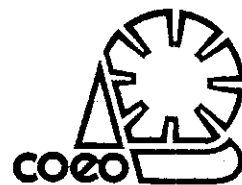


# Pathways



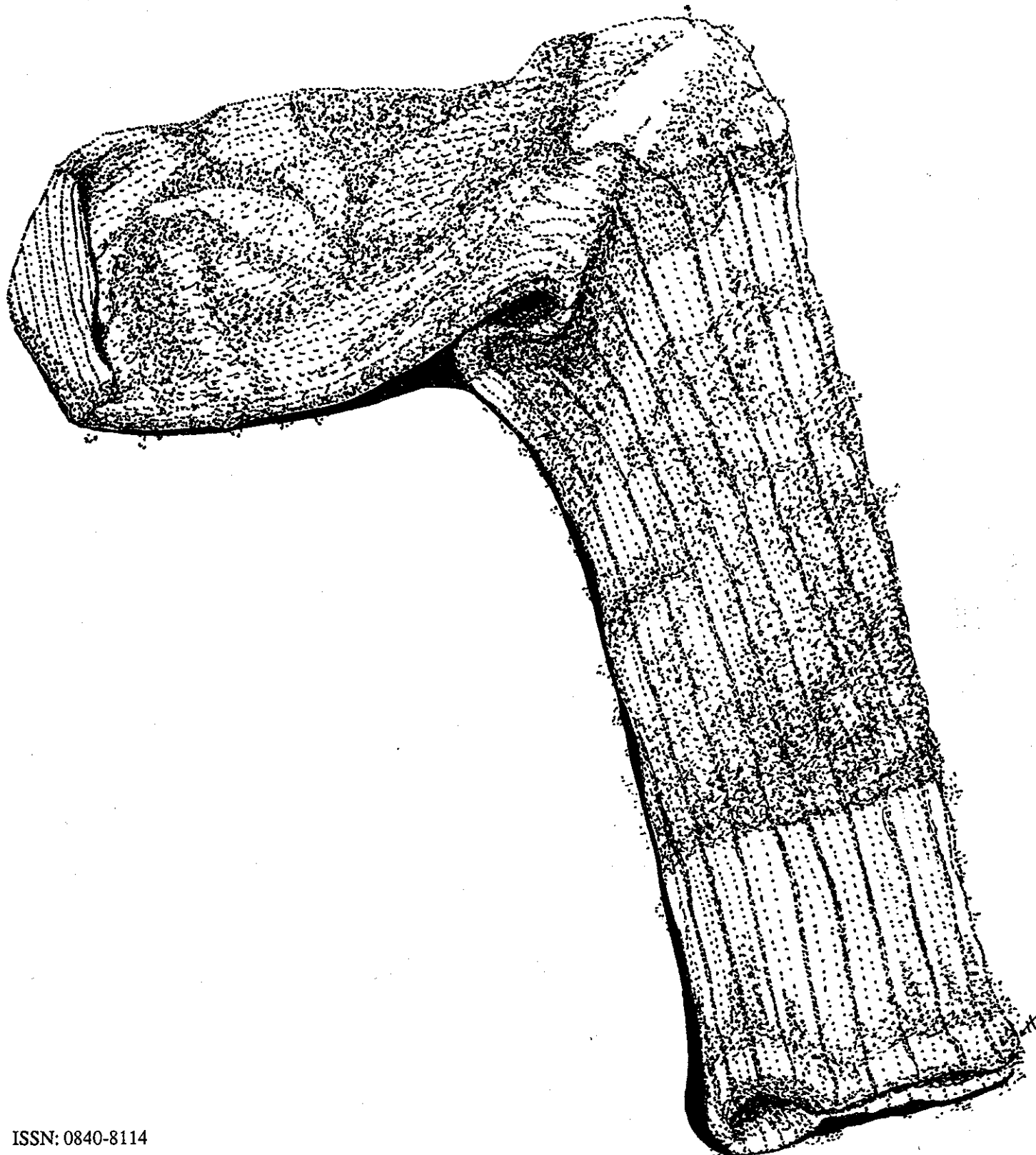
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THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

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VOLUME 2, NUMBER 3

JANUARY, 1990



ISSN: 0840-8114

# 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.

### ADVERTISING IN PATHWAYS

This publication is NOW looking for advertisements which will be of interest to the readership as well as provide a method of defraying publication costs. If you have a product or service which might be of interest to our readership, please contact the Editorial Board Advertising Representative for an Advertising Information Package.

We ask that the product or service be:

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

SIZE	INSERTIONS				ISSUE	CLOSING	PUBLICATION
	1	2	3	4		DATE	DATE
full page	\$300	\$500	\$700	\$800	Sept./Oct.	Aug. 15	Sept. 30
1/2 page	200	300	400	500	Nov./Dec.	Oct. 15	Nov. 30
1/3 page	150	250	350	400	Jan./Feb.	Dec. 15	Jan. 30
1/4 page	125	200	275	350	Mar./Apr.	Feb. 15	Mar. 30
					May/Jun	Apr. 15	May 30
					July/Aug.	Jun 15	July 30
<b>COVERS</b>							
Front (inside)	400	700	900	1000			
Back (inside)	500	900	1200	1400			

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# Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

January, 1990

VOLUME 2, NO. 3

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## State of the Art

The cover art comes from Lynn Harrison, who also created the line drawings inside this issue. Computer art comes from Andy McLachlan. Both have contributed to previous issues of Pathways.

# Editor's Log Book

## Where is Roger Tory Peterson when you need him?

Walk through a mature hardwood bush in July, and you have a metaphor for the diversity of the COEO membership. No red pine plantation here with tidy rows of trees the same height and marked for culling. No utility roads make neat right angles enabling you to get to all areas of the forest easily. Various paths wind through our COEO forest, a confusing labyrinth leading the hiker up hill and down dale, through cool streams and past a wide variety of habitats.

It doesn't take you long to know the red pine plantation. It has few secrets. On the other hand, the hardwood bush requires time, effort (and Peterson Guides) to understand its intricacies.

Imagine writing a field guide to COEO. Volumes could be filled, for indeed there is no definitive outdoor educator.

And therefore, ladies and gentlemen of COEO, my dilemma is: how do we make a journal that all members of COEO will welcome into their mailboxes every two months? How do we create "the voice of outdoor education in Ontario", when that voice can sing so many different songs?

Outdoor education is elusive at times, hard to find through the web of other related disciplines: environmental education, environmental science, outdoor recreation, adventure education, to name a few.

COEO members delve into all of these areas. From sapling to old growth, COEO's members span generations and occupations: university students, outdoor education instructors, conservation authority interpreters, summer camp leaders, special populations

instructors, classroom teachers, outdoor education administrators, university professors, new members, and COEO founders.

The Editorial Board, then, is faced with the task of interpreting the implications of this inherent diversity and then attempting to produce a magazine which will fulfill the needs of its readership. In other words, when each issue goes to press, we have to have done our best to address all of these needs...in 28 pages.

And so, dear forest-dwellers, we try to manage the forest, according to what we perceive its needs to be. We celebrate the variety of people that outdoor education attracts to its ranks (and then we rack our brains trying to decide what material will be of interest to all of these people).

*(Con't. page 4)*

### PATHWAYS EDITORIAL BOARD

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ISSN: 0840-8114.

# Outlook

## Advisory Board Report

The strength of COEO lies in its body of volunteer members.

At the regular meeting of the Advisory Board held November 30 - December 1, the Board heard a number of reports and proposals which clearly reflect the dedication and enthusiasm of its members to outdoor and environmental education.

During the course of an Advisory Board meeting, a number of committee reports are presented, each addressing a specific item. The committees for 1989-90 include Editorial, Professional Development, Financial Development, Communication, Conference Policy, Awards, Nominations, Safety, Planning, Volunteer Management, and Grant Management. The committees succeed with the hard work, experience and foresight of volunteers. The following paragraphs highlight some of the presentations made at the Advisory Board meeting.

The production of *Pathways* is a monumental task. The editorial board, chaired by Dennis Hitchmough, works to produce a quality journal to serve as the voice of outdoor education in Ontario and as a communication tool to encourage awareness, enthusiasm and vision for outdoor education. Carina van Heyst, Editor, devotes in excess of 40 hours per issue into the production of *Pathways* - that is volunteer strength!

Current membership figures reveal a steady increase. John

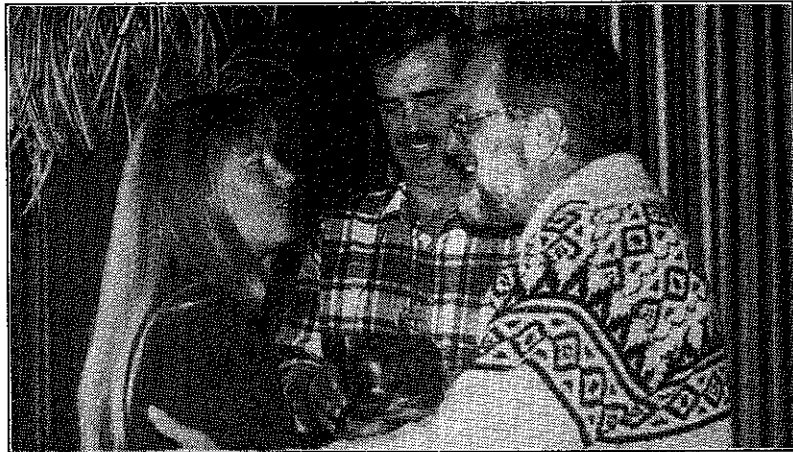
Aikman, Membership Coordinator, anticipates that membership will increase over the year to

match or exceed 1989's total.

