CONNECTICUT Woodlands

TRY THIS AT HOME

SPROUTING ENVIRONMENTALISM IN THE KITCHEN AND BACKYARD

The Magazine of the Connecticut Forest & Park Association Winter 2014 Volume 78 No. 4

STEVE BRODERICK

A demonstration "shelterwood" management area along one of the Goodwin State Forest trails, designed to stimulate new growth of oak, tulip poplar, and associated species. See Steve Broderick's story about teaching at Goodwin, starting on page 20.

Connecting People to the Land

Our mission: The Connecticut Forest & Park Association protects forests, parks, walking trails and open spaces for future generations by connecting people to the land. CFPA directly involves individuals and families, educators, community leaders and volunteers to enhance and defend Connecticut's rich natural heritage. CFPA is a private, non-profit organization that relies on members and supporters to carry out its mission.

Our vision: We envision Connecticut as a place of scenic beauty whose cities, suburbs, and villages are linked by a network of parks, forests, and trails easily accessible for all people to challenge the body and refresh the spirit. We picture a state where clean water, timber, farm fresh foods, and other products of the land make a significant contribution to our economic and cultural well-being.

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The Livingston children dumping the vegetable and fruit scraps into the compost bin, in Bolton.

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PRESIDENT'S MESSAGE

The power of land trusts and humility in saving forests

BY ERIC LUKINGBEAL

Our Connecticut forests appear healthy and thriving, covering about 59 percent of the landscape. This is more than at any time since about 300 years ago, when the colonists arrived. But more than three-quarters of our forests, 77 percent, are owned by private landowners, and the average parcel size of those forests is not large. Most of our private forests are owned by 138,800 families, which together hold 47 percent of the state's forests. Only 9,000 of those owners hold tracts of at least 25 acres apiece. Overall, the average tract size of those family forests is only 6.2 acres. All this means that the large, undisturbed tracts of forestland are vulnerable as development continues to advance.

The forces of development are apparently relentless. Time and mobility often result in private forestland being lost as distant heirs often opt for money. It appears unlikely that the state has the resources to protect private forests.

One countervailing trend is the work done by local land trusts. Most Connecticut towns have one. Let's take the one in my town (Granby) as an example. I am a member of the Granby Land Trust, which was founded in 1972. It owns 1,100 acres and holds conservation easements on another 900. It stewards more than 60 properties. It accepts donations of land and conservation easements, and it purchases land in bargain sales. Like all local land trusts, it has a few big advantages over the state or other large entities. Granby residents on the land trust know the family circumstances that may lead to decisions to preserve land. Land trust members can make repeated contacts over many years. A land trust does not have to act quickly in response to impending development. It can take the long view.

The Granby Land Trust's annual meeting was a potluck lunch followed by a hike. I asked one of its long-time leaders, Put Brown, what he thought were the secrets of its success. Here's what he told me. The land trust embraced the notion that it doesn't matter who preserves land because we're all in the game together. As examples, Mr. Brown described occasions when the trust turned down donations of land, referring the donor instead to the McLean Game Refuge, which would be an abutting property and a more logical steward. The land trust has also accepted properties on a temporary basis when the state could not move fast enough, but it transferred the land to the state to become part of Enders State Forest. And the trust partnered with the state and the Town of Granby to preserve a commercial apple orchard that would otherwise have become a subdivision. On other occasions, the trust has raised money to purchase land or an easement, which was then transferred to the state. As a result of the trust's actions, more than 8,000 acres in one contiguous piece were preserved.

As Mr. Brown put it, the trust tries to be a catalyst. "No one is afraid to talk to us," he said, "because we aren't going to grab all the glory." It reminded me of Harry Truman's remark, "It is amazing what you can accomplish if you don't care who gets the credit."

Eric Lukingbeal is an environmental trial lawyer for Robinson and Cole in Hartford. He lives in Granby with his wife, Sally King. He has two grown daughters. Besides the land trust, he serves on Granby's planning and zoning commission.

EDITOR'S NOTE: The forest statistics in Mr. Lukingbeal's article come from the University of Connecticut's Center for Land Use Education and Research, known as CLEAR; the U.S. Forestry Service's Forest Inventory and Analysis program; and Mary Tyrrell, who directs the Global Institute of Sustainable Forestry for the Yale School of Forestry & Environmental Studies.

LETTERS

Native trees host more native species

In the Fall 2013 issue, CFPA President Eric Lukingbeal (in "Considering Nonnative Trees") told of a friend who asked, "What's wrong with nonnative trees?" The friend said that these trees are sometimes the right tree in the right place, with a better probability of survival in some parts of our built environment. They raise a good point.

It is sometimes truly difficult to match a commercially available native species with an ornamental horticulture plan on a small property or in a street tree planting. Small spaces offer limited conditions and therefore limited planting options. Furthermore, our love of successive colorful blossoms often trumps all other selection criteria in planting designs. And while larger spaces would seem to offer a broader array of planting conditions, plant selections are often driven by the same psychology.

But when we have the opportunity to plant anew, especially a tree that has the potential to occupy a space for many years, it seems best to aim for sustainable combinations of natural local cooperators. That's because, tree for tree, native trees host more native insects, birds, and mammals than nonnatives do. Native trees have the potential to be ecological powerhouses where they are planted, more than attractive placeholders.

The good news is that current academic research on landscape adaptability of specific native species, such as that underway at the University of Connecticut by Dr. Jessica Lubell, encourages members of the nursery trade to invest in these high value plants. Native plant offerings are now promoted by a number of Connecticut Nursery and Landscape Association members, making it easier to find native species that are right for local planting.

At the same time, the Internet now offers many authoritative sources of information on native plants, including availability and planting instructions.

According to most experts, the option to choose native plants is more than an opportunity—it is a chance to optimize the ecological health of the region. For many, this makes the extra effort to find the right native tree for the right place worth the effort. There's no time like the present to embrace the academic and

continued on page 26

What does conservation mean to you?

BY ERIC HAMMERLING

At a recent Connecticut Forest & Park Association staff meeting, one of my colleagues asked, "Do you think people know what we mean when we use the word *conservation*?"

This provocative question sparked a spirited discussion, because at CFPA the dedicated staff works every day promoting the values of conservation. CFPA is a nonprofit "conservation organization," and our slogans are, "connecting people to the land," "conserving Connecticut," and "conserving Connecticut since 1895." Forest conservation is the strand that ties all of our work together and is the pivot point around which Connecticut Woodlands magazine revolves. Indeed, a picture of Gifford Pinchot hangs on my wall overlooking my desk as if to ensure conservation remains a daily priority.

But what does the word *conservation* mean? The *American Heritage Science Dictionary* defines *conservation* as follows: "The protection, preservation, management, or restoration of natural environments and the ecological communities that inhabit them. Conservation is generally held to include the management of human use of natural resources for current public benefit and sustainable social and economic utilization."

This definition is a helpful start, but it is too passive. It describes the end-state of conservation but not all of the hard work that leads to it.

Thanks to your support, CFPA accomplished the following in 2013:

► **Conservation Advocacy:** New statewide standards for municipal tree wardens were established to ensure that towns would have greater local expertise for managing roadside trees for forest health and public safety benefits.

► **Environmental Education:** Workshops for teachers, nature center educators, and others brought Project Learning Tree lesson plans to more than 50,000 students. Stewardship education programs at the Goodwin Forest Conservation Education Center served several hundred forest landowners.

► **Land Conservation:** 140 acres of forests and trails are in the process of being protected with the donation of a 40-acre easement in Bloomfield and an estate gift of 100 acres in Tolland.

► **Blue-Blazed Hiking Trails:** CFPA published the first interactive Blue-Blazed Hiking Trails map online. Volunteers dedicated more than 15,000 hours working on trails. The Iron Trail was established in Norfolk, and work was done to reconnect sections of the Tunxis, Mattatuck, Metacomet (in Suffield), Aspetuck, and Saugatuck trails.

► **WalkCT:** More than 30 Family Rambles introduced young families to the outdoors, and we published the *Guide to Walkable Communities.*

Besides these programs, CFPA has coordinated the largest Trails Day celebration in the nation over the past 20 years. We have involved trail runners through such programs as the Run for the Woods. We have developed videos to showcase conservation work in a more visually engaging format. These efforts are how CFPA delivers conservation in its many forms.

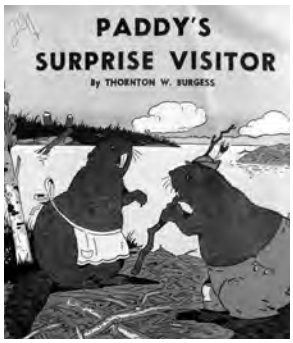
Eric Hammerling of West Hartford has served as CFPA's executive director since 2008.

Mr. and Mrs. Beaver

BY CHRISTINE WOODSIDE

A few weeks ago, I stood in the library of the Connecticut Forest & Park Association, where I was reading a few back issues of Connecticut Woodlands. I would give a talk that night on the magazine's 76-year history. The front door opened. In walked Barrie Robbins-Pianka, a photographer who often rambles near the Mattabesett Trail. She said she was sorry she couldn't attend my talk that night, but she had brought me three little books by Thornton W. Burgess, illustrated by Harrison Cady, and published in 1940.

All three paperbacks join unlikely animals in dialogue—a rabbit with a frog, the same rabbit with a family of otters, and, in my favorite, *Paddy's Surprise Visitor*, two beavers named Mr. and Mrs. Paddy. The beavers wear clothing but otherwise live just as actual beavers do. They encounter a porcupine, who frightens them but also saves them from a slavering bobcat.



