat on the gnawed verandah drinking my second cup of coffee I began to feel very good indeed and I gave myself a subjective medal for my accomplishment. Then with sudden insight I realized why people go on camping trips. It is simply for the opportunity of scrambling eggs in the rain.

Then there was the time we had the birthday party. This was the day we came back from the canoe trip. Perhaps the real reason for going on trips is to experience the joy of coming home. Everything is so luxurious – the camp beds, meals at a table, ice-cold milk, fresh roasted meat, a week's accumulation of most exciting mail – all the things we have found we could do without, now restored to us. It was Dorothy's birthday – she was an English girl and she was seventeen. It had to be a surprise party, it just had to be. So, with skulduggery and intricate intrigue, plans were projected. Dorothy was taken off to explore the highest range. After seven days of canoe tripping she saw little sense in this and expressed a preference for reading a detective story. But she had to go.

It was a party based essentially on ideas. No corner grocery store, no cake and gift shop, only the forest, the lake shore, the camp store cupboard, and the group's ingenuity. Blankets were hung on the walls of the cabin. Sheets were used for a tablecloth, place cards were created of clam shells and gifts of birch bark, pipe cleaners, and old tin cans. A rare piece of fudge was made from sugar we had saved and food from chicken to camouflaged sodas provided a banquet reaching the acme of perfection. We toiled like stevedores to create it, and there it was at seven o'clock, complete with candles.

And there we were, ten of us in a little cabin, holding a celebration. The jokes were excellent, the signing lovely, the toasts filled with wit and epigram, the food delicious, the surprise complete. I remember that after the "banquet"

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## Going on a Camping Trip

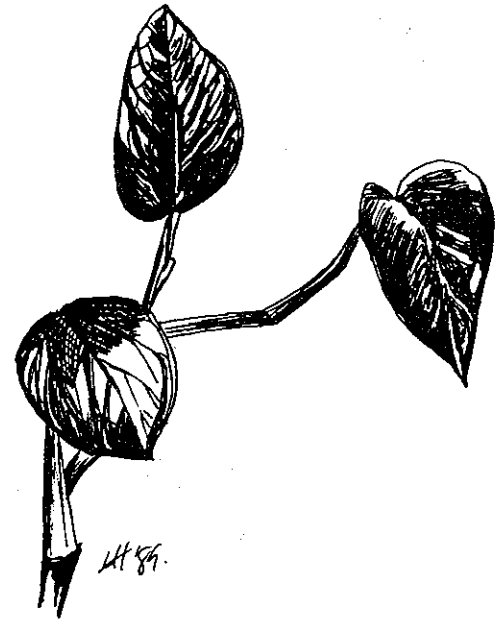
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Jane sang for us. Jane really can sing. Her voice is slightly better in a concert hall with a symphony than in our tiny cabin. But sing she did and even though our philistine Boston bull howled in holy protest for having his slumbers disturbed, never have any of us (excluding dog) enjoyed music more. We agreed that it was a most amazing party. And so it was, for it embodied the arts lost by modern civilization – the art of creating enthusiasm out of the commonplace, the art of having fun without becoming self-conscious, and the art of combining spontaneous ideas to achieve a group purpose. Perhaps this is why we go on camping trips.

As I write about canoe trips an oddly persistent memory keeps cropping up like a King Charles' head. It is a completely irrelevant memory containing neither humour nor moral. Yet it persists and I suppose I shall now be able to rid myself of it only by a process of catharsis, by letting it be expressed. From the time when on a crowded streetcar I began thinking of an article on "going on camping trips" I have had a recurring flashback of an August day.

We were paddling on Redstone Lake. It was about four in the afternoon, and all three canoes were gliding by a high rocky shore. It was brilliantly sunny and there was a soft southwest breeze. And one felt warm and tanned and utterly content. What happened? Nothing at all. I am not sure exactly where we had come from. I know we had a mile portage later on. But more than that I cannot remember; yet for four years, in all sorts of odd situations, I have recalled that lazy, sunny moment of an August afternoon. Does this explain the human's incomprehensible behaviour in going camping?

So why do human beings go camping? Surely these snapshots of scrambling eggs in the rain, of spontaneously creating a party, of feeling utterly content under an August sky, do not give us the answer. Or do they? For what are the great purposes of human living? Could they simply be the achieving of a goal in spite of adversity, participating in an enterprise that increases gaiety and enjoyment, and experiencing a sense of harmony between the world and oneself that resolves all conflicts and releases new springs of action? The achievement itself is never very great – it may be constructing a new philosophy or it may be scrambling eggs. Both, against the backdrop of the ages, are insignificant and will pass away. But it is not the achievement that matters but rather the achieving. Too in creating a party of good spirit, the gaiety and enjoyment are temporary. They are sparkles against the drab discontent of a bewildered world, but they are not illusions. They are of the stuff of which reality is made. The content of a sunny afternoon is no self-satisfaction. Rather it is a revelation of what life could be like were we not so anxious to be a-doing, to make an impression, to be a success, conceitedly to imagine that our peculiar ideas are the ones which will give the world its salvation – if the world would only listen. It may indeed be



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## Going on a Camping Trip

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*"Camp people often falsify the values and obscure the delights because we take them all too solemnly."*

that these camping values are after all both the ends of life and its means; but to find them we must necessarily leave the whirligig of our superimportant busynesses and take time to discover the essentials inherent in the everyday.

But one must not be too serious. Camp people often falsify the values and obscure the delights because we take them all too solemnly. "True humour," says Meredith, "is the ability to laugh at those things one loves, and still love them." Its value is that it allows us to see ourselves freed from self-centeredness. By such a perspective we are divested of our importance and our pomposity. At a glance we discover our insignificance and it is in the realization of insignificance that we find the beginning of true greatness.

But enough of such verbosity. Summer is here, the trees are a-leaving, the flowers a-blossoming, the eggs a-frying. Let's go camping.