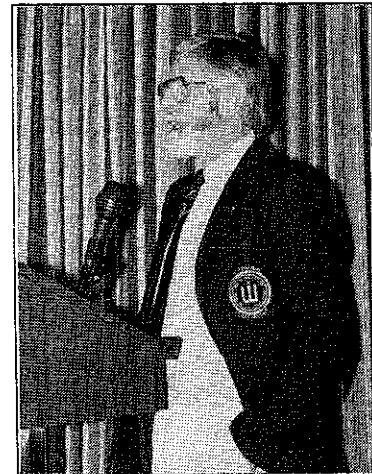
Regional representatives and

(Con't. pg. 4)

### COEO AWARD WINNERS



Above, Jan Stewart of North York receives a Ralph Ingelton soapstone carving from Clarke Birchard and the artist for the President's Award. Right, Jim Smithers of Lakehead University was the recipient of the Dorothy Walters Award. Below, John Fallis of the Boyne River Natural Science School presents the Robin Dennis Award to Jim Raffan and Bert Horwood on behalf of the Cooperative Program in Outdoor and Experiential Education at the Faculty of Education at Queen's University.



# Editor's Log Book

## Letter to the Editor

### Another source for Mary Northway

Dear Editor,

Your *Pathways* newsletter, Volume 2, Number 1, published an article called "Going on a Camping Trip" by Mary Northway. This article was taken from an American Camping Association publication called *Light of a Thousand Campfires* by Kenneth Webb. The Canadian Camping Association is very happy that you would consider such an article for your monthly readers.

Mary Northway is a pioneer of camping in Canada. Her wisdom and philosophy has had a powerful influence on many who direct camps today.

Reference was made on how to obtain a copy of this publica-

tion. Although *Light of a Thousand Campfires* is an American Camping Association book, the Canadian Camping Association Bookstore also has copies for purchase.

I wish to inform your readers that the Canadian Camping Association Bookstore sells books suitable for camps, outdoor programs, teachers, trainers, etc. To obtain a free copy of our bookstore publication list, please write to the Canadian Camping Association, 1806 Avenue Road, Toronto, Ontario, M5M 3Z1, or telephone (416) 781-4717.

With many thanks,  
Sally M. Moore  
Ontario Vice-President  
Canadian Camping Association

## Outlook

(Con't. from Page 3)

their executive committees work tirelessly to provide professional development opportunities within their regions. COEO is able to promote its goal and objectives effectively through the efforts of these individuals. The demand for services exceeds the human resources at times and regional representatives welcome volunteer support!

Earth Day/Week is a global event created to stimulate awareness, commitment and action of our responsibility to the environment. The Board will encourage support of Earth Day by the Province and the Ministries of Education, Environment and Natural Resources.

I would like to congratulate all members for their support and interest in The Council — its goals and objectives. To all of the many volunteers: THANK YOU.

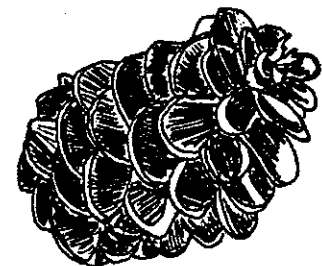
Kathy Reid  
President

## Editor's Log Book

(con't. page 2)

So, if you see me at Make Peace With Winter, or you run into other members of the Editorial Board, please let us know how you feel about the way we're

treating our forest. You can write us letters if you don't get a chance to see us. Better yet, branch out, go out on a limb and write us an article.



# Habitat: Coming to a School Near You!

By Mark Stabb

They funnel onto the roads every day. Busloads of school children, eyes gleaming and hearts pounding, embark on a pilgrimage to the forests and fields of outdoor education centres. Class after class abandon cities, suburbs and small towns in a quest for outdoor experiences. Their Mecca is nature — out there, somewhere.

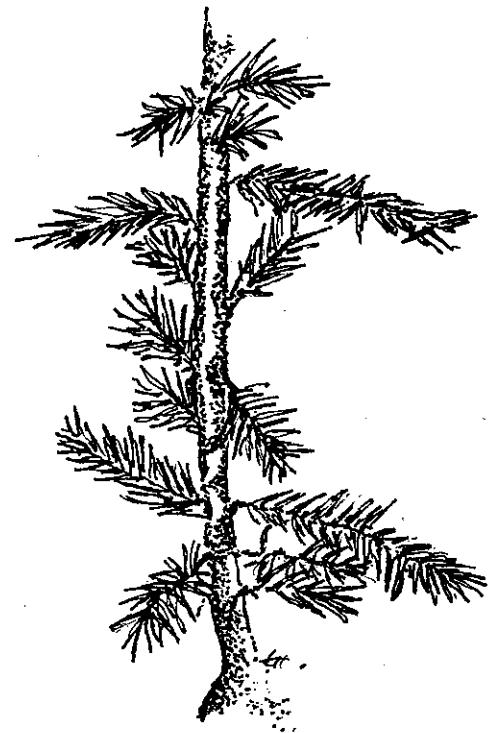
Immersion in nature is great, but does the exodus to “natural” places for nature study teach children that nature is always “out there”? Could it accentuate the view that ecology happens outside of our communities, outside of ourselves? Probably not, if students are given effective lead-up and follow-up to field trips. Still, there is growing desire among teachers to look closer to home to study the environment and the outdoors.

## Think Globally, Act Locally

Today, more and more teachers are teaching ecology in the classroom and the community. Conservation education kits and educational programs such as Project WILD have increased the local environmental awareness of students. And with awareness comes understanding, concern and the desire to take action. Global environmental concerns must somehow be attacked at the local level if students are to avoid becoming despondent or cynical about the future. What better place to start than right in your own backyard?

Schoolyards are ideal sites for conservation projects. Logistics are less of a nightmare. No buses are needed. Progress can be followed on a daily basis. And there are programs ready to support such efforts. The Community Wildlife Involvement Program (CWIP) of the Ministry of Natural resources, and Habitat 2000, run by the Canadian Wildlife Federation, both provide funds and technical advice to help students get directly involved with conservation (see sidebar).

CWIP is a partnership and funding program between volunteers undertaking wildlife conservation projects and the MNR. Since the inception of CWIP in 1985, more than one-third of all participants have been students. After a mild avalanche of bird box projects, teachers have begun to propose conservation activities with more of a habitat perspective. The creation of “wilderness gardens” — what I like to call “habitat chunks” — in schoolyards and in the community is one idea that is snowballing.



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## Habitat: At School

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### What is CWIP?

*The Community Wildlife Involvement Program (CWIP) is a network of Ministry of Natural Resources personnel and the public, working as partners in wildlife conservation. Individuals or groups provide the initiative, ideas and volunteer labour for wildlife projects, while the MNR contributes technical expertise and funding for equipment and materials. Any project that conforms to the intent of CWIP is eligible for funding of up to \$3000, although most projects are smaller in scale. To be considered for CWIP funding, projects should:*

- 1. Increase the variety, abundance or distribution of wildlife, thereby increasing recreational opportunities;*
- 2. Increase public awareness and understanding of Ontario's wildlife; or,*
- 3. Strengthen the relationship between landowners, outdoor recreationists, and interest groups through cooperative conservation ventures.*

*CWIP emphasizes habitat enhancement, hands-on involvement and cooperation between interest groups. The public must benefit directly or indirectly from all CWIP projects. To get involved, contact the CWIP representative at your local MNR district office to obtain program information and discuss ideas. Then complete a CWIP application form and submit it to the district office. Most applications are processed in three to four weeks.*

Habitat chunks are small parcels of wildlife habitat wedged into the urban landscape. Trees, shrubs and wildflowers, mostly native species, are planted and maintained as microcosms of nature in schoolyards and other open spaces. These are not manicured lines of plants, but instead are collages of vegetation that attract, feed and shelter wildlife.

### Ontario Students Meet the Habitat Chunk

More than fifteen schoolyard habitat projects from Sudbury to London to Ottawa have been sponsored by CWIP. Many more have received backing from Habitat 2000. Hedgerows have been created along field edges. Berry-producing shrubs have been planted to attract wintering and migrating birds. Clumps of trees and bushes have emerged from the monotony of dirt, gravel, asphalt and grass.

What can we realistically expect from these postage stamp habitats? Although their small size may limit their usefulness as breeding sites for birds or other animals, they *attract* wildlife with the food, water and shelter they provide. Once your habitat chunk is established, you may set your sights on further habitat work next door or in the community, which will magnify the value of your schoolyard efforts.

Habitat benefits aside, these areas are also learning resources that allow students to protect, promote and probe nature on a small scale, at a local level. If planned well and integrated into classroom activities, wildlife gardening projects can provide excellent learning opportunities. Improved understanding and awareness of ecology and conservation undoubtedly flow from involvement.