The story starts with the beavers pausing from their work dragging branches to their underwater food pile. They are horrified to see a porcupine standing on the top of their lodge.

They talk with him and realize quickly that the porcupine cannot swim very well. He won't be able to enter their underwater door. He clumsily swims to shore, where he runs into a bobcat named Yowler. The bobcat slinks away when he sees the quills. The beaver couple watch; Paddy says, "Some talents that we little guess/Our humblest neighbors may possess."

The story is such a product of 1940. Wild animals in people's clothes forge unlikely alliances with an enemy in the cause of fending off a worse enemy. But I see a timeless lesson. That animals in their natural settings have much more to offer than danger.

Christine Woodside has been editing Connecticut Woodlands since 2001. Visit her at chriswoodside.com.

CHRISTIE HAZEN

Green Rivers Green Team teaching younger students about composting.

PUT ON THE GOGGLES AND WEIGH THE GARBAGE

Taking school's "green teams" home

BY LORI PARADIS BRANT

It's an ordinary Wednesday night. Time to scrape the plates into the trash. And, who's going to help with the dishes? Ugh! Wait... take a new approach. Learn about waste, the American way of life, how to save energy, and more, right there in your own kitchen, with the lessons of Project Learning Tree's "Green Team" program. Yes—try this at home.

What environmental program inspires students to take personal responsibility for improving the environment of their school, home, and community? Project Learning Tree's GreenSchools! program. This hands-on, conservation program trains teachers to organize their students into Green Teams in their schools. Students learn to solve problems and be good environmental stewards. They run their own investigations in five areas: energy, environmental quality, waste and recycling, the school site, and water. Students read utility bills, water reports, and maintenance practices. They collect data on electricity, water usage, garbage amounts and types, cleaning products, and more. After they analyze the data, they think of ways to use less energy and water, or to avoid harmful chemicals, for example. Green Teams may take their discoveries to principals, boards of education, and others. Students are encouraged to take their learning home via the Project Learning Tree (PLT) Home Connection, which guides families to follow the five investigations to analyze conservation efforts at home.

Waste and Recycling Investigation at Home

Let's take the student-driven GreenSchools! Investigations and try it at home. We'll follow PLT's Waste and Recycling model and begin with these planning steps: Create a home Green Team.

Step 1: Form the Home Green Team. It is best to involve the whole family in the Green Team so that everyone will want to take part in the action plans. Ask questions. Who will be the leader? What will be the team's name? The leader doesn't have to be an adult, and naming an older child or teenager as a leader can have many leadership benefits. Decide on roles for each member. Perhaps a different family member will be responsible for leading each of the investigations. Gather documents and supplies. Who will be responsible for those tasks?

Step 2: Develop a timeline or schedule of when investigations will occur, such as a couple of evenings a week, during a school break, or as a way to celebrate Earth Week in April. Each member of the team should follow defined rules. Creating the rules together is part of the fun and a way to empower the family to have a voice in what is investigated at the home.

Step 3: Ask questions. What do you want to learn? Is your family made up of curiosity seekers? Or maybe they are organizers? What might entice their desire to be a part of the Family Green Team?

Step 4: Gather the supplies and documents needed to analyze your family's waste. You'll need a scale, gloves, garbage bags, large containers, plastic bags, and the items put in the garbage, compost, and recycling bin. Have available any trash pickup and recycling service contracts, plus any waste management billing statements and policies for waste management and recycling.

MARY DEMANBEY

Technical high school students using GreenSchools! Investigations.

Research

If you aren't sure already, find out which company removes the trash and recycling from your home. If you remove your garbage directly to the town transfer station, find out which company removes the waste from the station itself. Learn from the company's Web site or by contacting the company what happens to the trash from your house (approximately 85 percent of Connecticut's trash is incinerated in trash-to-energy plants). Visit an online map Web site to determine how far your trash traveled after it was transported from your home.

What is the cost to recycle at home? Do you pay it directly to the company, or is it covered by your town or city's taxes? Do you receive any income from recycling cans and bottles with deposits? Who is responsible in the home for following the recycling procedures (what materials are acceptable and which ones are not)? How do all family members know what materials may be recycled? Make a list of items that can be recycled and what items the family currently recycles. Have a creative family member make a poster or flyer of what can be recycled and keep it near the recycling bins.

Do you compost at home? What do you compost? Grass clippings, leaves, yard waste, food scraps? Who is responsible for putting the waste in the pile or container? If it goes in an indoor container, who knows where it is kept and where to empty it? What do you do with things such as printer cartridges and old clothes and toys?

Let's Get Dirty

Decide on a strategy to collect and measure the amount of waste your family generates in one day. You can either measure by weight, volume, or quantity. You may want to wear goggles, protective gloves, or old clothes in case of spills.

Method 1: Weight Analysis

This is easiest to do with a large scale, (such as a shipping scale used to weigh boxes) and at least one container. Weigh the empty container(s) and record the result. Sort the waste into categories per the Waste Chart. Place the sorted material into a container. Weigh the sorted material, subtract the weight of the empty container, and record the results on the waste charts on the following pages.

Method 2: Volume Analysis

Gather a variety of containers with different sizes. Calculate the volume of each container. Then mark the volume on the outside of each container. Sort the waste into the categories on the Waste Chart and place the items in the appropriately sized container. Keep track of how many times you fill each container with a particular material. Record your results on the waste charts on the following pages.

Method 3: Quantity Analysis

Sort and count the number of waste items generated, as listed on the Waste Chart. Record your results on the waste charts on the following pages.

Results

You may want to graph the data collected to make it easier to interpret the results. A free online graphing tool is available at nces.ed.gov/nceskids/createagraph/default.aspx. This Web site, sponsored by the National Center for Education Statistics, creates colored graphs with data you type in.

Create an Action Plan

After collecting the data and analyzing the findings, it is time to brainstorm ideas that can improve the waste practices at your home. Areas to consider may include trash removal, recycling, composting, waste reduction, reuse, and purchasing. Here are a few ideas from PLT GreenSchools to help you get started.

► Reduce paper waste. For example, photocopy and print on both sides of the paper and save scrap paper for notes and art projects.

► Reduce disposal waste by using reusable utensils and plates instead of disposables during gatherings and holidays.

► Reuse items—for example by organizing a swap day with other families for clothes/toys that your kids have outgrown, or by donating clothing and household items to appropriate social service charities.

MARY dEMANBEY

Technical high school students using GreenSchools! Investigations.

Celebrate Success

An important goal for Green Team leaders is to communicate your findings and achievements with others. Share what you've learned, results from data collected, and action plans completed. Following are some ideas about how members of your Green Team can celebrate their accomplishments. Brainstorm other ideas to capture the family's ownership and pride in their projects.

►Educate others about reducing waste, recycling, and composting. Try skits and posters that can be shared at family gatherings or social networking sites.

►Write a letter to the editor of your local newspaper.
►Film a short video of your family taking action; share on YouTube and social networking sites.

► Share a post and photo or video on our Facebook page to celebrate your successes.

Reference

American Forest Foundation, Project Learning Tree GreenSchools! Waste and Recycling Investigation, 2012.

Lori Paradis Brant is the education director of the Connecticut Forest & Park Association.

HOME WASTE CHART

Use the following chart to monitor home waste for a day. Check off items if items are either recycled or thrown away and record the numbers. You can also use this chart at various times throughout the year to gather comparison data and look for changes.

Date:

Number (or average) of people in the home each day:

Types of Waste	Recycled	Weight, Volume, or Quantity of Recycled Materials	Thrown Away (Garbage)	Weight, Volume, or Quantity of Material Thrown Away
Mixed paper*				
Other paper products*				
Cardboard, posterboard, etc.				
Plastic #1 & #2				
Plastic #3-7				
Glass				
Aluminum				
Printer/copier cartridges				
Other				
Total:				

*MIXED PAPER INCLUDES ITEMS SUCH AS WHITE AND COLORED PAPER, MAGAZINES, NEWSPAPER.
**OTHER PAPER INCLUDES ITEMS SUCH AS TOWELS, TISSUES, PAPER CUPS/PLATES.

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NATURE LITERATURE

EXPLORE THE LANGUAGE OF LANDSCAPES IN A HIGH SCHOOL ENGLISH CLASS

BY RICH NOVACK

When I think of the word *deliberate*, I think of the checklist I make before I hit the trail. I think of the multiple waterproof bags I use to compartmentalize my backpack's contents; I think of the careful steps I take ascending the trail to the Sleeping Giant. I think of the water bottle brimming with crisp mountain runoff, retrieved on my laborious hike down the hill to the stream nearest my campsite. I think of Henry David Thoreau, who wrote in *Walden*, "I went to the woods because I wished to live deliberately." These famous words of the great American transcendentalist more than a century ago resonate with all those who learn, labor, discover, and explore language in the woods.

I am a high school English teacher in a Fairfield County public school. I take my students on overnight backpacking expeditions, when I try to show them the meaning of Thoreau's words through both students' interpretations of *Walden* and through their interpretations of the New England landscape that inspired the text. In my classroom, outdoor excursions are as much about fostering an "ecological literacy" (Orr), as they are about fostering literacies of literature and language. The language that we use to describe the natural world comes from two sources: (1) from our desire to talk about the natural objects and critters that we discover in outdoor environments, and (2) from the words of others whose descriptions, whose denotation, and whose diction echoes in our subconscious. We learn to read, write, and speak in the context of our "environment" (Dobrin and Weisser). When we as teachers, specifically English teachers, enrich the contexts of our literary instruction with the fertile tapestry of outdoor experiences in nature, we cultivate in students a deep level of language competency, coupled with a nourishing appreciation for nature.