*Dr. Mary L. Northway, M.A., PhD., D. Litt, was highly regarded for academic accomplishments. When Trent University granted her honorary degree in 1979, which was the International Year of the Child, it recognized her for her significant work in sociometry — the study of children's social development.*

*Her own "outdoor education" started at a very early age. She was the youngest camper when she went to Northway Lodge. But her real love for camping and the out-of-doors began at Glen Bernard. The first year of operation in 1922, was the beginning of a close association with the inspirational Mary S. Edgar. Canoe tripping initiated her interest in Canadian history, when she tripped following Champlain's route on the Mattawa River in 1927.*

*As programme director at Glen Bernard Camp, 1931-39, she took every opportunity to arouse the interest of her campers and teach them to be knowledgeable of the out-of-doors. Her friend, Flora Morrison, was an authentic naturalist and shared her knowledge with Dr. Northway. Together they operated a canoe-trip training camp, 1941-1950, in Haliburton. "Windy Pine" was unique in its concept of enrolling only girls and having a completely female staff.*

*During all her camping years, and after, she was actively involved in the Ontario Camping Association. In 1968 she was made an Honourary Life Member. The papers which she gave at the annual conferences are in the Trent University Archives. The Canadian and American Camping Magazines were enriched by her academic and often humorous articles.*

*The O.C.A. Archives Committee was chaired by her in 1956 and resulted in the O.C.A. Archives being housed at Trent University, where they*

now are a unique reference for students of *Camping and Outdoor Education* research.

In 1940, Dr. Northway edited a book *Charting the Counselor's Course*. "To the boys and girls who go to camp, camping means days of fun, new adventures, sparkling sunlight on blue water, thrilling trips to unknown lakes and mountains, and friends with whom new experiences may be shared.....the guided development of the child through an interesting and enriched environment."

A second book, *The Camp Counselor's Book*, co-edited by Dr. Northway and Barry G. Lowes, gives Barry the last word in the Introduction. "There are many hands to help you. Beware, though, for camp is an infectious disease, and once you catch it, it will be in your blood for life!"

On my birthday in 1927, my friend Mary gave me a scrap book with representative poems of her favourite authors: Rupert Brook, Kipling, A.E. (George Russell), Robert Louis Stevenson, W.E. Hanley, Noyes, Shelley, Mary S. Edgar.

And with Miss Edgar's poem, "My Road", I happily end this presentation because it is what Mary L. Northway was all about:

"I will follow the upward road today  
I will keep my face to the light.  
I will think high thoughts as I go my way  
I will do what I know is right.  
I will watch for the flowers by the side of the road  
I will laugh, and love, and be strong.  
I will try to lighten another's load  
This day as I fare along."

- July 1, 1989

Adèle Ebbs was Director of Camp Wapomeo and daughter of Taylor Stat-  
ten.



# Lyme Disease: A Challenge for Outdoor Educators

By Mark Whitcombe

*The Bugs are out there, always have been, always will be. Outsmart them and have an interesting time doing it.\**

## Lyme Disease in Ontario

There have been 34 cases of Lyme Disease reported in Ontario since the disease was made a reportable disease in November, 1988.\* In addition, another 67 possible cases of this new disease in Ontario are under investigation. These cases have occurred widely over the province, probably as a result of a mobile population. There are possible clusters of cases in the northwest part of the province and in the extreme southwest along the northern shore of Lake Erie. There have also been cases of Lyme Disease confirmed from Quebec and Alberta.

Studies have shown that there is a significantly increased risk of contracting Lyme Disease associated with exposure to more than 30 hours per week to outdoor conditions in endemic areas. As this disease spreads into Ontario, we as outdoor educators will be exposing ourselves as well as the children we work with to this potentially serious disease.

While Lyme Disease can be serious, it is important to know that if diagnosed early enough, the disease is treatable. As outdoor educators, we must learn about Lyme Disease so that we can be pro-active in our response to this potentially serious new problem.

## Lyme Disease: The History

In the early 1970's, a mother in Old Lyme, Connecticut reported to health officials an unusually high number of cases of "juvenile rheumatoid arthritis." Careful epidemiological work uncovered that adults were affected as well as children; the disease occurred only in summer and early fall; and some patients reported that a peculiar rash preceded the joint symptoms. The affliction was related to the bite of a hitherto little known small tick called the deer tick, *Ixodes dammini*. Eventually it was discovered in 1982 that the cause was a spirochaete bacterium called *Borrelia burgdorferi*.

Interestingly, this was not the first report of this disease. In 1909 a Swedish doctor described a red bulls-eye rash in response to the bite of a related tick. No arthritic complications were described. This has since been confirmed to be the same disease.

## The Deer Tick

Studying a previously little known tick means that all the details of its life cycle and ecology have to be worked out. Eggs are deposited in leaf litter in the spring and the millimetre-sized six-legged larval stage emerges a few weeks later. These small forms feed only once each, primarily on the white-footed deer mouse, before resting over the winter. Because they have not bitten anything else, and have therefore not acquired the bacterium, they do not transmit Lyme disease should they in fact bite a human. Larvae do not represent a threat to humans.

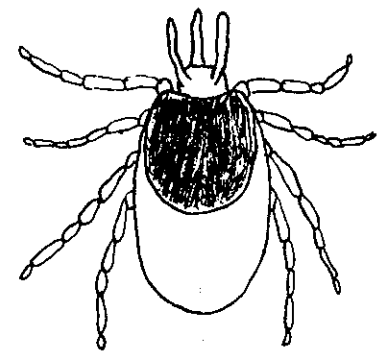
In the second spring, the larvae molt to become eight-legged nymphs about two millimetres in size. Nymphs feed only once, most often in the spring and early summer. A nymph may attach for four days during its leisurely feeding session. They attack a wide variety of vertebrates, birds and mammals included. Any larva that has picked up the spirochaete from its first host is now capable of transmitting the disease to a human should one become the chosen host. Thus the spirochaete has its first chance to be transmitted to humans at the end of this second meal.