Creation of small natural areas allows students to develop an affinity with a piece of habitat, an area they can call their own. It also generates quick gratification. Students see results through the increased use of the area by blue jays, chickadees, rabbits and other wildlife. Teachers see results through an increased awareness of habitat, and improved problem-solving and interpersonal skills associated with a cooperative project. I'd even go out on a limb to say that society may benefit from the students' revelations that they can actually do something for the environment — that they *can* make a difference.

Habitat chunks can be promoted on more than philosophical or educational grounds. Involving parents and the public can create greater community awareness and integration with the school. Natural vegetation requires less maintenance and far fewer inputs of chemical fertilizers and pesticides. When viewed as rejuvenated ecological areas, they do help restore habitat on a small scale. And the site can be a demonstration of what others can do for the environment in their own backyards.

Planning is the backbone of a successful schoolyard habitat project.



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## Habitat: At School

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Principals, school boards, trustees and custodial staff should all be informed and involved at the earliest stage possible. Applications for assistance from CWIP or Habitat 2000 should be made well in advance to allow time for the standard project review process. Orders for planting material must be made to ensure that adequate supplies are available. Community volunteers should be solicited to help with the work, or to help contribute materials for the project.

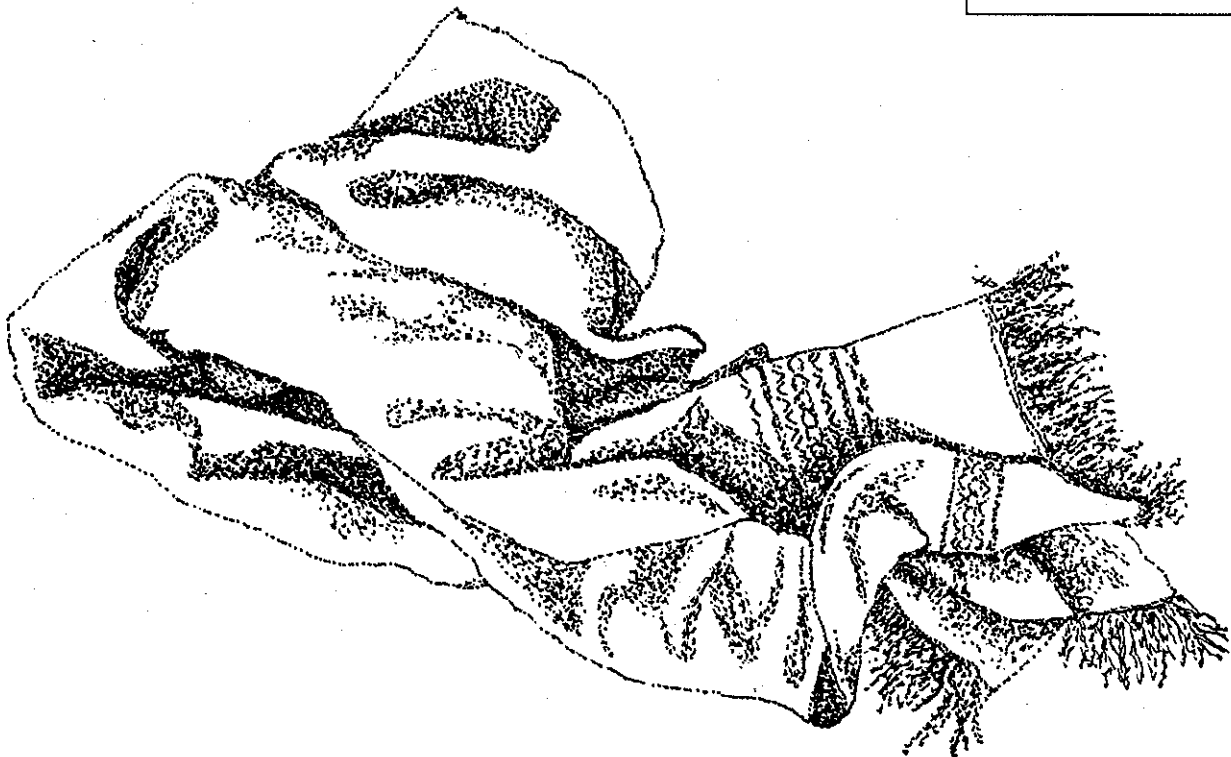
Schoolyard projects are a stepping stone to community action. By bringing nature back to the town or city, students are helping to recreate a part of Ontario's natural heritage. And by working in their own backyard, they are learning that indeed "Something can be done".

*Mark Stabb is the CWIP Coordinator for the Wildlife Branch of the Ministry of Natural Resources.*

### ***What about Habitat 2000?***

*Environment Canada, Wildlife Habitat Canada and the Canadian Wildlife Federation created Habitat 2000 to help as many youngsters as possible participate in instructive "hands-on" wildlife habitat learning experiences. Any class from kindergarten to high school is eligible for up to \$200 to improve habitat. The goal is to help students improve 200,000 square metres of habitat by June 1990.*

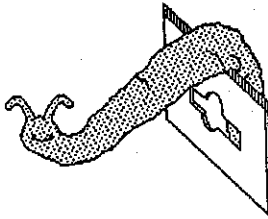
*Registering your project also makes the class eligible for recognition and awards. Contact the Canadian Wildlife Federation at 1673 Carling Avenue, Ottawa, Ontario, K2A 3Z1, (613) 725-2902 for information kits and application forms.*



# Slug Pets

By Kaia and Sylvia Nielsen

Slugs make most unusual and interesting pets. They are readily available since they are found in almost everyone's garden or forest. They are cheap to feed, need little room, do not smell, are very quiet and not too messy. If they escape, they cannot go far or fast. Consequently, they are easily retrieved and put back where you want them to be. Slugs are relatively "kid-proof"; they can survive the kind of neglect that happens when you have to say "Gee, I forgot to spray them with water last weekend," or, "Oh, I thought it was your turn to feed them." In short, slugs are ideal pets.



Slugs have unusual talents. They can crawl over the edge of a sharp blade without harming themselves. The slime that slugs produce enables them to do this. Slug slime is unique in that it has properties as fascinating as crazy glue. Slug slime is not only a strong glue, it leaves a lovely glittering trail. The interconnectedness of nature means, of course, that slugs are of ecological importance to everyone. Since not enough is known about slugs, you have an excellent opportunity to become involved in original and creative research.

## What Are Slugs?

Slugs belong to a scientific grouping called gastropods. Along with their first cousins, pulmonate land snails that have shells, slugs are air-breathing terrestrial animals. Next to land arthropods (insects, spiders and their allies) and the higher vertebrates, pulmonate land snails are the most successful land animals (Russell-Hunter, 1979). This is surprising because slugs seem to move so slowly and simply. Their survival success is mindboggling. One British scientist/gardener claimed to have removed 400 slugs per night from his garden over several months and yet their numbers did not seem to decrease.

## Why Are Slugs Unpopular?

If your friends say, "Yuck, Ugh, Icky!" when you mention you have a slug pet, it is most likely because they do not know much about them. Slugs annoy gardeners because they feed on several garden plants. Many people have an aversion to anything that is slimy and wormlike in appearance. Aversion based on ignorance is insufficient reason to eliminate slugs from study or as pets. Your study, familiarity, and knowledge may lead you to have interest and enjoyment in this little known subject.

### Setting Up a "Slugarium" (Slug House)

An old aquarium or similar large glass container makes an excellent "slugarium". It should be wide enough on top to permit good ventilation and have a wire mesh screen fitted over the top. This prevents slugs escaping while still maintaining sufficient ventilation and moisture retention. The bottom of the aquarium can be spread with peat moss or sphagnum moss and a few dead leaves over a moist layer of dirt or sand. A plant mister is handy to spray the slugs frequently to keep their skins from drying out. Slug food is easily provided with occasional slices of apple, lettuce and fruit rinds. Some slugs relish a piece of meat now and then. Another good slug snack is rat chow from your local pet store. Experimenting with different small bits of vegetables will teach you what your slugs' meal preferences are.

The main care of a slug zoo is keeping the slugs' skin moist through frequent spraying of water, and the removing food if they have been given too much and it begins to rot. You will quickly learn when your slugs are being overfed or when they are inactive and therefore not as interested in feeding. You will become fascinated watching your slugs feed since they will crawl over your fingers and hands to accept food. Even your most squeamish friends will get over their slug aversion.

### Acquiring Slug Pets

Slugs can be found in gardens, forests, and under leaves and rocks. By maintaining a good "slugarium", you may discover that your slug population increases so that you will have slugs to trade or give away. It is a good idea to limit the number of slugs in one aquarium as they should not be too crowded. Perhaps ten of the smaller slugs found in Ontario is adequate for a small aquarium. If you are lucky enough to have a West Coast friend who can provide you with the larger Banana slug, then four or five of them is plenty for a small aquarium.