John Burroughs, a late nineteenth and early twentieth century nature writer, celebrates the skills of keen observation and likens the reading of literature with the reading of nature in his 1908 essay, "The Art of Seeing Things." I discovered Burroughs hiking through his old stomping grounds, atop Slide Mountain, the highest peak in the Catskills. In "The Art of Seeing Things" Burroughs writes,

> The book of nature is like a page written over or printed upon with different-sized characters and in many different languages, interlined and cross-lined, and with a great variety of marginal notes and references. There is coarse print and fine print; there are obscure signs and hieroglyphics. We all read the large type more or less appreciatively, but only the students and lovers of nature read the fine lines and the footnotes. It is a book which he reads best who goes most slowly or even tarries long by the way. (page 153)

To read nature, my students must attune their senses to the sounds of crickets, the scents of decaying leaves, the textures of shagbark hickories, and visions of mountaintop vistas. To read Burroughs, students must attune their intellects to the dense language of long ago to discover meaning. When they hike, my students miss the opportunity to spy a soaring turkey vulture because of their distracted attention. As readers, students sometimes miss opportunities to discover symbols, irony, and metaphors hidden in a

text. By engaging our students in the art of contemplative concentration, both as readers of nature and readers of literature, we enhance their ability to make deep and rich intellectual discoveries.

In a course we call "Call of the Wild," my senior elective (begun decades ago by a forward-thinking English teacher, Bob Gillette), we read authors of long ago and more contemporary times. I'm especially eager to allow the voices of women and ethnically diverse authors enter my classroom. We might read short passages, including Annie Dillard's "Living Like Weasels," Maxine Hong Kingston's "A City Person Encountering Nature," and Luther Standing Bear's "Nature."

English teachers often immerse students in literature and discussion organized around central themes. In like fashion, when we experience nature on hikes through our local woods, familiar themes frequent our minds as they have graced the minds of humans for eons, including themes of discovery and themes of place. Authors such as Kingston and Thoreau complement our understandings about what it is to discover something new in nature. Barbara Kingsolver's "Knowing Our Place," and Wendell Berry's "The Work of Local Culture" expose students to a value for a local place that emphasizes both the natural records of life and the communal memories of the people who lived among and through a landscape.

In my class, we first celebrate what we find in the text of nature and the texts about nature. I do this to avoid what David Sobel calls "ecophobia—a fear of ecological problems and the natural world." However, in high school, we cannot ignore the environmental degradation that is ever present in a warming world. After celebrating nature, we move to a critical inspection of humanity's interactions with nature. We read Aldo Leopold's "The Land Ethic" from *A Sand County Almanac*, and passages from Rachel Carson's *Silent Spring*. Sections of Bill McKibben's *The End of Nature* allow us to ponder how in an era of global pollution and global warming, the idea of nature itself, as an unspoiled wilderness, is gone. When students have looked down upon a river valley from an 800-foot cliff, when they hike the historic Appalachian Trail, and when they read of the stories to preserve these natural treasures, they are indoctrinated to a community that cares about nature. I have seen students' attitudes toward nature and the environment shift from apathy to affection in one semester.

RICH NOVAK

Educators should find more ways to bring students to appreciate the natural world through experiences in the natural world. Even English teachers can find room in a tight curriculum to allow students to experience the outdoors, because such experiences will not only grow green minds, they will also deepen students' landscapes of language.

Rich Novack is in his ninth year of teaching high school English. He teaches at Fairfield Warde High School and is a doctoral student at Teachers College, Columbia University. Contact him at richnovack@gmail.com.

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LEFT, COURTESY OF LYNN KOCHISS. RIGHT, LORI PARADIS BRANT

Lynn Kochiss leads the "poet-tree" activity. At right, she holds her National PLT Outstanding Educator Award and Barbara Pitman Outstanding Educator Award.

ON LIFELONG LEARNING AND BEING OUTDOORS

A teacher explains why she takes children out of the building

BY LYNN KOCHISS

When I walked into my first day of school as a kindergartener, I looked around the room and said, "Wow! I want to stay here for the rest of my life!" I loved learning and sharing the excitement of it. I knew from that moment that I wanted to be a teacher, and I worked to make the dream happen. And so I did stay in school for the rest of my life. I never left school.

I vividly remember walking into my first classroom as a teacher. I stood in the doorway and said, "Is this it? Do I just spend the rest of my life teaching? Now what?" After 17 years of dreaming and preparing, I realized I was only beginning to discover what it means to learn and teach.

Over the years, I have worked with students and teachers in preschool through college. I have taught many elementary grades and middle school math. Each year I have discovered something new about teaching and being a student of life. When I came to Connecticut Forest and Park Association in 2007 to become trained as a Project Learning Tree educator, I was again reminded of how much my joy of learning sparks my teaching. I was back outside! I think that my outdoor, environmental activities as a CFPA volunteer WalkCT Family Rambles guide, a PLT facilitator, and the adviser of the Earth Club at my school connect me to the real teaching I only dreamed about when I was 5.

I was named one of five National PLT Outstanding Educators for 2013. What an unbelievable honor. As part of the award, I spent a week in Alabama at the National PLT conference and a week in Oregon as a member of the World Forestry Center's International Educators Institute (IEI), immersed in environmental literacy, connecting to forests, and exploring learning and teaching with like-minded people from around the world—a once-in-a-lifetime experience. When I returned home after IEI, I found myself again wondering, "Now what? Where do I go from here?"

I learned at IEI that it's very important to spend time outdoors. I spent several days in the forests of Oregon and Washington. I hiked Larch Mountain, down 7 miles from 4,000 feet, discovering forest layers and diverse species (and muscles I didn't know I needed to use). I touched the ash in the soil that is still left from the eruption of Mount St. Helens in 1980. I learned how American Indians harvested the forests and ate salmon that had been hand-caught and broiled over a fire pit. I met researchers studying carbon sink in an old growth forest. I learned how sustainable forest practices in the Pacific Northwest are very different from sustainable practices here in Connecticut. I kept hearing a bird song that sounded like a variant of a wood thrush call and found someone who could teach me that it was a Swainson's thrush. I experienced firsthand how one hike can start a conversation that can last for days, developing team bonds among people from diverse backgrounds and friendships that can continue even after the experience is over. I discovered I need to find ways to do it again.

I came back determined to teach as many lessons outdoors as possible this school year. My third graders are collecting specimens for an environmental exchange box that we will mail to our partner class in North Carolina. We will be going outside to study adaptations in plants and animals we can find in the school yard. We will touch the trees to build vocabulary for the poems we write for our poet-tree. And I have recruited a team of teachers and students to start Project Learning Tree GreenSchools! investigations in our school.

My wish is that my colleagues, my students, our families and friends, and those reading this article will have a chance to connect (or reconnect) to the outdoors as I have, to get outside to explore more; that their experiences in nature will spark conversations that can last for days, creating teams and friendships; that more teachers will ask, "How can I be trained in the Project Learning Tree curriculum?"; and that more people of all ages will ask questions such as "Is there a Family Ramble this weekend at WalkCT.org?" and "What is that bird?"

I hope you all find ways to spark and share that love of learning, get outdoors, and "want to stay here for the rest of your lives."

Lynn Kochiss teaches third grade at Woodside Intermediate School in Cromwell.

TRUMBULL CAN SAVE ENERGY

STUDENT'S PROPOSAL FOR HOLIDAY LIGHT TIMERS AND OTHER STRATEGIES

BY ANUJ SISODIYA

EDITOR'S NOTE: The following article is condensed from a Trumbull High School sophomore's proposal for energy-saving projects in that town.

I live in Trumbull, population about 36,000. It has 12,000 houses. The town is about 10 miles from the train station, and many of the people in my community commute daily to Stamford and New York City for work.

Trumbull is an environmentally friendly town with large open areas, parks, and trees. In fact, it's the number one town in the state of Connecticut for highest open space per capita. Still, energy waste and environmental pollution are certainly big issues for my town. My plan is to address three issues that will save energy and provide monetary benefits for my townspeople.

1. During the December holiday period, residents of our town decorate their homes with lights for 4 to 6 weeks. On an average, 14,000 kilowatt-hours of power are consumed per household every year. I have noticed that many households keep their lights on throughout the day. This causes excessive electricity bills and pollutes the environment.

2. Most Trumbull residents who commute to the city drive their cars to the Bridgeport train station in absence of an effective public transport system and "Park and Ride" program. This consumes gas and pollutes the environment, all of which would be unnecessary if we had an effective transportation system.

3. Many of the houses in Trumbull are older than 15 years and may have air leaks, inefficient energy appliances, and poor insulation. This may lead to higher electricity and gas bills and wasted energy.

PROPOSALS TO SAVE ENERGY AND MONEY

Holiday "Light It but Time It" Campaign

During the holiday season, this program would distribute $3 timers to Trumbull residents. The timers will automatically turn off holiday lights based on self-input settings.