The eight-legged adults molt from the nymphs at the end of the second summer. They are two to three millimetres long, with a dark head region and a reddish-orange body that is quite flattened. Think of the size of a small sesame seed and you will have some idea of what to look for. The emerging adults seek larger mammals, primarily white-tailed deer, hence the name deer tick. However, the adult tick may feed on a variety of domestic animals, cats, dogs, horses and cows included. The blood meal may last up to seven days. It is primarily during this feeding time that the adults mate, usually while on the deer. The males then die, while the female gestate during the winter before laying their eggs in the spring.

The vast portion of the tick's life is spent either waiting on vegetation for the passing smell of carbon dioxide or possibly butyric acid from sweat to trigger them to launch off onto a potential host, or lying in litter on the ground transforming into the next stage. Their major danger other than not finding a host and therefore starving is simply drying out while they hang motionless on vegetation waiting for a host to pass by. Once on a host, they may move around slowly for up to three hours before feeding.

One of the complicating factors in dealing with the deer tick is the sheer catholicity of its food tastes—mammals or birds of what seems to be almost any kind. It is not as the name implies reliant only on deer. The white-footed deer mouse is the most important host, but other small mammals including voles, skunks and raccoons are also important reservoirs of the spirochaete.

Deer tick populations may be very high in localized areas. Some detailed studies have shown concentrations of up to two nymphs per square



*Ixodes dammini*

adult ♀ (x20)



(W. after LeMonnier)

-body is orange-brown and flattened  
with black spot near head

*"One of the complicating factors... is the sheer catholicity of its food tastes..."*

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## Lyme Disease

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*"...many people are bitten right in their own backyards, especially if the yards are fashionably wooded."*

metre in wooded areas near New York City. They may also occur in well-maintained lawns, with up to one tick per square metre present. As a result, many people are bitten right in their own backyards, especially if the yards are fashionably wooded.

The deer tick also carries and transmits to humans a rare malaria-like disease called babesiosis, which is caused by a protozoan called *Babesia microti*. This particular disease has not shown up in Ontario.

The deer tick has a high tolerance of tick for cold and severe winters as illustrated by its distribution through Wisconsin and Michigan. They spread, among other ways, by hitchhiking on migrating birds, thereby accounting for what may be its rapid spread. The tick and the disease are now reported in almost every one of the lower states. In some areas there is a high level of endemic Lyme Disease, such as southern New York State, where 5,000 cases have been reported this year alone. Across North America, a total of seven different species of tick may be involved in the spread of the disease.

In Ontario, the only known population of deer ticks is on Long Point in the southwest.\* This population has been known since 1973. For the past five years, Ministry of Natural Resources field staff have been requested to watch for deer ticks across Ontario. None have been reported other than from Long Point. Ticks of all kinds are generally uncommon in southern Ontario, though there are high populations of various other species of tick in the northwest part of the province.

### The Spirochaete

The *Borrelia* spirochaete is a bacterium that is related distantly to the spirochaete that causes syphilis, and like syphilis, Lyme Disease has many varied manifestations. Unfortunately for the control of the Lyme Disease, spirochaetes are a medically difficult group to deal with. Despite being slow-growing as far as bacteria are concerned, they are awkward but not certainly not impossible to treat with antibiotics. Developing vaccines against spirochaetes seems to be extremely difficult—witness the lack of suitable controls against syphilis, despite the major public health impact of that particular disease.

The infection rates of ticks by the spirochaete can be very high. An average of 25% of deer ticks in some areas of the eastern United States are infected with *Borrelia*.

There is some possibility that *Borrelia* may be spread by arthropod vectors other than just *Ixodes dammini*. It has been shown that various other ticks, including the dog tick, *Dermacentor variabilis*, as well as horseflies, deer flies and mosquitoes can carry the Lyme Disease bacteria. There is no solid evidence yet that these arthropods can successfully transmit the disease to humans. However, one theory explaining the low level but widespread



occurrence of Lyme Disease throughout Ontario, both in humans and in wildlife, is that some of these other vectors may be involved.

## The Disease: Signs and Symptoms

The first sign of illness is a red "pimple" at the bite site. This may be any place on the body—legs, arms, trunk, groin, armpits, and all hairy areas. Extending outwards from bite site can be a circumscribed area of redness, five to seven centimetres in diameter, which may expand to the size of a dinner plate. The rash may appear several days to weeks after being bitten by the tick. This rash is the classic sign of the illness, but only about 60% of patients show this reaction. This is yet another of the confusing details associated with this disease, which has been called "The Great Imitator." In fact many people who test positive for the disease do not recall ever being bitten by the tick.

Following the appearance of a red sore, flu-like symptoms occur—malaise, fatigue, headache, chills and fever—that persist beyond the usual three to five days. Muscle weakness, stiff neck, stiff muscles, sore throat and enlarged lymph nodes may also occur. Some cases of Lyme Disease get initially treated as a form of meningitis—more imitating! The patient is sick and does not recover. Neurological problems can arise, as can cardiac problems that may require the implantation of a pacemaker.

Thus the first stage of the disease is the rash. The second stage is the fever, possibly leading to meningitis-like symptoms and cardiac problems. The third stage of the disease is the crippling Lyme Disease arthritis. Major joints, especially knees, are affected with pain and swelling.

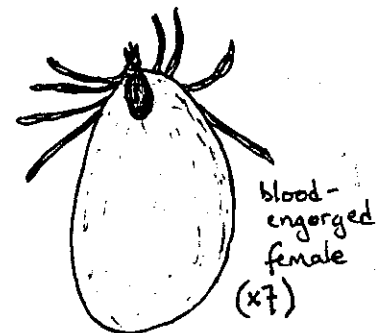
There is much variation in the progression of the disease. Many people are not aware of having been bitten by the tick. Only 60% of patients show the classic red migrating rash. Meningitis-like symptoms or cardiac problems may occasionally be the first noticeable symptoms. Or symptoms may show in a different order than outlined above. This confusing presentation of the disease makes for great difficulty in making a proper diagnosis.