The smaller common garden slugs found in Ontario and Eastern North America (e.g. *Deroceras agrestis* and *Arion ater*) are very interesting and worthy of study even if their West Coast cousins are larger and more colourful. *Arion ater*, sometimes called "Black Slug", can be brown, reddish, greenish, yellowish or black. It can reach 12 centimeters in length. *Derocera agrestis* is the midget among slugs at only five centimeters long. It can be brown, black or gray, but is nicknamed the "Milky Slug" due to its sticky, opaque white slime. They like to hide in the soil near their favourite vegetables during the day and come out at night to feed above ground. They may be small, but they have bigger appetites gram per gram than their larger cousins.

One "slug farmer" acquaintance claims to have had a friend from Vancou-

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## Slug Pets

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ver successfully mail him a couple of Banana slugs in a small box with damp cotton. Check with Canada Post if this is permissible. If not, courier services are fast and relatively inexpensive considering what most pets cost. Friends travelling by air have transported slugs successfully in small perforated plastic containers. A check with Agriculture Canada on the advisability of moving a slug from one province to another turned up the following information: Newfoundland and the Saanich Peninsula of Vancouver are the only provinces that have a quarantine for the transportation of soil to other provinces. Therefore, as slugs may carry soil particles on them, it is best not to transport slugs from this area. The *Limax maximus* slug is only a serious plant pest in the Saanich Peninsula. This large slug, second only in size to *Ariolimax*, reaches a length of fifteen centimeters. They are grey marbled with black spots. These slugs can be cannibals and eat other slugs, so you may not want them in your slugarium anyway.

*Kaia Nielsen is a graduate of the Outdoor and Experiential Education Program at Queen's University. Sylvia Nielsen teaches in the Ottawa area.*

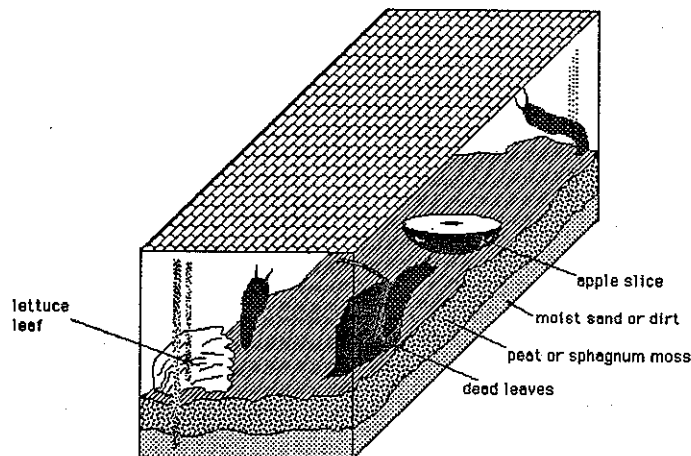
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Russell-Hunter, W.D., *A Life of Invertebrates*, New York: MacMillan Publishing Co.: and London, Collier MacMillan Publishing, 1979.

"SLUGARIUM" (SLUG HOUSE)



# The Entrepreneurial Outdoor Educator

By Mark Smith

When I first heard about the Council for Outdoor Educators of Ontario during a memorable year at McArthur College in Kingston I assumed naturally that it was an organization populated entirely by, and designed specifically for, teachers (the public school species). I was wrong of course. In my contacts with COEO members I have run across a lot of the teacher species but also those from other than the pure teaching field. I am one of the deviants.

I'm a member of the "small businessperson" species (the business is small, I'm not), and I am an outdoor educator. Sounds like an Alcoholics Anonymous statement and happily not one that I have ever needed to make before. Even though I am in (gasp!) "private" business, COEO members have never required me to justify myself as a true outdoor educator. I've always appreciated that.

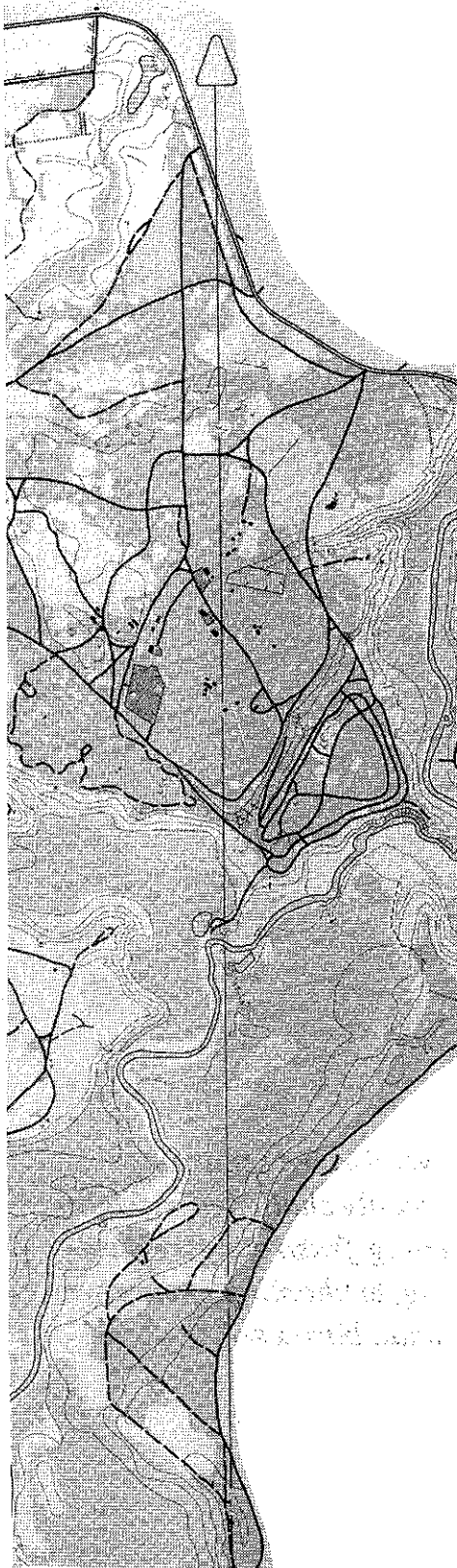
If backed into a corner I suppose I could justify the term by recalling my mainstream roots...the Outdoor and Experiential Education program and a B.Ed. at Queen's, plus stints at several field centres. I occasionally supply for Peel Board Field Study Centres and work the occasional weekend for the Metro Toronto and Region Conservation Authority centres to "keep my hand in". Perhaps other entrepreneurial outdoor educators have similar roots but for one reason or another we all strayed from the conventional outlet for our talents (teaching for the school systems).

It all began for wife Christine Kennedy and I when we gave birth a number of years ago. Not to the diaper and pins, pureed peas, "look at the mess you've made" type of baby mind you. We formed something equally challenging, frightening, frustrating, rewarding, enchanting...our own small business.

Six years ago I paid my ten dollars to the Ontario government to register a company name, and started a proprietorship called Chrismar Productions. Sounded like a film studio. We changed it a year later to Chrismar Mapping Services, which more accurately reflected what we did. At the time I liked "Chrismar". It seemed a simple way to help people remember our names, even though I've occasionally been called "Chris". There was a period a few years back where I disliked the name because of its simplicity. I had a vision of a

*"We formed something  
equally challenging, fright-  
ening, frustrating, reward-  
ing, enchanting. . .our own  
small business."*

## Entrepreneurial Outdoor Educators



more exotic "Blue Wolverine" or "Pre-Cambrian" or "Pterodactyl" Mapping Services, but that phase has passed. The original reason for choosing the name was a good one.

For the first few years the business was essentially a part-time pursuit. We had not made the conscious decision to really push for success. It was easier just to drift along. We also weren't settled. Christine was attending school full-time while I was taking courses on and off. Being fairly conservative types we weren't prepared to float a \$100,000 loan to start up with a bang. For some people and for some types of business that is the way to go. For us it wasn't. We preferred slow, steady, manageable (by one then two people) growth. About three years ago the decision was made to push full-time.

You should know what Chrismar does. We specialize in making detailed topographic maps of wilderness and semi-wilderness areas. Our maps are used for everything from program (orienteering, hiking, cross-country skiing, books) to planning (site, activity, search and rescue) to promotion (mailings, display, fund-raising, location). Each one is unique and has been custom-designed to serve its purpose. So far this work has taken us as far south as Washington D.C., as far east as Newfoundland and England, and as far west as Thunder Bay.

A large portion of the business is also dedicated to serving the need in the outdoor and "regular" education, and recreation fields, for orienteering information and services. This includes instructor training, program design and installation, a mail order catalogue of teaching aids and equipment, schoolyard, park and corporate clinics and activities, and other related orienteering services. Outdoor education centres, camps, conservation areas, recreation departments, police and military forces, a variety of corporations and a few hundred schools throughout the province have formed the bulk of our clients to date.

We thought it important to start a business involving something that we really enjoyed doing. What do we like about our job? For one thing, the work itself. Making a map requires a combination of technical and artistic skills which we find satisfying. It is a complex and time-consuming procedure requiring some sophisticated equipment but most of the survey and cartographic work is done by hand. It's a great feeling to know that maps made by these four hands will be serving thousands of people for years to come.

The environment we work in is often as important as the type of work we do. We work outside much of the time and have had our share of amazing, meaningful, and really strange experiences alone in the middle of nowhere. We've surveyed on foot, snowshoe, ski, snowmobile, car, and canoe. Been out in 35 blistering sun, -25 with a half metre snow, pouring rain, near-

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## Entrepreneurial Outdoor Educators

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tornadoes. Been approached by deer, stalked by moose, smothered by black flies, captured during war games. Office work can be quite pleasant when the weather is really bad, but the worst experiences can also be the most memorable.