Carpooling and Buses

About 2 to 3% of people in Trumbull drive to the Bridgeport train station daily to take the train to work. If these people started carpooling, it would not only save them money on gas and parking, but it would also prevent thousands of pounds of carbon emissions from being released by these cars. At least five people in my neighborhood commute to the train station every day. On average, every gallon travelled releases 25 pounds of carbon. Bridgeport is about 25 miles both ways, which is about 1 gallon, travelled. Even if 1% of the 36,000 people participate in this program, (360 x 25) 9,000 pounds of carbon could be saved from being emitted by the cars every day. This is actually possible and very convenient because there is a free parking lot right next to the highway. People can just park their car there and ride with one of their friends. A bus service can be set up that will transport people to the Bridgeport train station. This bus service would pick up commuters from their houses and take them to the train station and back to their houses, all for a very low cost. The cost would be low compared with how much each person would be spending on gas and parking.

Energy Audits

I propose encouraging residents to have their house energy audited. My family and I recently found out about this service, and we were amazed by the difference that it created for us. The energy audit is when a few trained professionals come analyze your house to determine ways in which you can save energy. The audit costs around $75 in my community and is worth every penny. When they came to my house, they fixed an air leak in our front door, which was allowing cold air to enter. They also fixed insulation in the basement so the room would remain warmer. The best thing they did was replace all our light bulbs with energy efficient light bulbs, free of charge. Overall, the energy audit service will conserve energy and help townspeople save money at the same time.

Other Savings

I also encourage people to make behavior changes like turning down thermostats. Making the thermostat 2 degrees lower in the winter can save 420 pounds of CO_2 from being emitted per household every year. I would use social networking like Facebook to encourage people.

I can create a Go Green Trumbull page on Facebook to give people tools and tricks on how to "go green." Using the hash tag #GoGreenTrumbull on Twitter, I can provide suggestions on how to save electricity and money. By focusing on the youth, there is a higher probability parents will listen to their kids and start making changes to make a difference. My town also has a town Web site where I can post ways to save energy. Going door to door is also an effective strategy for reaching a wider audience and convincing people to go green and save energy. I could pass around coupons and timers to help Trumbull residents take the

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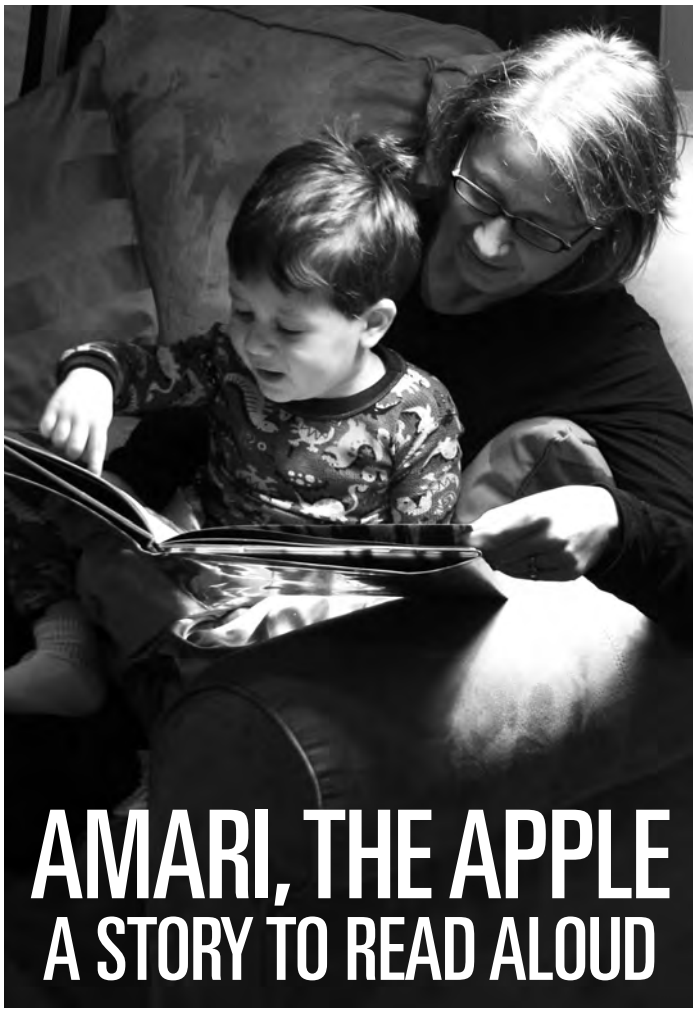
AMARI, THE APPLE
A STORY TO READ ALOUD



BRENT BENNER

BY KATHY CONSOLI AND DANIELLE BEERLI

Once upon a time, a little red apple by the name of Amari grew on an old apple tree. The little apple was firm and round and happy on the tree. Amari spent many sunny summer days swinging on the branches of the old apple tree. But some days it rained too! And Amari was even happy then because he knew that apple trees need sun *and* water to grow big and strong.

When the days began to wear the crisp, cool cloak of autumn, Amari fell out of the tree.

"Help me!" Amari cried to Misha, the old apple tree on which he had grown and whom he loved so dearly.

"Do not be afraid, my little one," said Misha. "For someday, you will become a big apple tree just like me and we will spend many happy days in the sun, together again."

The days passed and, even though Amari was afraid sometimes, he remembered what Misha had said to him as he fell from her branches. "Do not be afraid, my little one. Someday you will become a big apple tree just like me and we will spend many happy days in the sun, together again."

The sun would shine down on Amari as he lay on the ground. Sometimes the rain would fall, too. His firm red skin grew soft and wrinkled. The seeds that were nestled deep inside Amari began to grow and change. Some roots began to sprout and work their way into the soil. Tiny leaves popped up through the earth. They reached toward the sunlight, changing it into food to help Amari grow. Worms would visit the little seedling and keep the soil around him loose and airy. When the weather grew cold, Amari's leaves would fall and he would rest, sometimes under a white blanket of snow!

As the years passed, Amari grew bigger and stronger. One fine spring day, Amari noticed some beautiful pink flower buds among his many branches. As the flowers opened, bees and other insects came to visit, flying from flower to flower. Amari thought they were just there to tickle him, but as they flew from bud to bud, they also carried pollen on their little legs, which the flowers needed to grow and change. Soon the petals fell off the flowers and, to Amari's great surprise, tiny little apples began to grow!

"What is happening to me?" cried Amari. And that's when he heard the most beautiful sound, his mother Misha's voice.

"I told you not to be afraid, my little one, for one day you would be a big apple tree like me and we would spend many happy days in the sun together again."

And that is just what happened.

Kathy Consoli is the owner and director of the Surreybrook School in Bethany, where she has taught preschool for more than 10 years. She is a former fellow of the Edward Zigler Center for Child Development and Social Policy at Yale University. She has four daughters.

Danielle Beerli is currently teaching her two children at home. She holds a bachelor's degree in psychology and a master's degree in social work. She is a former assistant director of the Surreybrook Preschool and Child Development Center in Bethany and a former social worker in the New Haven public schools.

TIPS FOR READING TO CHILDREN

Reading aloud every day is one of the best ways to help children learn to associate reading with pleasure. In addition to the obvious benefits of building background knowledge, your child is also developing listening skills, learning language, building vocabulary, and being exposed to story structure and grammar every time you read together. In addition, you are demonstrating your own appreciation and love of reading. Best of all, story time is great together time, so ***soak it up.***

Here are some of the few tricks I have learned through the years to make reading aloud more enjoyable for children and, therefore, more rewarding for me:

► **Find a nice, comfortable place to read.** I have even used an old serape that I call a magic carpet in some of the classrooms I have visited. I would spread out the serape and ask the children to join me on the magic carpet for story time. This really would go a long way to set apart story time as the special time I view it to be. The children would love to sit on the carpet, and it helped define the area in which they needed to remain while story was being read. If you have a particularly "grabby" child, provide something such as a soft toy to occupy his or her hands or you may find yourself losing your book mid-read!

► **Limit distractions.** Turn off the television and your cell phone.

► **Preview your book.** This gives you a feel for the characters. I do not read books that I don't like. My audience always knows. And, yes, I rehearse.

► **Introduce the book.** Before you begin a story, talk about the book, the cover, the title. Generate excitement in the story to come.

► **Read with expression.** I create different voices for different characters. I adjust my tone and pace as warranted by the text. Slowing down your voice creates suspense and speeding it up creates a sense of excitement. I have even composed simple melodies where the text of a book lends itself to this sort of thing. This works especially well where the book contains a repetitive verse—a chorus, if you will. Even my youngest students learn these "choruses" and sing along with glee! My own children loved this as well.

► **Don't rush.** Let children enjoy the illustration and encourage participation. Ask them to point to things in the pictures. The smaller the better. (Remember the little ladybug hidden in Richard Scarry's stories?) Let them explain what just occurred, predict what is going to happen next. As always, the time and level of detail will vary depending on the age and interest of your audience. Don't overwhelm. Enjoyment is the primary directive.

► **Keep in mind that a child may sometimes look restless, distracted, or even bored and be actually still listening.** It is just difficult for some children to stay still throughout an entire story. The more animated you are, however, the less likely you are to see this behavior. Think about the child "glued to the television set." There is a reason for this—they are being entertained! If Spiderman cartoon were a still graphic and narrated by one monotone voice, I would wager that many children would start to wiggle in front of the set.

► **Read a favorite over and over.** Children love the repetition, and they are learning so much language. As an educator, I would read the same book every day for at least a week and launch a daily lesson from its pages. We made snow cream as did the character in *My Great Aunt Arizona* after one reading, learned about the state where the story took place after a second reading, and so on. By the end of the week, the children were so familiar with the text, they would "read the book" aloud to themselves and their friends. They would even take turns and share in the reading.