This is in fact one of the problems we are going to face in Ontario as Lyme Disease spreads into our province. Elsewhere, while medical practitioners have been learning how to clinically diagnose the disease, there seems to be a few years when many wrong or late diagnoses are made.

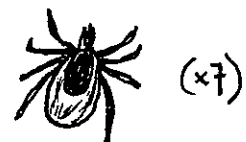
To make a conclusive diagnosis, there are a variety of specialized blood tests based on the response of the immune system to the bacteria. New simpler and more reliable tests are being developed constantly.

To finally complicate the situation, the various courses of the disease can recur, despite there being no reinfection by a second tick bite.

*"...many people who test positive for the disease do not recall ever being bitten by the tick."*



Deer Tick



unengorged female

MW

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## Lyme Disease

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### Treatment

One of the positive features of Lyme Disease is that antibiotic treatment usually works effectively, often surprisingly well even in cases of late diagnosis and advanced cases. The recommended treatment in Ontario is tetracycline for adults and penicillin or erythromycin for children and pregnant women. New antibiotic therapies are being worked out. The major problem remains prompt diagnosis.

It would be reassuring to expect future developments such as a vaccine. While an anti-Lyme vaccine is within a year of production for dogs, no such outlook exists for human vaccines.

### Tick Control

Overall prevention is aimed at control of the tick vector, as well as at avoiding contact with whatever ticks may exist in the environment. It is unfortunate that the tick is called the deer tick, because that implies that the deer is somehow central to the tick. Control of the tick population through controlling the deer population isn't very effective. The deer must be essentially eradicated from a large area to put even a minor dent in the tick population. Because of the catholicity of tastes of the tick, other large mammals will suffice for the adults to feed and mate on.

More effective seems to be controlling the tick population indirectly by either removing mouse habitat, or by seeking to control the ticks as they come in contact with the mouse. Various tests have been done in making permethrin-soaked cotton batten available as a nesting material for mice. Permethrin is an effective acaricide. Cotton batten that has been impregnated with permethrin is put out in small tubes the size of toilet tissue tubes every ten metres throughout the mouse habitat. The mice gather the nesting material, and the permethrin kills what ticks are on the mice. The drawback to this technique is that this treatment must be repeated twice each year at the peak of tick activity—spring for the nymphs, and fall for the adults. It is very expensive to cover even a moderate area, and to achieve good control large contiguous areas must be treated, as the ticks can get carried over considerable distances especially by bigger or more active hosts.

Some potential exists for the use of tiny chalcid parasitic wasps from Europe to control the tick population. Work is just beginning on this means of biological control.

### Suggested Preventative Measures

The cheapest and most effective control measure available to the individual is controlling contact with the tick. Obviously, we could put our heads "under the blanket" and refuse to go outside. But this isn't tenable for outdoor educators!

*"...we could put our heads  
"under the blanket" and  
refuse to go outside."*

Reasonable precautions that each individual can take include:

Firstly, appropriate clothing should ideally be worn. That means clothing that serves two purposes. Tick-proof clothing should keep ticks from getting onto the body, which means having tight wrists, necks, and ankles. Hats must not be overlooked, particularly in the fall when the adult ticks climb higher up the vegetation to stand an increased chance of attacking a larger animal.

Secondly, clothing should be light-coloured so that any ticks that do get onto the clothing are easily observed.

When walking along paths, avoid unnecessary contact with overhanging vegetation so as to minimize the chance of ticks landing on you.

Do a tick check at least every three hours. This means a thorough search of the whole person, clothes and skin and hair. Some sources advise looking for new or "moving" freckles.

Repellents and acaricides offer additional protection. Most effective is any preparation that contains "DEET", diethyltoluamide. These should be sprayed (better coverage than liquids, but please use a pump spray!) on critical areas, such as shoes, socks, hats and sleeves. Products with more than 50% DEET should not be applied to the skin of children. There are some products that contain permethrin, which is a synthetic analogue of the pyrethrins from chrysanthemums. It is also an acaricide that kills ticks. However it is licensed for application on clothing, not for skin. Be careful if you use permethrin. If you do find a tick already with its head embedded in flesh, you should remove it carefully. Use a pair of sharp-pointed tweezers and sterilize them with an alcohol swab. Do not first kill the tick by any of the various out-of-date heat or suffocation methods. Grasp the tick as close to the skin as possible and gently pull it out. Remember that you are pulling against backward-pointing barbs on the ticks mouthparts—slowly and gently does it. Try not to break off the tick's head. Get everything out carefully. Disinfect the skin, the tweezers, and your hands. Preserve the tick in some alcohol for proper identification. If you develop any rash, flu-like illness or any other symptoms in the weeks or months following a tick bite, see your physician promptly.

As outdoor educators, we may have to insist that these precautions be taken every time we take students out the classroom door. Our colleagues in parts of the States where Lyme Disease is endemic are following these steps already. As outdoor educators responsible for the safety of children as well as our own safety, we are going to have to make decisions such as if and when to institute such policies.

### Veterinary Considerations

Lyme Disease affects dogs and cats and livestock in ways that are

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## Lyme Disease

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similar to the way in which it affects humans. Cats seem more resistant to *Borrelia* than dogs. For all hairy animals, it is very difficult to spot such small ticks. And the classic red rash is almost unnoticeable on hairy mammals. There is a vaccine for dogs being developed that is reported to be reaching the market next year.

Ensuring that pets avoid deer ticks requires precautions similar to those required for humans. The pet owner must also be aware of the potential for a tick to hitchhike into the home on the pet, drop off and eventually find a human host.

### **The Impact of Lyme Disease on Outdoor Education**

The impact of Lyme Disease on outdoor education is potentially serious. Just as AIDS has had dramatic effects on public morality and private sexual conduct, so too could Lyme disease have a major effect on people's relationships with nature and the out-of-doors. Think of the manner in which Lyme Disease behaves. It affects people where they live and where they enjoy recreation. It affects children as well as adults. It affects the public more indiscriminately than AIDS. In fact, it affects people enjoying some of the seemingly finer things of life: nature and recreation outdoors.