Then there is the whole people side of the business. Nothing is more satisfying than knowing we can do something that is useful to other people. I suppose that is why some people become teachers. As much as anything else, that is why we like our work. The people we meet come from a wide variety of backgrounds, locations, and experiences. That diversity enriches our lives.

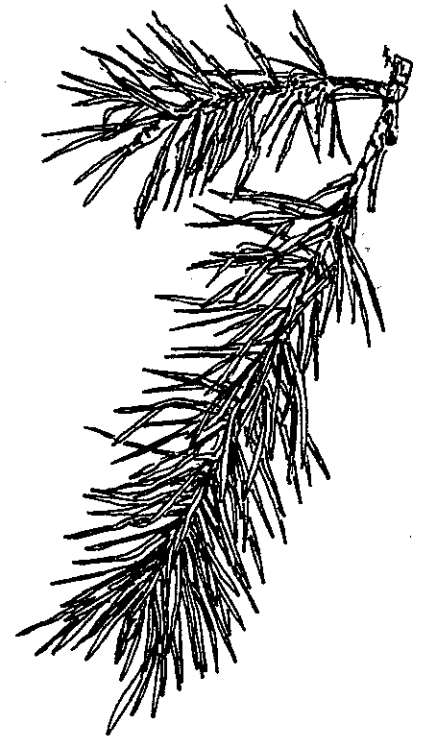
A few months ago a young couple knocked on our door. They spoke English poorly and with a heavy accent. They came from Czechoslovakia and were looking for Chrismar Mapping Services. "How did you find us?", we asked. They held up a copy of one of our York University maps. "Where did you get that?". "In Czechoslovakia", they said. We were amazed. The conversation, with the help of an interpreter, that followed over tea and scones was fascinating.

Many people think that the best part about owning your own business is being the boss. Being the top dog, big cheese, head honcho, big guy, and supreme salami is really nice (most of the time). It's great to have the freedom to see a worthwhile need and have the control to pursue the filling of it with little regard for the political, governmental, and/or corporate agendas (however worthwhile) devised by others in the organization. In our organization there are no "others"...yet.

Most small businesses are successful because they can adapt quickly to the needs, or potential needs, of their clients. Only one or two people need be involved in the decision. Our company, which is still on the way to being successful, is no different. For example, we started out primarily producing maps and doing the odd orienteering clinic or PD session. At those clinics people kept asking us where they could get this or that teaching aid. We had obtained our materials from a variety of sources around the world or made them ourselves, so the answer often was "Sorry, you can't get that here". This led us to develop a mail order collection of the very best and most up-to-date teaching aids and supplies for orienteering and related programs.

Being the boss in a small business is also nice because we can reflect, to a degree, our personal preferences in the business. For example, we happen to disagree with "processing" children so we have strict limits on the numbers we will take in our clinics. We also happen to like doing things really well, especially when our name is on it, so high quality is a priority for our maps even if production takes a little longer than it could.

Of course running a business is not a piece of cake. A business is very



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## Entrepreneurial Outdoor Educators

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*"A business is very much like a child... always growing, learning new skills, meeting challenges and suffering many, hopefully small, set-backs."*

much like a child...always growing, learning new skills, meeting challenges and suffering many, hopefully small, set-backs. One of the most difficult aspects of running a small business is accepting the fact that it is impossible for the owner to master all the skills essential for running a successful enterprise.

Like many small business owners, our initial area of expertise (if you could call it that) was in the area of production. In other words, we knew, more or less, how to make maps. We also knew how, more or less, to organize orienteering activities and instruct people. But production is just one aspect of a successful business. We knew virtually nothing about accounting, marketing, project management, office organization. Now, after taking courses, reading books, seeking friendly advice and making lots (and lots and lots and lots) of mistakes, we are much more versatile and knowledgeable. We also recognize the need to obtain assistance from experts.

Do you like making decisions? Try running your own business. We need some left handed-widgets, where will we get them? How much should we spend on advertising, and where, and when? Our supplier can't get us stock for 4 weeks but our client wants the stuff yesterday, what do we do? The courier lost the shipment, what do we do? We've run out of money for the next two weeks, what do we do!!!!???

I find the small decisions the most difficult. Deciding to offer a supplies and teaching aids catalogue was easy... but deciding where to get pictures, what items to include, what typeface and type size to use drove me stark raving mad for a while. Of course seeing the finished product looking even nicer than I expected makes it all worthwhile, but I'm still not looking forward to starting an update!

One of the issues that has always been a stumbling block for me is the feeling that blatant advertising is somehow dirty. Maybe it's just the "junk mailed to death" consumer in me rebelling. I also worried that going out of our way to appear to be a "business" would separate or segregate us from our fellow outdoor educators. That would be horrible. I still worry about it, but less so.

Christine enlightened me, "If we don't advertise what we do, how can we help anyone fill their needs? Outdoor education centres, conservation areas, and recreation departments advertise their programs all the time? Why shouldn't we?" Being the largest shareholder in the company I threw caution to the wind, grabbed the Vice-President, and kissed her. It's one of the many pleasures of working with your wife.

So we started advertising, but only a little. Many small businesses thrive on advertising. There is no question that it helps us reach a wider audience, but in our dealing with relatively expensive items (maps and

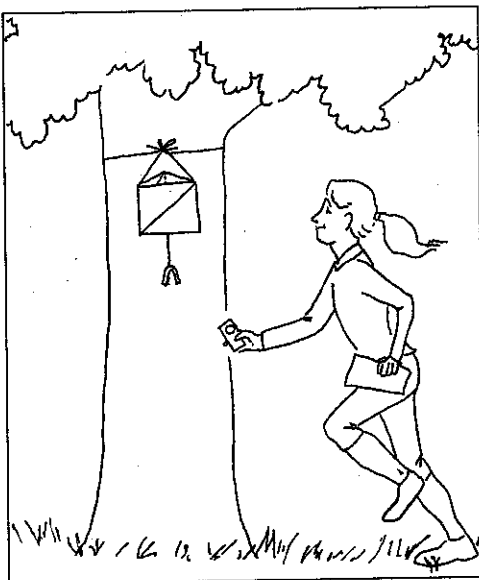
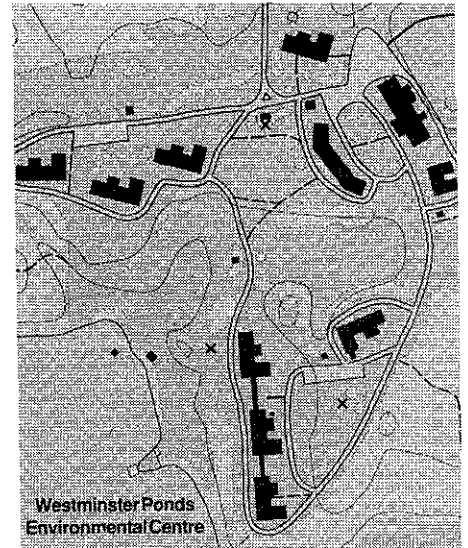


## Entrepreneurial Outdoor Educators

orienteeing program design and installation) and even simpler concepts, like a mail order service, word of mouth is by far the best way of getting new business. Our clients have been very kind to us.

What will Chrismar Mapping Services Inc be like in twenty years? Who knows? Our best dreams see us running a still small and flexible business with a few (2-3) really good (and well-paid to be so) employees. We'll be sitting behind a desk some of the time, but getting out every other day to the wilderness that society has finally decided to save (and expand) to work with an even more valuable resource...people. And we'll still be bonafide outdoor educators.

See you in twenty years!



Contact: Mark Smith or Christine Kennedy



**CHRISMAR MAPPING SERVICES Inc.**  
470 Sentinel Road, Unit 1407  
Downsview, Ontario, Canada M3J 1V6  
Tel.: (416) 665-5817

### FOR ALL YOUR ORIENTEERING NEEDS

#### Orienteering Supplies and Teaching Aids

- one stop direct mail shopping for all your orienteering supplies and teaching aids
- regulation orienteering markers, mini-markers, micro-markers & pin punches
- result cards, map cases, circle templates, award certificates, prizes
- the very best of up-to-date books for teachers, instructors, coaches, & officials
- educational Mazzles™ (the original map puzzle) help children have fun with maps
- colour wall charts, overheads, & slide shows make classes interesting & informative
- the full line of quality Silva compasses (ask about our 20% education discount)
- call or send for your copy of our 1989 catalogue (gratis)!