Of course, every child is different. Although some of these suggestions work better in a classroom setting, others work well reading to a child individually. The most important thing is to find that which makes reading the most enjoyable for you and your audience and ***read, read, read!***

—Kathy Consoli

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first step toward going green. I could set up a booth at our local craft fair or carnival to inform people of how to save energy and provide them with ways they can help other people go green too.

Project Plan Timeline

Door-to-door campaign	Dec. 5–20
Buying and setting up holiday light timers	Dec. 5–20
Energy saving data collection	Feb. 1
Project closure	Feb. 10

Budget

Campaign: Social media: Facebook, Twitter page and Web Site.

Create a Web site	$500
Timers, 300 @$3	$900
Flyers, advertisement and refreshments for volunteers	$600
Total Cost	**$2000**

Savings

Light It but Time It: ..... $30 per household

I hoped to give timers to 300 of the 5,000 houses where holiday lights go up.

Total savings from pilot (300 x $30)	$9,000
Total net savings:	**$7,000**

Eventually, the program can be rolled out to all households with a potential savings of $150,000.

Energy Savings

The average number of kilowatt-hours used per household for lights is 495.08. If you then multiply this number by the number of houses in my community that put lights up, you get 2,475,400 kilowatt-hours. However, using the same numbers except this time changing the average number of hours lights are kept on to 5 hours, 1,312,377 kilowatt hours would be used. Using a timer and lighting displays for only 5 hours would save about 1,163,023 kilowatt hours per holiday season. If you use the kilowatt-hour-to-CO_2 rate of 1.12, then my community would be preventing 1,302,585 pounds of carbon from being released.

Anuj Sisodiya executed this campaign in December.

REJUVENATE OUTDOOR LIVING SPACES

Learn from CFPA's experience

BY CAROLINE DRISCOLL

Is it time to refurbish, redesign, or recreate your outdoor living space? Just as it is periodically necessary to redecorate the rooms of your home, your outdoor living spaces require rejuvenation. They grow old, tired, worn, outgrown, and overgrown. It may be time to replace the swing set and sandbox with a playing field, vegetable patch, or formal landscape. Whatever the change it should reflect the needs of those who will be using it and make a statement that reflects you, your taste, and the amount of time, energy, and money you are willing to devote to maintenance.

LYNNE WARREN

The gardening volunteers of CFPA on a field trip to the Goodwin Center. From left, Kim Kelly (of the Goodwin staff), Lynne Warren (of the Friends of Goodwin), Marilyn Zeeb, Nancy Grenier, David Hughes, Ken Sherrick, Caroline Driscoll, and Richard Shaffer.

That is just what has been happening at Connecticut Forest & Park Association headquarters during the past several months. Under the auspices of the Education Committee, Ruth Cutler and Caroline Driscoll took on the formidable task of gathering a group of dedicated volunteers who would renovate the landscape around the building in Rockfall. We began efforts in mid-May with a class on landscaping principles led by Ruth, then a class on invasives and weeds led by Caroline.

Although most of us wanted to immediately begin choosing what to plant, we quickly learned this was the wrong way to go about landscape design. The right way is to first determine the users and design for their convenience and enjoyment. The landscape should also reflect the mission of CFPA to conserve and protect our natural habitat. Maintenance is a prime concern. There is no such thing as a maintenance-free landscape. (Even paving requires upkeep.) Consider maintenance time, costs, and personnel. And don't forget things such as allowance for machine access in case of need, a place to pile snow, and utility rights of way. Also, it only makes sense to take an inventory of just what is already on site, and differentiate between what should be kept and what deleted. Oh, my. That's an awful lot to consider before we could get to planting.

The very first step in our design process was a critical tour of the public areas around the building. There didn't seem to be any that didn't need redesign. Looking at everything at once was quite overwhelming, and we agreed to limit the first phase to the front (south side of the building) and the bank along the east side because these are the areas that anyone who comes to CFPA for any reason sees first. These two areas set the tone, which should be welcoming and more formal and constructed than the woodland areas on the remainder of the property but still be natural and reflect the mission of CFPA. At present, they are an overgrown, weed-infested mess. The wonderful, dedicated volunteers of the Garden Gang labored through the oppressive heat and humidity of last summer to make enough order out of chaos to make it possible to have an idea of what form these areas might take and to begin to decide what must be removed. Invasives and weeds were removed, shrubs and trees pruned back into shape, and debris removed. Already, things are looking better. Thank you, and kudos, Garden Gang, for all your hard work! Many thanks also to Jane Harris for her thoughtful analysis and cost estimate, which helped clarify our vision. Some major tree removal and limbing up is necessary before beginning any new design installation. We are now in the process of determining just what can be accomplished in-house and what must be outsourced.

At last. We are finally at the final planning stage and have decided that the front of the building should be a woodland garden with meandering paths that will decrease the area requiring weeding and provide access for maintenance of the entire area. A seating arrangement and a focal point defined by rocks or perhaps a birdbath are planned. Plant materials should be native and attractive to wild life, and several trees, shrubs, and wildflowers that are thriving will be kept. The whole is intended to be an invitation to an educational ramble that will display the landscaping value of our native flora. Access for fuel delivery is an important consideration on the east side of the building.

Along the way, we have managed to have a good bit of fun, including a trip to the Goodwin Forest Conservation Education Center to tour the native plant gardens. A trip to a nursery specializing in native plants is being planned for this spring when we hope to begin actual plan construction and planting. In the meantime, we will be working on the final design phase of our project. New volunteers are always welcome.

Caroline Driscoll of New London serves on the CFPA Board of Directors.

The members of the Connecticut Forest & Park Association's Board of Directors serve as guardians of CFPA's mission. These three board members are leaders of the Environmental Education Committee, which provides oversight of two activities: (1) teaching educators how to use Project Learning Tree CT in the classroom and outdoors, and (2) providing ideas and guidance to develop "Walks and Talks" to educate and build the CFPA conservation community.

Bill Breck has been a member of the CFPA board for seven years and was elected vice-president three years ago. He serves on the Executive, Education, Finance, and Public Policy committees. Now retired, Bill was a superintendent of schools for a number of years in Regional School District 13 (serving Durham and Middlefield) and East Hampton. He also has served on the faculties at the University of Connecticut (UConn) and Southern Connecticut State University. He now works part-time as an executive coach supporting new superintendents and urban school principals. Bill holds an EdD in educational leadership from Fairleigh Dickinson University, a master of arts in technology in Social Science from Antioch Graduate School of Education, and a bachelor of arts in anthropology and sociology from Hobart College in Geneva, New York. He also served in Vietnam as a reconnaissance platoon sergeant with the First Cavalry Division from 1968 to 1969.

Ruth Cutler has served on the CFPA board since 1991. She is active on the Education, Land, and Strategic Plan committees, and she is an affiliate representative to the National Wildlife Federation annual meeting. As a member of the Ashford Conservation Commission, Ruth cochaired the town's Plan of Conservation and Development. A founding board member of the Last Green Valley, she chaired its Walking Weekend Committee and was an organizer of the state's first Greenway Conference. Before her retirement from the University of Connecticut Cooperative Extension, Ruth was its outreach/volunteer coordinator for the Coverts Project and the Green Valley Institute. She also taught a course in landscape design for master gardener candidates. An avid believer of continuing education with courses in natural resources, conservation/cultural land planning, her education also includes a BFA from Hartford Art School, MFA from Yale School of Art, and MLAD from Conway School of Landscape Design. Her design work includes conservation land planning, the Windham Garden on The Bridge, residential and commercial design in New York and Newton, Massachusetts. As an artist, she was one of the founders of Real Art Ways. A true renaissance person, Ruth is now leading the charge to transform the CFPA grounds into an educational asset.

Caroline Driscoll has served on the Board of Directors since 2005 and serves on the Education and Land committees. Caroline holds an MBA in accounting and information technology from UConn and a BA in economics and computer technology from Connecticut College. She has taught at both the preschool and college levels. Her love of the outdoors and teaching led to a position at the Connecticut College Arboretum, where she continues to consult while she works toward a certificate in horticultural illustration at the New York Botanical Garden. She also serves on the New London Beautification Committee.

ICE HARVESTING. PHOTO COURTESY WATERTOWN HISTORICAL SOCIETY, WATERTOWN, CT

THE IMPORTANCE OF ICE IN DAYS GONE BY

BY JEAN CRUM JONES

Living on a farm brings me close to essential realities as we work each year to grow vital foods and then preserve the harvest until it goes to market. But I often forget the struggle and work the Jones forebears must have had before electricity, although every day I see the two icehouses standing among the collection of farm buildings in our barnyard. Of course, these small buildings have been repurposed for other storage needs. I have also seen the big old ice sled shoved into a Fibber McGee–like room (as the clutter mentioned in the old radio show) of old farm implements, and looked at the long ice saws and other metal tools left from the ice harvesting days. Recently, I have tried to learn more about the harvesting of ice from our farm's ponds. My 95-year-old father-in-law, Philip Jones, has shared some of his memories with me.

First Farm Harvest of the Year

For his father and grandfather, ice was the first important product of the year. They harvested in January and February. Neighbors and friends pitched in and were compensated with a share. The purpose of ice on our dairy farm was to keep the butter, cheese, and milk fresh for market sales. Just as a farmer needed to harvest a certain amount of hay in summer to last the winter, he also needed to harvest a certain amount of ice in the winter to last through the summer. Per cow, 1½ to 2 tons of ice was considered sufficient for cooling milk on a dairy farm.