I think that as concern about Lyme disease builds, the basic character of the public's attitude about nature may change. Whereas there is now a considerable feeling of "escaping to the beauty and harmony of nature", there could well be a shift towards the outdoors as a dangerous place to be, resulting in a lowered and less important position of nature in the panoply of public values. Indiscriminate spraying of recreational areas to "control" ticks; an emphasis on the more manicured look for parks; a reluctance to stray off the beaten path; a distaste of touching or handling natural things...all these changes in attitude, subtle though they be, could have significant impact on our profession.

### **Rabies, Poison Ivy and Other Examples of the Dangers of Nature**

In Ontario, we have witnessed what could perhaps be an example of this change in public values. We have the unhappy distinction of having the highest reported incidence of rabies in the world over the last few years. Concern over the possibilities of a rabies attack has been noticeably higher this year among the parents sending children to the outdoor education centre I work at. We have had to be thorough and careful in dealing with the issue of rabies both with the children and with their parents. We have developed ways of bringing up the issue, and of presenting plain understandable information about the disease, how to recognize it, how to respond, and ways of setting rabies in the context of other potential dangers in the world of the children.

*"Lyme disease (could) have a major effect on people's relationships with nature and the out-of-doors."*

How do we act with respect to poison ivy? Is there any sort of paradigm here? This is a much simpler system, with only one species involved. Poison ivy doesn't kill, though extreme cases can be serious for the short term. Relatively little control of the organism is ever done, other than in the most blatant instances. The general reaction is to leave it alone and to rely on education of the clientele. Poison ivy is treated as an integral part of nature, one that must be learned about, respected and then left alone.

Lyme Disease is very different than poison ivy. In terms of the seriousness of the condition, of the complexity of the biology and of the ecology, Lyme Disease is far more difficult to deal with. Yet we will have to learn to live alongside of Lyme Disease, just as we have learned to deal with poison ivy. A major role we have to play as outdoor educators is to educate the public about Lyme Disease and to strive to present a balanced informed and reasonable outlook on what could otherwise become a cause of a great deal of hysteria.

There are other models for a reasoned and non-hysterical approach to Lyme Disease. Think of Giardia, Rocky Mountain Spotted Fever, or Q-fever.

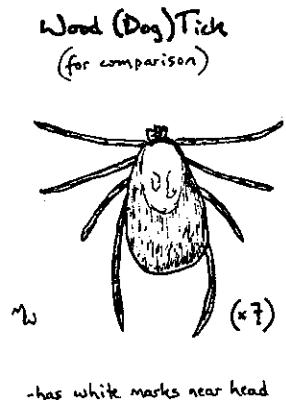
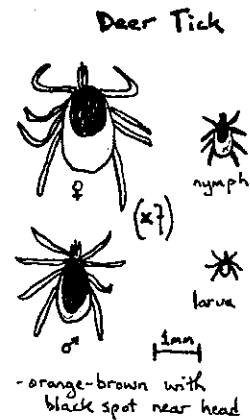
*"The Bugs are out there, always have been, always will be. Outsmart them and have an interesting time doing it."*

*-Julius Kowalski*

## What can be done?

There is an obvious need for outdoor educators to be in the know about Lyme Disease as it spreads into Ontario. In this, we must be ahead of the public, taking a pro-active stance, and perhaps as important in this world of public relations, we must be seen to be pro-active. We need to be aware of the details of the disease. That requires a concerted effort by outdoor educators to share information and strategies as they become available. It will come to mean taking direct preventative measures each time we go outside. This will mean following the standard suggestions for dressing in light-coloured clothing that protects tightly around openings, using repellents and insecticides and carefully checking.

Some difficult but important questions need to be answered. What do we say as we build Lyme Disease into our "environmental briefings"? Does the recommended use of insecticides mean dosing each student before going out? What level of insecticide should be used? Does each Centre pay for this, or do the clientele provide their own? What "natural" or less potentially harmful methods are available? Around dorms and other high-traffic areas, should we be using the insecticide-impregnated cotton batten to control the tick population on the existing mice? What about small-mammal control in high-traffic areas?



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# Lyme Disease

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Public education, of both our clientele and the wider public is going to be important. There are many misconceptions about the biology and the ecology of the organisms involved. The potential hysteria needs to be calmed by careful and direct action.

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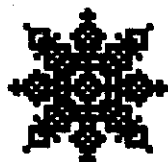
**Location :** Leslie Frost Natural Resources Centre, Dorset, Ontario

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Please fill out a separate registration form for each participant.

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# On The Land

## Environmental Update

W.A. Andrews  
Faculty of Education  
University of Toronto

### Paying Your Way in the Environment

Most of you will likely agree that you owe a great deal to the environment that has provided you with solitude, scenic beauty, white-water thrills, campsites, and endless other gifts and opportunities. And most of you likely attempt to repay that debt by making donations to a wide variety of organizations and causes which fight seemingly endless battles against increasingly innovative and destructive assaults on the environment. Words are no longer sufficient; money is desperately needed. Recently a new way to contribute money to the environment has evolved which may be of interest to you:

About a year ago the Outdoor Industry Conservation Alliance (OICA) was formed in the United States. Its only goal is to preserve the environment by pooling the financial resources of companies involved in the outdoor industry. Each company that joins OICA must pay \$10,000 minimum annual dues which is then used to support environment protection and enhancement projects. OICA was formed largely on the initiative of four companies: Patagonia, North Face, Recreational Equipment Incorporated, and Kely.

Many other companies, including *Backpacker* magazine, have subsequently joined the association.

In Canada, Mountain Equipment Co-op allocates a proportion of its annual gross sales to a fund that is used to support environmental projects. In 1988 this fund topped \$30,000. A few other Canadian companies also make donations to environmental causes. To the best of my knowledge, no association of outdoor suppliers has yet been formed in Canada.