#### Orienteering Courses & Program Development

- we conduct courses for instructors, coaches, & officials: certification options available
- ask about our regularly scheduled open clinics or arrange a custom clinic for your group
- check out our School Clinic Program: orienteering in your schoolyard or local park
- Professional Development Seminars: for proven instructional techniques
- over 12,000 leaders, adults, and children instructed by our certified course conductors
- we also custom design Orienteering Programs & install Permanent Orienteering Courses

#### Custom Map-making Service

- quality B&W and colour maps produced for educational, promotional, & recreation needs
- simple school and park maps for school-based orienteering activities and programs
- detailed orienteering and topographic maps for your outdoor education centre or camp
- we're proud to have created maps for most of the major outdoor ed. centres in Ontario

# On The Land

## Environmental Update

By W.A. Andrews

### A New Lumber Preservative

For some time, lumber has been protected from attack by decay-causing fungi through the use of a fungicidal spray consisting of chlorophenols. Chlorophenols are toxic to humans and they also decompose to form carcinogenic dioxins. These dioxins have been detected in water downstream from pulp mills and lumber plants.

Recently a British Columbia scientist, Dr. Suezone Chow, developed a non-toxic fungicidal spray that biodegrades quickly in nature. Ecobrite, as it is called, kills fungi, not by poisoning them, but by producing a barrier to fungi on the wood. Though long-term test results are needed before we can be certain that Ecobrite is an effective substitute for chlorophenols, wood treated with Ecobrite over a year ago is still free from fungi. Ecobrite has been approved for use in Canada by the three appropriate federal departments: Health and Welfare, Agriculture, and Environment. Many mills in British Columbia are now using Ecobrite.

### Leukemia and Nuclear Facilities

Numerous studies from the United States and Great Britain

indicate that the incidence of leukemia is higher among children and young adults who live in the vicinity of nuclear facilities. One study revealed the rate to be nine times that of the general populace. Now a study conducted by the Ontario Cancer Treatment and Research Foundation suggests that the same phenomenon may be occurring here. The study involved pre-school children born within a 25 km radius of the Bruce Nuclear Power Development.

They were found to develop leukemia at twice the expected rate and to die from leukemia at over three times the provincial average. A higher-than-average incidence of leukemia was also discovered near the Pickering Nuclear Generating Station, the Elliott Lake uranium-processing plant, and the Port Hope uranium refinery. Interestingly enough, the rate was lower than average near the Chalk River nuclear research laboratories.

Further studies are needed before definitive conclusions can be drawn, since the number of people involved in the current studies is rather small. However, many scientists do believe that long-term exposure to low-level radiation weakens the immune system, thereby making the body more susceptible to diseases like leukemia.

### Chromium in Your Body?

Chromium is a heavy metal and, as such, can accumulate in your body where it interferes with many vital chemical processes. Harmful though it may be, a certain amount of chromium is required by your body. In fact, your daily intake should be about 50 $\mu$ g (micrograms). If your body lacks sufficient chromium, your pancreas secretes more insulin. If this condition becomes chronic, you show the symptoms of adult diabetes.

If you ingest too much glucose and other simple sugars, you drain your body of the chromium that prevents chronically high insulin levels. Since your normal diet seldom contains more than 15% of the 50 $\mu$ g of chromium you need each day, it is important to conserve chromium. Therefore you should replace simple sugars in your diet by vegetables, because vegetables do not stimulate chromium loss. Also, you should eat broccoli, lettuce, tomatoes, and green beans, since these are high in chromium.

### A Control for The Gypsy Moth

The gypsy moth invaded Ontario several years ago and is slowly but surely spreading across the central eastern parts of the province. The near-complete defoliation of trees which this caterpillar causes works with

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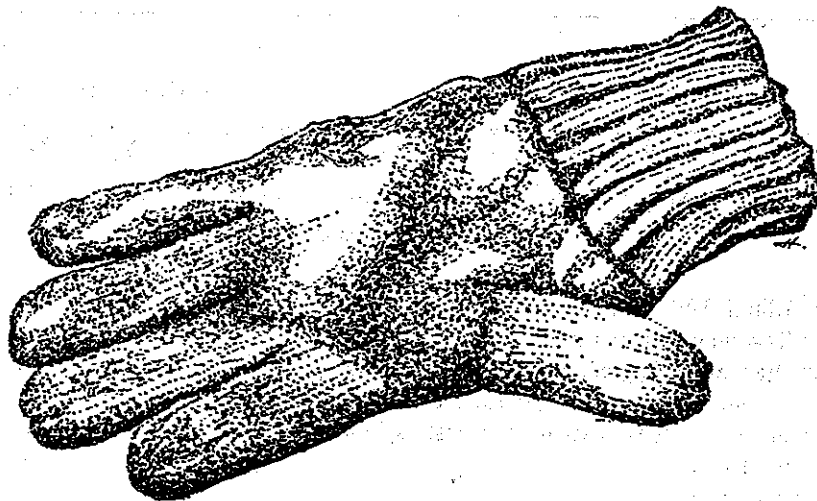
ozone, acid precipitation, herbicides, and drought to weaken and, eventually, kill trees. Those of you who are familiar with the devastation caused by the forest tent caterpillar over the past few years have some idea of the destructiveness of the gypsy moths. Infestations of gypsy moth generally do much more damage than do infestations of forest tent caterpillars. But, perhaps there is hope.

Last spring an extensive infestation of gypsy moth hit the Northeast of the United States. From New Hampshire to Pennsylvania, it appeared as though one of the largest infestations ever was going to denude vast tracts of forest. Then in June the caterpillars began to die back en masse. Biologists first assumed that this

dieback was caused by a virus that normally hits the caterpillars in the second or third year of their eight to ten year cycle. However, the dieback occurred too early in the season to be caused by the virus. Studies soon revealed that the cause was a fungus, *Entomophaga*. This fungus rests in the soil for years, and only thrives when the gypsy moth population number gets very high and when the environment is very moist. The caterpillars may pick up spores when they walk over the soil or the spores may float up into the trees from the fungus. The gypsy moth thrives here because, being an exotic pest, it has few natural enemies here. Foresters are now contemplating using *Entomophaga* to halt the widespread devastation

caused by the gypsy moth. This fungus is particularly useful since it attacks the caterpillars early in their annual cycle. (The virus kills them only after they have done much of their defoliation.) The intent is to culture the fungus, store the spores, and then spray them on infested forests. The only catch is that the fungus requires a lot of water. The droughts we have had for the last three summers are not conducive to the effectiveness of *Entomophaga*.

*Bill Andrews is a professor at the Faculty of Education at the University of Toronto.*



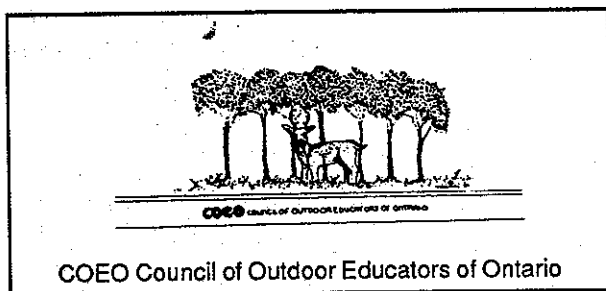
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## COEO DESIGN CONTEST

Thank you for a great selection of designs and slogans! The winning design was submitted by Donna Rice of Hillside O.E.C. in Scarborough / She will be soon paddling the Rouge River with her new black cherry paddle from Trailhead. Pat Reinke of St. Thomas entered a design/slogan combination that has won her a gift certificate from Mountain Equipment Co-op. Congratulations to you both! These designs will soon be available on shirts à la COEO.

– Kathy Kay, COEO Merchandise



Northern Illinois University 

### LOOKING FOR A DIFFERENT KIND OF YEAR?

Internship Positions Available in Resident Outdoor Education  
1990-1991 Academic Year

- Location:** Northern Illinois University's Lorado Taft Field Campus, Oregon, Illinois  
**Position:** Graduate Teaching Assistanship/M.S. Ed. Degree Student  
**Minimum Requirements:** Bachelor's Degree, prior teaching/leadership experience in formal or non-formal settings, undergraduate major in teaching or outdoor related field, environmental/leadership/outdoor interests, admission to Graduate School  
**Benefits:** Tuition waiver for three consecutive semesters, housing, meals while groups are in residence, \$2,280 (U.S.) stipend for nine months  
**Starting Dates:** June or August, 1990

For further information, applications or inquiries write or call now: (815) 732-2111  
Dr. Morris 'Bud' Wiener, Chair, Taft Campus-NIU, P.O. Box 299, Oregon, IL 61061, U.S.A.

# COEO MAIL ORDER

## Items and Price (Tax included)

- turtle neck (yellow, navy) \$15.00
- loon t-shirt \$6.00\*
- outdoorable t-shirt  
*(red, green, grey, blue, white  
 not all colours /sizes available)* \$6.00\*
- rugger shirt (grey and blue) \$25.00
- catalogue of programs & services (no tax) \$12.00
- COEO PENS \$3.00
- COEO Hasti-notes \$4.50
- Lapel pins, tie clips, crests, posters, mugs  
*Sharing to Lead* \$1.00
- Decals \$.50
- Conference T-shirts  
*"Yesterday, Today, Tomorrow" Red/White*  
*"In Quest of New Horizons" (Navy/Yellow)* \$4.00\*

\* Special

## How to Order:

Send form below  
 with a cheque or money order  
 payable to:

**COEO Merchandise**  
 Kathy Kay  
 c/o Forest Valley OEC  
 60 Blue Forest Drive  
 North York, ON M3H 4W5

### Canada Post Charges

	Parcel Post	1st Class
under \$10.	\$2.00	\$3.75
\$10. - \$20.	\$2.50	\$5.00
\$20. - \$40.	\$3.75	\$7.50
\$40.-\$100.	\$4.25	\$8.00

..... (Cut and Mail) .....