The use of naturally harvested ice for refrigeration was established in New England by the middle of the 19th century. Much of the credit for the development of the widespread use of harvested ice goes to two Boston businessmen. In the early 1800s, Frederick Tudor developed insulating methods and materials. Sawdust was his idea. Icehouses with such insulation lost only 8 percent of the ice to shrinkage (unlike the 66 percent before insulation). His partner, Nathaniel Wyeth, fabricated an ice plow that allowed evenly sized cubes of ice to be pried out of the frozen ponds. This hugely facilitated the productivity of ice harvests and allowed the same-sized blocks to be stacked efficiently in icehouses, so there was little melting. A well-insulated, well-stocked pile of ice blocks reportedly could stay frozen for several years.

Restaurants, markets, dairies, breweries, meatpacking establishments, and hospitals all used ice. Small icehouses and large ice warehouses were built beside lakes and rivers all over Connecticut and the rest of New England. In the 1860s, use of harvested ice in refrigerated railcars rapidly expanded. The combination of U.S. territorial expansion, refrigeration, and railroad transporta-

RESTAURANTS, MARKETS, DAIRIES, BREWERIES, MEATPACKING ESTABLISHMENTS, AND HOSPITALS ALL USED ICE. SMALL ICEHOUSES AND LARGE ICE WAREHOUSES WERE BUILT BESIDE LAKES AND RIVERS ALL OVER CONNECTICUT AND THE REST OF NEW ENGLAND.

tion dramatically changed the nature of our country's agriculture and the diet of Americans. An increasingly urban population wanted higher-quality, fresh food. Farming in Connecticut changed from a self-sufficient way of life to business agriculture focused on dairy, eggs, fruits, and vegetables—items that did not ship easily and that were desired by the populace in nearby expanding cities.

In about 1870, the Jones family became involved in dairying for butter and cheese and built its first icehouse. A small wooden building with no windows and a hollow stud wall, which could be packed with sawdust, it was located about 30 feet from the farmhouse dairy room. The roof was peaked, with ventilator grills near the gable ends so warm air could escape. A large pear tree shaded the building in the summer. Family members built a larger icehouse with a root storage room underneath in about 1925, when they bought more cows. The older icehouse was transformed in 1927 by the installation of a 32-volt generator inside that provided electrical power to the farm. The building's name was changed to the power house, which we still call it today. The hollow stud walls remain and remind me of its original purpose.

The Old Purpose of Farm Ponds

To put up ice, one must have a pond or lake. Many of the first farm ponds were built not to supply water but to supply ice. Several weeks before the ice was to be cut, any snow that had accumulated was removed from its surface, because snow would insulate the ice and slow its thickening. The ice then was exposed to the frigid night temperatures. Clear ice also stored better than crusted, snowy ice. Once the ice reached at least a 12-inch thickness, it was ready for cutting. A crew of men and horses did very labor-intensive work. The ideal cutting temperature was a few degrees below freezing, so the water would freeze quickly on the ice cakes after they were taken out of the pond. But, my father-in-law tells me, it was rarely a pleasant 25 degrees Fahrenheit; frequently, the temperatures were 0 or below. The crews did not dare wait because it was known that after a below-0 spell, a thaw often comes quickly, spoiling the ice.

First, the workers scored the ice with an ice plow, which was a horse-drawn device. Its toothed runner had sharp projections that cut a narrow furrow 6 or 7 inches deep. A parallel marker scratched a line for the next cut 2 feet away. Then the cutter and groover would make right angle scores in the ice surface until the whole resembled a chessboard.

Next came the sawyers. Using large, two-handled ice saws, men would cut along the score lines creating long rectangles of ice. Then they cut along the cross-line scores, making the smaller blocks by splitting them crosswise with a long-handled, chisel-like tool known as a breaker bar. A very long pike pole could then be used to push or pull the ice blocks through a water channel to the shore.

Pushing the Blocks Up a Plank

Once the 2-foot-by-2-foot-by-1-foot block reached the shoreline, it had to be pushed up a long plank sloped into the water. The trick was to give the block enough momentum so that its weight would carry it up to where someone with a pair of tongs could snag it and put it on the sled. Then a two-horse bobsled hauled the ice to the icehouse. Outside the icehouse was a chute. The ice was roped up and then pulled up into the icehouse by workers inside. The cakes were arranged in piles with 2 to 4 inches of sawdust placed between the layers to insulate them as well as to keep them from coalescing into one large mass of ice. Layer by layer, the icehouse was filled. After the last layer was pulled up the chute, the whole pile was covered a foot deep with sawdust. In the late 1920s, the weather warmed and the family had to purchase ice that was probably harvested in Maine. Ultimately, the family decided to buy an electric cooler in the 1930s.

Around that time, most of the small private icehouses that dotted the landscape around ponds and lakes began to disappear or be turned to other uses such as chicken houses or sources for kindling. One of the largest commercial icehouses in the state was on Bantam Lake; the Berkshire Ice Company built and operated it from 1908 to 1927. This icehouse was the length of two football fields, had 14 separate compartments, each holding a maximum of 4,000 tons of ice, 112 million pounds in total. In the 1920s, as many as 20 cars of ice left daily in the summer via the Shepaug Railroad to be transported to Danbury and then to New York City. The whole ice warehouse was destroyed by fire in August 1929—not an uncommon fate for icehouses with all their combustible materials. The land was sold to the White Foundation. Today, the White Memorial Conservation Center, in Litchfield, maintains a small museum with an icehouse display and sometimes provides demonstrations of ice harvesting in winter for hearty history buffs.

LIBRARY OF CONGRESS

Jean Crum Jones works with her family running the Jones Family Farms and Jones Winery in Shelton. She is a registered dietician and an honorary director of the Connecticut Forest & Park Association after many years of service on its board.

STEVE BRODERICK

The "SoJourners" lunched at the Goodwin Center during their state parks centennial celebratory journey across the state in August.

ANOTHER CENTENNIAL JUST PASSED

The value of teaching at Goodwin State Forest and Conservation Center

BY STEVE BRODERICK

As many of us know by now, 2013 marked the 100th anniversary of the Connecticut State Park System. In late summer, a group of two dozen hearty souls took part in the "SoJourn," the Connecticut Department of Energy and Environmental Protection's celebration. (The name stands for "summer outdoor journey.") They bicycled, hiked, and paddled from Quaddick State Park in Thompson to Sherwood Island State Park in Westport.

Fewer of us are aware that 2013 marked another anniversary, lesser known but significant nonetheless in the history of Connecticut forests and forestry. One hundred years ago, James Lippincott Goodwin first purchased the land that would become his Pine Acres Farm and later the Goodwin State Forest and Conservation Center.

Mr. Goodwin was one of Connecticut's first domestically educated professional foresters, graduating from the Yale School of Forestry in 1910. From the 1920s through the 1960s, he served as a Connecticut Forest & Park Association board member, vice president, president, and chairman of numerous committees. It would take all of the pages in this magazine to detail his contributions to CFPA during that time. Among many other things, he took the lead in starting the Connecticut Tree Farm program and the 4-H Forestry Program and was called the father of Connecticut Woodlands by CFPA's former Executive Director Edgar L. Heermance. Mr. Goodwin's personal files, archived at Yale, reveal numerous times in our association's early years when he made anonymous financial contributions during difficult times. It is indeed fitting that our CFPA headquarters building is named in his honor.

Goodwin's Land and Dream

Here in America, forestry was still a very young science in 1913 when Mr. Goodwin purchased his first 28 acres of land in Hampton. By the 1930s, he had amassed nearly 1,800 contiguous acres there. For 50 years, he practiced pioneering, state-of-the-art forest management on what he called Pine Acres Farm, keeping meticulous records and teaching us much about this new science. In 1964, at the age of 83, Mr. Goodwin gave the entire property to the people of Connecticut as a state forest. He stipulated that the house and grounds would become the Goodwin Forest Conservation Education Center, to provide, in perpetuity, "forestry, wildlife and general conservation education for youth and adults."

CFPA has a long and productive history of cooperation at the Goodwin Center. For the past five years, we have contracted with DEEP to manage the center and provide part-time staff and educational programming there. Like CFPA, the Goodwin Center has a small but dedicated staff and relies heavily on volunteers to fulfill its mission.

An "education through demonstration"

COURTESY OF STEVE BRODERICK

Steve Broderick leads Connecticut foresters on a tour of silvicultural practices.

approach lies at the heart of the center's work and is applied at a variety of scales. Our goal is to demonstrate good conservation and stewardship practices, and provide our audiences with the knowledge and skills they need to replicate at home what they see at the center.

In our Haley Native Plant Wildlife Gardens, visitors can view dozens of labeled plant species that have food and cover value for wildlife. With a variety of sun, shade, and other growing conditions, visitors can be sure to find a combination of plants that they could successfully grow in their own backyards. At the other end of the landscape scale, the center has partnered with DEEP's forestry division and others to help local towns identify private forests that are important in protecting water quality and promoting landscape connectivity. Outreach targeted to those forest owners is another part of the center's educational programs.

How to Be a Good Forest Owner

This approach matches the mission of the surrounding state forest, part of which is to demonstrate good forest management to private forest owners and the public. During the past several years, dedicated CFPA volunteers have steadily turned the Goodwin State Forest's 17 miles of trails into one of the best maintained systems to be found anywhere. Each year, center staff and volunteer educators offer dozens of interpretive hikes and educational programs, many of which involve taking participants on the trails and discussing past, current, and future forest management practices they can see on the forest surrounding them.