What does this mean to us? I personally am delighted that the outdoor industry is beginning to recognize that it's time to begin repaying our debt to the planet. Though cynics may argue that outdoor companies are doing this for publicity, it has been my observation that the owners and operators of outdoor companies are, like us, concerned and responsible users of the environment. May I, therefore, make a suggestion? When you go shopping for your new tent, canoe, skis, backpack, hiking boots, or other outdoor equipment or supplies, ask if the supplier financially supports environmental projects as an official company policy. Then use the answer you get in the making of your purchasing decision. Clearly money is needed to fight environmental causes, and this is one relatively painless way to help

provide that money while, at the same time, encouraging corporate responsibility for the environment.

### Hiking Trail in Polar Bear Provincial Park

The Ontario Ministry of Natural Resources is currently considering the construction of a 120 km hiking trail in Polar Bear Provincial Park across the tundra to James Bay and then north along the beach ridges to Cape Henrietta Maria. While many of us who enjoy backpacking welcome new trails like this, environmental factors must be considered. This area represents the southernmost limit of the true arctic and its integrity as an ecosystem could get damaged by the invasion of human activities. Tundra soils are very fragile and can be easily destroyed if compaction initiates a process called thermokarst. Also, polar bears and many other arctic animals cross the area in which the trail is to be constructed. How will the presence of humans affect this wildlife?

The park superintendent says that, if the trail is built, a quota of less than 100 backpackers per year will be assigned. If you wish further information or if you want to become involved in the decision-making process, contact: The Superintendent  
Polar Bear Provincial Park  
Ontario Ministry of Natural Resources  
Moosonee, Ontario  
POL 1Y0



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## Ontario's Official Bird

The Common Loon became the official bird of Ontario last fall. A total of 5,195 children aged 9 to 11 responded to a government challenge to name an official bird and give a one-paragraph rationale. Of that number, over 1,000 named the Common Loon as their choice. The winning entry was Matthew Conroy from Lively. If he was a student of a COEO member, we would like to know. Now, if the government would pick the timber wolf as our official mammal, I'd feel even more comfortable about the future of wilderness in Ontario.

## Substitutes for CFCs

All of you, I suspect, are familiar with the destructive effects of chlorofluorocarbons (CFCs) on the ozone layer. I reported on these chemicals in Volume 1, Number 1 of *Pathways* (January 1989 issue). One of the most harmful CFCs is CFC-113 which is used as a cleaner in the electronics industry. About 20% of the CFC-113 that escapes into the air comes from this use. Now a Florida company, PetroFerm, has developed a substitute it calls BioAct EC-7 as a by-product of the citrus juice industry. This chemical, which was developed from oils pressed from the peels of citrus fruits, is an effective substitute for CFC-113. The telephone company AT & T now uses this

cleaner, and many other large electronic companies are expected to begin using it shortly.

The other major contributor of CFCs to the atmosphere is air conditioners. CFC-12 is the particular refrigerant used in vehicle air conditioners. Automobile air conditioners are notorious for springing leaks and many service stations thoughtlessly release CFC-12 into the air when they repair these leaks. Yet CFC-12 can be recycled and, in fact, some major service centres are already equipped to do just that. Should you have an air conditioner in your car and should it require servicing, seek out a service centre that recycles CFC-12.

I'm always amazed that solutions like these come so quickly, but I am continually disappointed at how slowly society moves towards the solution of an environmental problem even after acceptable alternatives have been developed. In this case, Canada, the United States, and the European Economic community have vowed to cut output of CFCs by 50% before 1998 and to eliminate the most harmful CFCs by the year 2000. Part of our life support system is being systematically destroyed by CFCs. The nature of the problem and its causes are well-known. Alternatives are available (like no air conditioners in Canadian cars until an equiva-

lent refrigerant is found). Yet we allow 10 years to phase out "the most harmful" CFCs. Why?



# Explorations

## Reflections on Current Research

### Belling The Cat

By Bert Horwood

One time, the mice gathered to find better ways to escape their enemy, the Cat. They discovered that the Cat succeeded because of its quiet way of hunting. Clearly, if a small bell were tied around the Cat's neck, mice would have early warning of danger. The next problem was, who would bell the Cat?

Some kinds of investigation give practical solution to a problem. Other kinds yield information and insights which raise more problems. This article tells the story of research into outdoor education curriculum which raises a "bell the cat" type of question. The question is critically important for the future. The answers are in our hands to create.

In the early 1980s, James Raffan studied the life work of two teachers in two outdoor education centres. He used well-established methods, primarily from the field of anthropology, to develop vivid pictures of the teachers' work. Emerging from the myriad of detail was a nagging problem which he called a dilemma. There was evidence of two competing curricula to which the teachers owed loyalty. One, the "indoor" curriculum, is the standard curriculum of the school system. This implies a set of facts which pupils are expected to acquire as a result of an

activity. For example, the indoor curriculum includes information about the ways animals observed in a pond obtain oxygen. The other, the "outdoor" curriculum, includes personal and social content, valued by outdoor educators but not mentioned in the formal curriculum. The outdoor curriculum, for example, includes developing cooperation and problem-solving within groups.

The problem for the teachers, as Raffan observed it, was that the indoor curriculum had official sanction. But the outdoor curriculum was highly valued at personal and professional levels by the teachers. It was difficult in practice to honour both; the teachers often had to manage to work between the horns of a dilemma, satisfying neither demand. The validity of this picture is supported by student teachers, in a wide variety of outdoor education settings, who report the stress and difficulty of trying to balance conflicting expectations. The picture is also supported by its mirror image. There are outdoor schools where the indoor/outdoor dilemma has been deliberately avoided by making the outdoor curriculum explicit.

Recent research in Australia has helped to show the inadequacy of the indoor curriculum in environmental education. Neil Gough has written a striking account of an innovative curriculum which is

identical with the kind of thing Raffan called "outdoor" and which many outdoor educators tacitly favour. It is exciting that the outdoor curriculum is emerging from its cocoon, not only in Ontario, but in other parts of the world.