Item	Size	Colour	Price	Tax	Total
<b>Subtotal</b>					
<b>Postage</b>					
<b>Total</b>					

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_

# Explorations

## Reflections on Current Research

### The Minimum Dose

By Bert Horwood

Some boards of education have a policy that students will be provided with one day of outdoor education each during their years of school. Other boards try to achieve four or five days. The question is how much time in outdoor education settings is required to accomplish significant results.

I've loaded the deck in a way, because boards judge the significance of results on a per student basis and are driven by political considerations. Whereas, for me, significant results mean influencing children and teachers to live more environmentally harmonious lifestyles. This article is not Board-bashing, rather it describes research that gives hints about the factors that have greatest influence in promoting environmental sensitivity and action.

Some years ago, Thomas Tanner tried to discover which learning experiences most influence people who were informed and responsible environmental activists. He surveyed 45 profes-

sional workers and officers of recognized U.S. environmental organizations such as the Audubon Society, the Nature Conservancy and the Sierra Club, among others. He asked for biographical information on factors which influenced them to be active environmentalists.

Interaction with natural outdoor settings was reported most often (35 times). This included frequent, even daily, time spent outdoors in tolerably pristine places. The intimacy of interaction was also important. Fishing, hunting, birding and hiking were common activities. For many of these people, the most important outdoor time was in their youth. Other outdoor factors for the 35 included solitude in the outdoors and witnessing environmental destruction. Parents and teachers were listed by 21 and 14 people respectively as being important influences.

The people surveyed also cited highly individualistic influences. Some were touched by books, others by unique experiences of human crowding in a foreign land and still others by some special specific event which touched them with profound emotion.

Tanner was properly cautious when interpreting his findings. All the same, they are strongly suggestive that commitment to doing something for the biosphere is re-

lated to prolonged intimate living in the outdoors, to influential adults and to unique personal experiences. Outdoor education through schools may not go nearly far enough or long enough to have the desired effect in students.

Nancy J. Peterson's research in her master's thesis at Southern Illinois University pursued Tanner's work. She found that her sample of environmental educators attributed their environmental sensitivity to factors very much like those reported by Tanner. Participating in major outdoor experiences, especially when young, family sensitivity and the presence of an important role model were the most important influences. The major outdoor experiences included summer camps, family vacations, hunting and fishing. They also tended to be frequent and prolonged. In most cases, people reported achieving environmental sensitivity before the age of 18. The average age was between 12 and 13.

The implications and trends in these investigations seem to be clear. The major limitation, aside from the fact that they don't pretend to "prove" anything, is that the people surveyed were adults committed to environmental action. A related survey by Ronald Neperud asked 301 children, grades 1 to 6, to identify their

favourite place and say why they liked it. Children highly valued natural environments and the kinds of experiences found there. A combination of active and passive elements in natural places was important too. Older children chose more adventurous locations further from home than did younger ones. This sounds much like "magic spots" in the Sunship Earth program.

So what is the minimum dose? It is clear that schools, as presently constituted, cannot be the sole source of a child's intimate interaction with the natural world. It is equally clear that outdoor education facilities and staff can be important influences, perhaps in

providing peak experiences, perhaps in motivating homeroom teachers and families to spend more time with children in natural settings. Certainly, more prolonged and more frequent episodes of outdoor living, both active and quiet, is indicated. It is also clear that youth is the critical time for such experiences to count most.

A valuable finding of Peterson is the positive influence of summer camps. In Ontario, the long summer recess provides an underused opportunity for many more urban children to have those kinds of intimate contacts with the natural world which can help them become the kind of people who will heal the world.

## Sources

Neperud, R. (1975) Favorite places. Cited in Peterson, 1982.

Peterson, N. (1982) Developmental variables affecting environmental sensitivity in professional environmental educators. Unpublished M.Sc. thesis. Southern Illinois University, Carbondale IL.

Tanner, T. (1980) Significant life experiences: A new research are in environmental education. *Journal of environmental education* 11(4) 20-24.

*Bert Horwood spent long childhood days along the banks of the Ottawa and the Bonnechere. Now he teaches experiential education in undergraduate and graduate courses at Queen's University.*



## EMPLOYMENT OPPORTUNITY

The Ontario Camp Leadership Centre - Bark Lake is seeking professional outdoor pursuit and leadership educators who are interested in working with youth (aged 15-18) and adults in four outdoor leadership and skill development courses held between mid June and the end of August. Opportunities exist for employment in one or several of the courses.

### QUALIFICATIONS:

Demonstrated training and leadership experience in outdoor education/recreation; proven teaching experience; recognized skills in several outdoor pursuit areas; current R.L.S.S. Bronze Medallion and First Aid Certificates.

Remuneration is on a per diem basis and will be discussed during the interview or upon request.

For information/application forms contact:

**OCLC BARK LAKE**  
Ministry of Tourism and Recreation  
8th Floor, 77 Bloor Street West  
Toronto, Ontario  
M7A 2R9

(416) 965-2356

# Spring Celebration

Professional  
Development  
Workshops  
Provided by

COEO  
Central Region



May 11-13, Leslie Frost Centre

\$ 120 fee payable to Spring Celebration Please send to: Norah Lederman,  
Mono Cliffs Outdoor Education Centre, R.R. 1, Orangeville, Ontario, L9W 2Y8

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Name: \_\_\_\_\_ Phone (Home): \_\_\_\_\_

Address: \_\_\_\_\_ (Work): \_\_\_\_\_

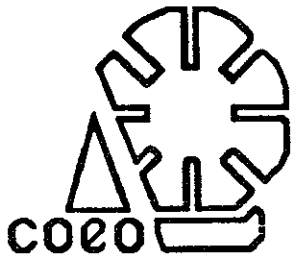
Roommate: \_\_\_\_\_



# SPRING MIGRATION II

*A Birding Weekend sponsored by the Council of Outdoor Educators of Ontario  
with the cooperation of the Essex County Board of Education*

LOCATION: Point Pelee and other birding hot spots



Western Region

**Date:**  
Fri. Eve  
May 11-  
Sunday 13  
1990

**Fee:**  
\$35.<sup>00</sup>  
per person

**Fee Covers**

- Campsite Friday & Saturday
- Fri. Night Mixer BYOB & musical instruments
- All Saturday meals
- Entry Fees
- Expert Guides

Resource people include Essex County Field Naturalists members, Essex Region Conservation Authority staff, Peter Middleton (Bruce County Board of Education) and Sandy Middleton (University of Guelph).

**WHETHER YOU ARE AN EXPERT BIRDER OR DON'T KNOW A COMMON TERN FROM A LEFT TURN THIS IS THE WEEKEND FOR YOU!**

Explore Pelee and other Birding Hot Spots on this peak migration weekend.

Accommodation is group camping at Holiday Beach Conservation Area or "indoor camping" if desired or dictated by weather. Motel accommodation is possible for the non-camper. Call Registrar for information.

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## REGISTRATION FORM - SPRING MIGRATION II

NAME(S) \_\_\_\_\_ Telephone \_\_\_\_\_ Home \_\_\_\_\_  
\_\_\_\_\_ Bus. \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
(home) Apt. # or street city postal code

ACCOMMODATION - I/We will be - outdoor camping \_\_\_\_\_ (check one)  
indoor camping \_\_\_\_\_  
other \_\_\_\_\_

Please enclose \$35.<sup>00</sup> per person and mail to: Kevin Ferguson, R.R. # 5, Aylmer, Ontario N5H 2R4.  
Call Kevin at: BIRDING HOTLINE (519) 773-5196 for information.

Make cheques payable to COEO Western Region (no postdating please).

Registration is limited to 40 individuals.

**C.O.E.O. - NORTHERN ILLINOIS UNIVERSITY****present****GRADUATE COURSE IN OUTDOOR EDUCATION**

**TITLE** C.I.O.E. PRINCIPLES AND CONCEPTS OF OUTDOOR EDUCATION  
(This is a required course for those planning on enrolling in the Graduate Program at N.I.U.)

**INSTRUCTOR** Dr. M. Wiener

**COURSE DESCRIPTION** The course objectives include (1) developing an understanding of the social, historical and psychological foundations of outdoor education, (2) becoming familiar with the scope of present day outdoor education programs, in Ontario and beyond, (3) discovering resources and opportunities for teaching in various outdoor settings, and (4) developing competence in teaching outside the classroom.

The following content will be included:

1. History, meaning and scope of outdoor education
2. Definition of key terms and concepts
3. Organization and patterns of contemporary outdoor education programs
4. Teaching techniques and resources for teaching
5. Principles of learning and teaching processes relevant to outdoor education.

Course activities include discussion, lecture/presentations, individual and group projects, reading and reporting, viewing media materials, i.e. films, slides, etc.

**DATES:** March 24-25, 1990 April 07-08, 1990 April 21-22, 1990 May 05-06, 1990

Class meets from 9:00 - 16:00 hrs on the Saturdays and Sundays listed. Students will be expected to be present for every weekend session and should arrange their personal calendar so as to meet this requirement.