Like the state park system, those of us involved with the Goodwin Center had much to celebrate and be thankful for in 2013. On August 16, these two celebrations came together when the SoJourn group bicycled to the Goodwin Center on their way across the state. The Friends of Goodwin Forest, our local support group sponsored by CFPA, provided lunch and congratulations to the SoJourners. As they continued on their journey, the celebration continued at Goodwin with an interpretive hike in the afternoon and an open house that evening.

Like the James L. Goodwin Forest & Park Center in Middlefield, the Goodwin Forest Conservation Education Center in Hampton serves both as a tribute to a great man and as a vibrant champion of forest and wildlife conservation. With your support, may it remain so for another 100 years.

Steve Broderick is the former director of the Goodwin Center and a former forester for the state of Connecticut who taught landowners and others how to be good stewards through the Coverts Program and other programs.

Recipe for Environmental Understanding

From the Kitchen of: Project Learning Tree Connecticut

Lori Paradis Brant, who serves on the Project Learning Tree board, presents New Britain High School math teacher Eric Nelson with the PLT CT Educator of the Year award. (Judy Resnick, the Connecticut Business and Industry Association Education Foundation director, nominated Mr. Nelson.)

INGREDIENTS:

1 high school math teacher—
Mr. Eric Nelson from
New Britain High School

1 Project Learning Tree training session

PLT curricula and GreenSchools!
Investigations

Teacher support from CBIA Education
Foundation during the school year

1 competition, the "ITEST Challenge"

Healthy dose of commitment to
environmental education

1 service-learning project using
PLT activities

Large quantity of teaching awareness
to action

20 students or more

Students use the PLT GreenSchools! Energy Investigations to collect data and to research energy usage in the school. Mix together the students and the tools, activities, and teacher. Reinforce six mathematical practice standards throughout the process:

1. Making sense of problems and persevering in solving them
2. Reasoning abstractly and quantitatively
3. Constructing viable arguments and critiquing the arguments of others
4. Modeling with mathematics
5. Using appropriate tools strategically
6. Attending to precision

Bake over one school year.

YIELD:

One action plan (21 pages, plus video and posters) to reduce the school's carbon footprint

One energized teacher

Empowered students

LEARNING ABOUT GEOLOGY THROUGH PAINTINGS OF EAST ROCK AND WEST ROCK

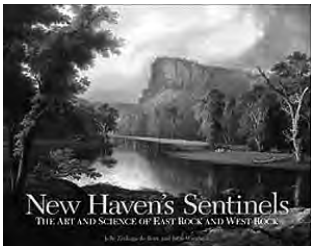
New Haven's Sentinels: The Art and Science of East and West Rock

By Jelle Zeilinga De Boer and John Wareham. Middletown, Connecticut: Wesleyan University Press, 2013, 160 pages.

BY NAT EDDY

Although it doesn't consistently achieve the synthesis of art and science that it promises, this is an attractive and informative book. It is based on an exhibition at the New Haven Museum that was produced by professor Jelle Zeilinga De Boer and photographer John Wareham, both of Wesleyan University. The exhibition itself arose from a chance visit to the museum by De Boer, and his realization that there are a surprisingly large number of paintings of East and West Rock, both in the museum and elsewhere—enough, perhaps, to form a genre of their own. Given that these iconic rocks are geotopes—of interest geologically, historically, and aesthetically—and significant in the development of the field of geology, particularly at Yale University, the authors saw an opportunity to use these paintings to illustrate the geological processes that created the rocks and to illuminate the history and some of the early controversies in the study of geology.

Much of the first part of the book is sort of a *catalogue raisonné* of paintings of the rocks and their painters. Although informative, it seemed pretty heavy going after several pages. Artists made an awful lot of paintings of New Haven and of these formations. Of course, the paintings themselves are quite appealing, so perhaps the reader would be wise to look at them and only refer to the text when wanting more information.



The second part of the book explains Connecticut geology and the history of its study. The straight geology informs but at times with too much detail for the likely audience. The LIDAR images (remote sensing images; the term *LIDAR* means "light detection and ranging") are among the most attractive in the book. Much more accessible is the authors' recounting of the controversy between Neptunists and Plutonists in early geology. Neptunists thought that rocks were precipitated out of seawater, and Plutonists thought that rocks were the result of volcanic activity. The Neptunist view was easier to square with a literal reading of the Biblical creation account, but the Plutonists had the advantage of being right. Another worthwhile section is that on the role of East Rock and West Rock in stimulating Yale geologist Benjamin Silliman's thinking on the subject.

Those two parts are only intermittently integrated. I suspect that the exhibition format might have worked better, painting by painting, in synthesizing the art and science.

The book also adds to our understanding of history and of the history of art in two additional interesting sections. The first recounts the history of Judges Cave on West Rock, where, in 1662, the regicides William Goffe and Edward Whalley hid from their pursuers. The second section persuasively suggests that the peak seen in Thomas Cole's iconic Course of Empire paintings (which explore five states of humankind through a changing landscape) is modeled on West Rock. Oddly enough, the section is illustrated only with one of the less-well-known paintings of the series.

A glossary explains geological terms. An appendix covers metals and minerals in Connecticut basalts (including a charming tangent on native copper appearing as nuggets). The end pages also provide biographical information on the painters whose work is shown in the book.

There are a few errors. A painting by John F. Weir of a quarry on East Rock is image 54, not 60, and one of the colors identifying geological units in the graphic on page 62 is confusingly missing or mislabeled.

This very handsome, well-printed book should appeal to those interested in art, geology, or both, particularly readers who love New Haven and Connecticut.

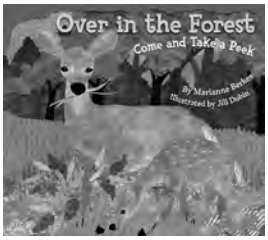
Nat Eddy lives in Deep River, taught science for many years, used to live near East Rock, and maintains trails for CFPA. He is the husband of the editor.

HIDDEN ANIMALS INSPIRE CHILDREN TO EXPLORE, SING, CLAP

Over in the Forest: Come and Take a Peek

By Marianne Berkes. Illustrated by Jill Dubin. Nevada City, California: Dawn Publications, 2012, 32 pages.

BY KATHY CONSOLI



Based on the rhythm of the folk song, "Over in the Meadow," this book is sure to delight children of all ages. It won the Izaak Walton League of America Book of the Year and eight other awards in 2012.

Marianne Berkes, who has written *Over in the Ocean* and several other *Over in . . .* titles for the same publisher, strikes a nice balance between math and animal information, music, and movement. Jill Dublin's illustrations are a perfect backdrop to the story.

Children will enjoy counting the animals and the tracks of the animals, which hide within the beautiful cut-paper illustrations. Children will love searching for the hidden animals on each page.

The rhythmic and lyrical text will encourage children to sing, clap, move, and count in addition to learning about the many species of animals that live in a forest. Dramatic play opportunities abound as children flap their wings like a bird, stomp their feet like a skunk and march like chipmunks.

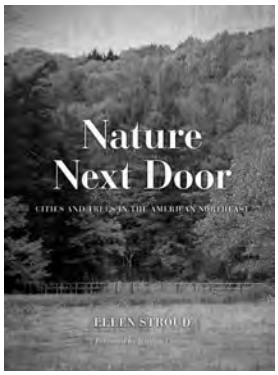
This book is great for teaching habitat and animal subject areas. Extension activities on the pages following the story will inspire parents and teachers. It teaches about the temperate forest ecosystem and the animals featured (and hidden). It also suggests activities in the forest or art room.

Kathy Consoli is the owner and director of the Surreybrook School in Bethany. See her story, "Amari, The Apple," on page 14.

A NEW WAY TO LOOK AT URBAN TREES IN HISTORY

Nature Next Door: Cities and Trees in the American Northeast

By Ellen Stroud. Seattle: University of Washington Press, Weyerhaeuser Environmental Books Series, 2012, 207 pages.



BY ROBERT M. RICARD

Ellen Stroud has written a gem of a book. Just 207 pages, it is fun and readable, the product of new thinking, original research, and good writing. I would rank it with the 1983 title *Changes in the Land: Indians, Colonists, and the Ecology of New England* (Hill and Wang, 1983), written by William Cronon, who wrote the foreword for Ms. Stroud's book. Like Mr. Cronon, the Bryn Mawr College environmental historian provides a new way to see the ecological history of the land and makes us reconsider our landscape and the historical understanding of our surroundings. Works of this quality (and brevity) come along only every decade or so. When they do, they often seem to remain off the shelves of mainstream booksellers. Too bad—anyone who works in environmental fields or who simply enjoys learning about how humans have affected and altered the Northeast's landscape should read this.

The book grabs your attention right away. Here is Philadelphia lawyer Herbert Welsh, who walked annually from his Germantown home 500 miles to the family summer cottage on Lake Sunapee in New Hampshire. He made his first trek in 1915 at age 64, and he repeated it each year into his 70s. He met and dined with people from across the American cultural landscape, experiencing them in the context of their local worlds. His first stops were in New Hope, Pennsylvania, then a week later in Manhattan. He continued north through New Haven, Northampton, and Brattleboro, then winded northeast, ending in Sunapee. During this walk, Mr. Welsh had the chance to see "changes in the land" including the expansion of cart paths to more robust roads with the proliferation of cars, brand-spanking-new state parks and forests, abandoned agricultural lands, and subsequent reforestation. Mr. Welsh also witnessed the changes in industrial technology (abandoned mills with their dammed rivers and ponds). I was reminded of Henry David Thoreau's observations.