Raffan's work implies that outdoor teachers have a hidden curriculum which needs to be uncovered. Gough's work forces us to identify the most important things for our students to know. For him, knowledge includes knowing how to feel, to sense, to think, to be. Social interactions, political power, healthy lifestyles and good straight thinking are legitimate parts of the new look in curriculum for environmental education. A radical new sense of environmental awareness and identity is required. If the research is right, then the emerging curriculum goes far beyond subject boundaries and influences all aspects of school life.

As Milt MacLaren showed at the 1988 COEO Conference, help wanted ads in any newspaper reveal the qualities most desired by employers. Those qualities, like initiative, enthusiasm, responsibility, cooperation and problem-solving are the intents of the outdoor curriculum.

The new challenge raised by these insights is what to do about it. Who will make the fundamental curriculum changes indicated?

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How? When? Who will tie a bell around the neck of the curriculum Cat? Aesop's fable never tells us what the mice did. It ends by observing that it is easy to propose impossible solutions. Can we do better?

### Further Reading

Gough, N. (1987). "Learning with environments: Towards an ecological paradigm for education." In I. Robottom (Ed.), *Environmental education: Practice and possibility*. Deakin, Australia. Deakin University Press.

Raffan, J. (1983). *Theory and practice in outdoor teaching: The indoor/outdoor*

dilemma. Unpublished master's thesis. Queen's University at Kingston, Ontario

*Bert Horwood teaches outdoor and experiential education at Queen's University. He welcomes ideas and contributions from Pathways readers to the Explorations column. Write him at the Faculty of Education, Queen's, Kingston, Ontario, K7L 3N6.*

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## Tracking

### A PROPOSAL FOR SIX FILMS ON THE NIAGARA EXCARPMENT

#### *The Niagara Escarpment Film Series*

The Ontario Heritage Foundation and T.V. Ontario accepted a proposal for the production of six films on the Niagara Escarpment. The project is a joint effort of four C.O.E.O. old timers – Alice Casselman, Jean Wansborough, Dorothy Walter and Ralph Ingleton.

The Ontario Heritage Foundation gave seed money for the project and is supporting the actual production of the first film. It is expected that production will begin this year. Also planned is a series of short educational videos for school use.

Dr. Walter Tovell and Rodger Chittenden have generously given their assistance to some of the technical content of the series.

The provincial government has

offered to seek corporate sponsorship for the series.

Alice Casselman and her group are now in the process of developing proposals for two other series for educational television.

- Ralph Ingleton

### POSITIONS AVAILABLE

Due to recent expansion, the Mansfield Outdoor Centre is looking for a full-time outdoor education instructor, including cross-country skiing ability. Salary range \$325 to \$350/ week with low-cost accommodation available.

We are also looking for a live-in person (or a couple) to assume responsibilities in cooking, maintenance, cleaning and more for our outdoor education centre/summer camp.

Call (705) 435-4479 or write Mansfield Outdoor Centre, Mansfield, Ontario, L0N 1M0.

### DESIGN CONTEST

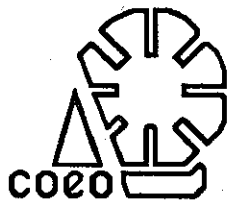
#### *Prizes from Trail Head and Mountain Equipment Co-op!*

Dear COEO Friends:

We are actively searching for a new T-shirt design. Animals seem to be successful subjects but you may have a better idea. We are also searching for a new slogan. Designs do not include slogans but if you wish to include an appropriate one, please do!

Deadline for designs is October 25, 1989. Submit to Kathy Kay, c/o Forest Valley O.E.C., 60 Blue Forest Dr., North York, Ont. M3H 4W5.

The winning design will be presented in the subsequent Pathways.



PROFESSIONAL DEVELOPMENT  
GRADUATE COURSE IN OUTDOOR EDUCATION

**CIOE 524: TEACHING ENVIRONMENTAL ETHICS**

**INSTRUCTOR - Dr. CLIFF KNAPP**

Saturday and Sunday, MARCH 24 - 25, 1990, 9:00 - 4:00  
Saturday and Sunday, APRIL 28 - 29, 9:00 - 4:00  
Saturday and Sunday, MAY 26 - 27, 9:00 - 4:00  
Saturday and Sunday, JUNE 8 - 10, (at Sheldon Centre for Outdoor Education)

Location: Toronto area      Fee: \$325.00

Do you want to help your students think globally and act locally in dealing with environmental issues and values? This course is designed to provide teachers and other youth leaders with strategies for approaching the teaching of environmental ethics both indoors and outdoors. The course goals include the development of attitudes, skills, and knowledge necessary for implementing this important topic into camp, nature centre and school programme.

The following content will be included:

1. Defining key terms such as ethics, values, attitudes and moral education.
2. Various approaches to environmental values education.
3. Research findings in environmental ethics and values.
4. Teaching resources and model curricular programmes.
5. Environmental issues analysis and decision-making processes.
6. Developing activities and lessons for indoor and outdoor settings.
7. Expanding a personal environmental code of ethics.
8. Problems in implementing environmental ethics lessons.

Course activities include lectures, discussions, debates, role playing, films, slides, audio and video tapes, demonstrations, and large and small group projects. On the weekend of June 8-10, we will meet at Sheldon Centre for Outdoor Education near Alliston. There will be no formal programme on Friday night, but people are welcome to arrive after supper and stay over. We will begin promptly at 9:00 a.m. on Saturday and extend into the evening. Everyone is encouraged to be in residence. There will be a modest additional charge for room and board.

In order to receive graduate credit, students must have been accepted by the Graduate School as either graduate students or students-at-large.

Please enroll me in COURSE CIOE 524, **TEACHING ENVIRONMENTAL ETHICS** I enclose a deposit of \$50. (made out to COEO) to reserve a place.