**LOCATION:** Dunlop Public School, 1310 Pebble Road, Ottawa

**FEE:** \$ 325.<sup>00</sup>

**DEADLINE FOR REGISTRATION:** February 23, 1990

**REFUNDS:** Deposit refunds cannot be made after March 9th, 1990

-----  
Please enroll me in the Field Science Course, I enclose a deposit of \$50.<sup>00</sup> to reserve my place. (Please make cheque payable to The Council of Outdoor Educators of Ontario).

**NAME:** \_\_\_\_\_ **TEL. (H)** \_\_\_\_\_ **(W)** \_\_\_\_\_

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

**RETURN TO:** Rod Ferguson, Ottawa Board of Education, MacSkimming Outdoor Education Centre, R.R. 2, 3635 Hwy 17, Cumberland, Ontario, K0A 1S0. Tel: (613) 833-2080. (Ottawa and Carleton School Board personnel may use the internal courier.)

In conjunction with Northern Illinois University, THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO is sponsoring courses in Outdoor Education at the Masters level in the Ottawa area. Participants take these courses for interest, for credit to transfer to an Ontario University, or to work toward a M.S.Ed. degree in Outdoor Teacher Education from Northern Illinois University.

This program 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 program 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 degree is deemed "an approved Master's Degree in Education" for QECO Evaluation Programs 3 and 4, and its 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 program have found Ontario Universities willing to accept equivalency when credits are being transferred to the Ontario University. Some Ontario Universities will only accept courses which they consider appropriate for the programs of studies undertaken at the Ontario University.

# Reading the Trail

## Books, Films & Reviews

### The Canadian Green Consumer Guide

The Pollution Probe Foundation in consultation with Warner Troyer and Glenys Moss (1989)  
McClelland and Stewart, Toronto, Ontario.  
\$14.95 (approx.)

Review by Val Bishop

"From space, we see a small and fragile ball dominated not by human activity and edifice but by a pattern of clouds, oceans, greenery and soils. Humanity's inability to fit its doings into that pattern is changing planetary systems fundamentally. Many such changes are accompanied by life-threatening hazards. This new reality, from which there is no escape, must be recognized - and managed."

The World Commission on Environment and Development, 1987.

*The Canadian Green Consumer Guide* is attempting to show us, in our daily lives, how we may recognize and so manage our human activity in an effort to fit into, rather than exploit, the earth's ecosystem. *The Green Guide* offers a brief introduction to a number of basic environmental concerns including acid rain, ozone depletion, waste management, animal welfare, deforestation and land loss.

Although this guide is not a traditional consumer guide in terms of listing advantages and disadvantages of specific product

lines, it does provide a compendium of available alternatives for the environmentally conscious shopper. If you are in the market for anything from food, to a hot water tank, to silver cleaner, to a holiday, to environmentally sound investments, the *Green Guide* offers information linking the use of the conventional item to the environment and in most cases a more environmentally sound alternative. What is important in the *Green Guide* is the fact that the authors have, in most cases, provided justification for suggesting these alternatives. For example, in the section on Clothing and Toiletries, the authors offer alternatives in diapering. The justification for the more environmentally sound method of diapering (cloth) comes down to dollars and sense. The justification based on dollars is found in the costs incurred for diapering an infant for two and a half years:

1. Cloth Diapers - home laundering ( including diaper covers, laundry soap, night liners, diaper pail, hydro costs for laundering): \$870
2. Cloth diapers - diaper service ( including diaper covers): \$1200
3. Disposables - (including diaper liners): \$2300

The authors' justification based on sense includes statistics pointing at disposable diapers as wasteful resources, clogging landfill

sites and creating health risks (p. 61-62).

*The Green Guide* is clearly written with little technical jargon. However, it does contain an appreciable amount of statistical jargon which some readers may find distracting. As an outdoor educator and consumer, with good general environmental awareness, I found the specifics intriguing and useful in their comparisons and in their almost wholly Canadian content.

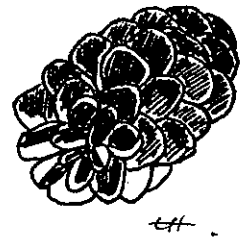
*The Green Guide* was also disturbing in that it brings to light the fiercely intertwined nature and enormity of the mess that we humans have created during our short stay on the earth. I experienced the classic feeling of helplessness and pondered the often-asked question, "where do I start?" In continuing my reading I realized that it was not important where I started, but that I get started right now! *The Green Guide* provided me with the finger-tip opportunity to get started in all facets of my life. It can do the same for you. The alphabetized index helps make it easy to walk through the guide in search of specific information. I must comment though that the information sometimes seems spread out across many sections of the guide but, I think we need to remember how intertwined the nature of the problems are and accept this. For example, infor-

mation on aerosol sprays is found in three different chapters. Aerosols are generally introduced and specifically discussed in the chapter on Cleaners, they are further dealt with in the chapter on Toiletries and finally, the disposal of aerosols is discussed in the chapter on Waste Management. As outdoor educators we need to assess what we do in our personal lives and at our centres and schools in an effort to set better examples for our students. We are careful to speak grammatically correctly in an effort to encourage our students to do the same and so we must also behave environmentally correctly in an effort to encourage our students to do the same. Do the kids see us blowing our noses with a kleenex or a handkerchief? Do the kids see us clean the windows with Windex or with vinegar and water? Do the kids help us to recycle tins, glass, newspaper and fine paper? Do we compost our kitchen food wastes and grass cuttings? Do we buy milk in returnable jugs or in disposable plastic bags?

*The Green Guide* does not stop at awareness and knowledge of the environmental issues facing the globe today. It offers the opportunity for each and every one of us to take personal action. In many instances the authors have been quite specific about what actions can be taken. In the preface Margaret Atwood reminds

us "that the choice is (y)ours". I personally feel that I am aware and knowledgeable about many environmental issues and I have been acting on some aspects of my personal life to help alleviate the pressure on our planet but, with the help of *The Green Guide*, I have discovered many new ways I can continue to improve my behaviour. I am sure you will also.

*Val Bishop is just starting to work at Mono Cliffs Outdoor Education Centre. She brings with her extensive experience from Sheldon, Boyd, Etobicoke-Albion, Noisy River and Kingfisher Lake, as well as with the Ministry of Natural Resources.*



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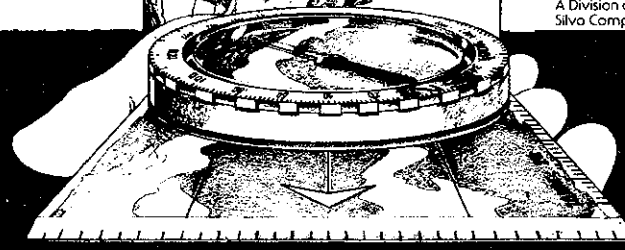
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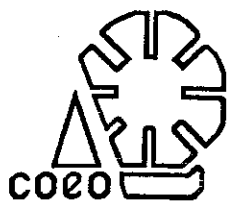
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PROFESSIONAL DEVELOPMENT  
GRADUATE COURSE IN OUTDOOR EDUCATION

**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:

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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.

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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."

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# Prospect Point

Opinions, Letters, Reflections

## On Being a Naturalist

By David J. Hawke

They came here today on a big yellow bus,  
Another class of students which were booked in with us.  
I had tidied displays and made things just right  
They were just off the bus when two started to fight.

As they came up the walkway I suddenly felt sick —  
Instead of 21 students, they had brought 56!  
Well, I got them inside and had them sit down  
I think I did well not to show them my frown.

My name is Mr. Hawke, which isn't absurd.  
But they called me Mr. Owl, Mr. Fox and even Mr. Bird.  
Tho' I thought that I'd taught them with style and with flair  
They still can't tell the difference 'tween a rabbit and a hare.

As we looked at great shots which appeared from a slide  
The boy in the back row poked a girl in the side.  
So after our talk we went on a short hike  
And were told great long stories by a loudmouth named Mike.

As we walked down the trail and approached the bird feeder  
A kid at the back yelled "Hey, I wanna be leader!!"  
Once out in the meadow we cut open a gall  
To be greeted by "Ewww", "Yuck" and dear knows what all.

We studied fresh tracks, learned which way they did go  
While someone in the group talked about a new TV show.  
We did get rather lucky and found a woodpecker  
Then Sally got silly and Bill threatened to deck her.

We talked a little about the nest of a bird.  
The girls giggled so much I doubt that they heard.  
As I tried to point out the wonders of snow  
The boy with crossed legs asked "where could he go?"

As we walked on in silence there was a tug at my sleeve  
Retrieving my thoughts from "when would they leave?"  
The kid in the red coat removed all my strife  
When he quietly said:  
"Ya know, mister, this has been the best day of my life."



*David Hawke has been a naturalist at Wye Marsh Wildlife Centre and Tiny Marsh Provincial Wildlife Area.*



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: \_\_\_\_\_ \$30  
(available to library / resource centres only)

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
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Please allow four weeks for processing or change of address.

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ISSUE	CLOSING	PUBLICATION
	DATE	DATE
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