NAME: \_\_\_\_\_ TELE.: h \_\_\_\_\_ w \_\_\_\_\_

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

Please return to: Mark Whitcombe, 34 Blind Line, Orangeville, L9W 3A5  
h.(519) 941-9966    messages (416) 465-4631

Plan to attend all sessions. Please be sure the weekend dates are open and that you have no conflicts before you register.

"The Ministry of Colleges and Universities does not endorse this programme of studies or certify that it meets Ontario University standards. The programme of study being offered in Ontario is equivalent to the programme being offered by the institution in its home jurisdiction. In addition, the Ministry of Colleges and Universities 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."

# Reading the Trail

## Books, Films & Reviews

### Protect Yourself from Lyme Disease

Benzaia, Diana. *Protect Yourself from Lyme Disease*. New York: Dell, 1989.

This is one of the most disturbing books I have read from several standpoints. Personally, with such serious illness possible, do I really want to willingly place myself in such real danger? Does this weaken my personal and professional desires to be an outdoor educator? And secondly, as a profession, will this have an analogous effect on the public's relationship to nature as has AIDS on the sexual behaviour of the public?

Despite its impact, this book of 118 pages is a disappointment in many ways. The whole visual presentation of the book is poor. There is a great deal of material that is missing, or in being presented so verbally, suffers from inadequate presentation. For instance, there are no maps. Very little geographic information is given, other than the naming of the states. For the purposes of identification, only two poor photographs are included, in which the ticks are so poorly shown as to render the photographs useless. There is only one verbal comparison of the deer tick with other ticks; no drawings are

included. A dichotomous key would have been useful, though any of various other alternatives to help with the all-important identification would be suffice.

There is much in the way of medical bragging and rattling of qualifications. A great deal of medical jargon is used concerning signs and symptoms. Some seems to be used as a distancing weapon, with the implicit message of "leave it with the doctor." The level of medical information contrasts with the relatively low level of biological information provided.

These carpings aside, this is a timely and important book. For the general public, with the devel-

oping concern—almost hysteria—this book contains some very useful information. For outdoor educators, who will increasingly have to deal with this developing concern of the public, this book pulls together the topic together into one source. Certain elements are done very well. There are many disquieting stories. There are many disturbing details. And there is enough information of sufficiently detailed nature to be useful in coping with what seems to be a major problem associated with Lyme disease: the relative lack of knowledge within the medical profession, especially in areas where the disease is only beginning to encroach.

- Mark Whitcombe



# Prospect Point

## Opinions, Ideas, Reflections

### A Short Story: A Kid's View

By Andrea Graham

Yeah...well. I don't know why I always liked the outdoors, I just did, you know? It was great to run around where there was no fence telling you where you could and couldn't go...And, sometimes, if you were lucky, you saw a tail or something in the corner of your eye...But nobody told me to go outside, nobody ever said it was important.

See, they kept telling us that all the important stuff in life was what you learned in the brick building in that classroom with four walls, one door and two windows that faced another building...And then all they ever talked about was "important stuff", you know, how things are supposed to be in the world, how to do math, how to make great things whether you need them or not.

Then we had summer vacation and that was neat because nobody cared what you did because summer wasn't "important"...Sometimes I would go to this camp up north, I guess because I got into too much trouble when I was in the city with nothing "important" to do...But, it was neat because we played games and had tuck every night and then slept outside.

When I got older, I went to this other camp and we would go on these canoe trips where you pack all your clothes and sleeping bag in one little pack and you would go for ten days and not see a car or store or anything...Once when we hiked to this big lake, someone said it was a dead lake and it was so weird because all around the shoreline were dead trees and in the lake there was not one fish, not one plant, nothing except bare rock and the water. It was a turquoise blue colour, like a swimming pool in the middle of the bush, but nobody really knew how it got there. Then somebody said something about acid from a factory, but he wasn't sure...I wanted to see another dead lake because it was so neat.

But then I went back to the brick building in the fall and was told more important stuff about nuclear energy, different ways of mining, how the sun works and how to get the biggest return on my investment and how to create "needs" in the collective consumer conscience...But I kept thinking about the summer and then suddenly I realized that I really didn't want to see another dead lake, it wasn't so neat. It was even a little scary, but obviously lots of other people in the world wanted to see them, because you can make lots of neat things for the world if you make a lake die. I guess they figured that a lake was only nice to look at or build a cottage on and

it looked nicer when it was dead, right?

And I thought, well, we could just pour concrete everywhere there's woods and everything would look neater, but it isn't neat to run on concrete everywhere and never catch a glimpse of a tail in the corner of your eye, because you never caught a glimpse of a tail in the city. Did you? And that made me realize what's wrong with a dead lake. How come nobody else knew that? Why weren't they telling us (they told us everything else)? How can you do the important stuff in life and not make lakes die?

We've lost something here — mainly a sense of ourselves and how it fits, how we fit into the world. Unfortunately, we probably won't ever be able to get a proper sense of our place in the world if we can't even get a sense of our own selves. Before we can see what's wrong and right with the world, we have to understand what's wrong and right with us.

*Andrea Graham is a graduate of the Cooperative Program in Outdoor and Experiential Education at Queen's University. She is currently on the west coast spending as much time outside where it is neat and as little time inside as she can.*



COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

# Membership Application Form

Please print and send with remittance to the address below:

Name(Mr., Mrs. Ms) \_\_\_\_\_

Address (Street or R.R.) \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone (H) \_\_\_\_\_ (B) \_\_\_\_\_

Position \_\_\_\_\_ Employers \_\_\_\_\_

If applying for family membership, list persons who will be using the membership

\_\_\_\_\_

University/college if full time student \_\_\_\_\_

I am in the \_\_\_\_\_ Region of COEO

COEO membership 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 \_\_\_\_\_ Mem# \_\_\_\_\_

Fees (circle)

regular: \$35, student: \$20; family: \$45

subscriptions:

(available to library / resource centres only)

\$30

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**

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, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk
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-Carleton, Lanark, Prescott, Russell, Stormont, Dundas, Glengarry
Out of Province	Any area in Canada except Ontario
Outside Canada	