Now that she has your attention, Ms. Stroud moves on to her main thesis—of connecting the evolution of the cities with that of the reforestation or restoration of the northeastern forest. She argues that the "return" of the forest was no accident, as some others assert. As an extension, she argues that, too often, historians and others generally think of rural and urban development as separate. Ms. Stroud wants you to see that their history and narrative are intertwined.

This is not a stretch. Consumption of rural materials (food, fiber, land) by urban people has placed pressure on the growing and harvesting of the necessities of American life. The interests of urbanites in the market economy (consumption) of these goods in turn affected agricultural, forest, and land use policies and institutional change. Most interesting though, she illustrates and examines more-ignored aspects of city dwellers' use of and influence on the forest to support her claim that urban interests helped reforest the northeast.

For example, Ms. Stroud spends a good amount of time on the urban need for pure and plentiful water and the taking of lands for the creation of forested watersheds (such as the Quabbin Reservoir in Massachusetts). From this, she then expounds on the outcome of these land use changes—displaced people, "accidental" wilderness in contrived landscapes, species restoration, rural-urban value conflicts. She argues that these forested watersheds in rural landscapes managed by resource managers with conservation (not preservation) values and norms, are extensions of city management such as electrical, transportation, parks, and recreation systems and professional attitudes.

She skillfully tells of the development of the tourism industry, which is developed by urban people but which works to attract visitors deep into rural areas and cultures. The tension between urban and rural cultures arose (sometimes still evident today) as many once-thriving rural and village communities went bust with the western migration. They rebounded with money and attention from urban investors and entrepreneurs. Urban people desired vacation places in verdant areas. First the railroads, then automobiles met this desire by transporting urban people to these remote areas. Associated with this was the rise of state parks and forests (for recreational use in addition to other resource uses). Even some roads (mostly the parkways of the 1920s and 1930s) were designed to appear as rural landscapes transitioning the vacationer out of the city to true rural settings.

I did not see much regarding the coevolution of rural forestry and urban forest laws and polices during this period. These developments were the work of people who saw rural deforestation as similar to urban deforestation. The first forestry citizen organizations originated first during this period, often with the dual purpose of rural and urban shade tree conservation (e.g., Connecticut Forestry Association, Massachusetts Forest Association). Founders were clearly concerned with deforestation in both settings (as reflected in their organizations' charter and programs). In the New England states, this is reflected in part with the passage of state tree warden and shade tree commission laws. These were promulgated by forest policy entrepreneurs in the same way they advocated for and caused the creation of state forestry agencies, forests, and laws. These advocates tended to be people in frequent contact with (either living or working) with urban environments and recognizing, or romanticizing, rural cultural benefits.

Nature Next Door is a must-read for Connecticut Woodlands readers. Less important is Ms. Stroud's claim of urban and rural environmental connectivity. Most important is that she supports her claim with good history in a clear and succinct style.

Urban forester Robert M. Ricard is a senior extension educator for the University of Connecticut Cooperative Extension.

WALKING ALONG WOODED SHORES IN BIGELOW HOLLOW STATE PARK

BY DIANE FRIEND EDWARDS

DIANE FRIEND EDWARDS

A viewing platform offers a good look at the pond.

"It reminds me of Maine," my friend Noreen Kirk said. We stood gazing at a small, tree-covered island not far offshore in Mashapaug Lake. We were following a trail along the pond's southern shore, heading northwestward toward a viewpoint noted on the map. But we wondered how that view could possibly top the one we were now seeing from a picnic area on a point jutting into the pond. A nearly 180-degree view of the pond (which looked more like a lake) and its wooded shoreline of evergreens and deciduous trees spread out before us.

The promise of a hike with water views drew us to Bigelow Hollow State Park in Union. Perusing the map in the Connecticut Forest & Park Association's *Connecticut Walk Book East,* I saw that we could hike along the shorelines of two large ponds—287-acre Mashapaug in the north and 25-acre Bigelow Pond in the south—as well as through the forest between them.

Even without the views, the trails we followed had interesting features: wooden footbridges over streams or wet spots; groves of gnarly mountain laurel; lacy hemlock boughs overhead; pine needles underfoot; lush, green moss; ferns sprouting from crevices in rocks; and a huge boulder easily twice our height.

The Hike

We first made a circuit of Bigelow Pond on the aptly named 1.7-mile Bigelow Pond Loop Trail. We then followed the Mashapaug Pond View Trail northwest to the southern shore of the pond. After reaching the signposted outlook about two miles from the start of the Pond View Trail, we retraced our steps to the Mashapaug Pond boat launch, where we had left my car. (Noreen's car was at the beginning of the hike, at Bigelow Pond. If you go there with only one car, you can backtrack to Bigelow Pond.)

To follow our route, park in the Bigelow Pond picnic parking area at the northern end of the pond, 0.7 mile from the Route 171 park entrance. Walk toward the water until you see the yellow-blazed trail, then turn left to follow the trail clockwise. For the most part, the Bigelow Pond Loop Trail stays close to the water and has almost no elevation changes, but watch the footing because of rocks and tree roots. Occasionally the trail becomes narrow and tilts slightly toward the water, so a hiking stick will come in handy. Follow the eastern shoreline, going through picnic areas, and crossing bridges over a small brook and an inlet. A viewing platform offers a good look at the pond. Soon, pass a boat launch.

At the dam at the southern end of the pond, follow Route 171 (cautiously; it's a busy road) for about a tenth of a mile. Complete the loop around the pond by following the western shoreline, where you'll have more good views.

At the intersection with the blue-and-white-blazed Mashapaug Pond View Trail, turn left and follow the blue-and-white blazes up a short, moderately steep hill. The trail then splits into two forks, becoming a large loop (of which you will only do a portion). Take the right fork to head toward Mashapaug Pond.

This trail winds through areas studded with moss-covered rocks and has more ups and downs than the Bigelow Pond Loop Trail. You will pass a small cave in a rock, cross a park maintenance road, and go over a bridge. At a sign that says "Rock Island," it's worth it to follow the short side trail to your right over a bridge and onto the island, which has a picnic area and a great view. Go back to the main trail and continue walking along the southern shore of Mashapaug Pond. You'll pass through two more picnic areas with good views of the pond before you arrive at the signposted outlook. (Oddly, the view from this outlook is not as good as from the picnic areas.) Then turn back and retrace your steps to either the Mashapaug Pond boat launch, if you spotted a car there, or the Bigelow Pond picnic area.

Directions

From I–84, take exit 73, then follow Route 190 east for 2 miles. Turn right onto Route 171 and follow it for 1.4 miles to the park entrance on the left.

CFPA volunteers maintain six trails in Bigelow Hollow State Park and the adjacent Nipmuck State Forest: the 5.2-mile Mashapaug Pond View Trail; the 1.7-mile Bigelow Pond Loop Trail; the 4.5-mile Ridge Trail; the 2.2-mile Breakneck Pond View Trail; the 3.3-mile East Ridge Trail; and the Nipmuck Trail, which runs from the Massachusetts border in Union south to Mansfield.

WHEN WALKING HELPS LEARNING

BY LESLIE LEWIS

Following along with the theme of this issue, I was thinking about things you can do yourself, in your home, garden, or neighborhood, that will have a positive impact on your health and that of the planet. Here are some ideas to incorporate walking into a more general learning experience for you and your family.

How many times do you go out to walk with a child who asks, "What's this?" Whether you are looking at a flower, a tree, a bird, or a constellation in the night sky, there are handy pocket guides that can help you find the answers. Books such as the Peterson First Guides series (Houghton Mifflin) are designed with younger explorers in mind, and Web sites like acornnaturalists.com can provide a wide variety of options for outdoor fun. Early readers can pick out familiar words from the guides and add new ones to their lists. Children who are more advanced can help read the descriptions themselves; enlist their powers of observation to look for pictures that match the object you are trying to identify.

Our smallest naturalists can learn about shapes and colors with you, while getting out in the fresh air. It's fun to play "I Spy" games that encourage a connection with the outdoors. Talk about how things like grass or dirt feel and smell. Do the birds sound like they are really saying their names (like chickadee or peewee) when they call? Count petals on flowers or lobes on leaves to develop early math skills.

Of course, if you feel like you need a little help with getting back to nature, you can participate in a WalkCT Family Ramble. These free, public walks take place around the state each month thanks to a corps of trained volunteer guides. Many are designed specifically for families with children and include activities that are fun for all ages. Just go to walkct.org for a complete listing of upcoming rambles.

The benefits of discovering the natural world with your family go beyond just proper identification of plants and animals. You help connect children with the natural world so that they can become effective stewards in the future. When you investigate these little mysteries together, you model curiosity and nonstop learning. You also show that research goes beyond Wikipedia and Google. As CFPA's wonderful education director, Lori Brant, always points out, we need to help teach our children how to think, not what to think.

Leslie Lewis is the WalkCT director of CFPA.

30 YEARS OF MUCK IN THE NIPMUCK TRAIL MARATHON

BY SCOTT LIVINGSTON

The 30th anniversary of the NipMuck Trail Marathon was run on October 6th. NipMuck is the granddaddy of New England trail running races and one of the oldest trail marathons in the country. More than 140 runners "toed" the wet starting line despite heavy rain.

This was the third year that the Shenipsit Striders have promoted the race, with David Merkt succeeding Clinton Morse as Race Director. Morse took over from longtime RD and founder, David Raczkowski, who led the venerable event for the first 27 years before turning over the reins to the Striders. This was also the third year that the race was held in October rather than June. NipMuck Dave, as he is known, crossed the line yet again for another one of his many finishes. Despite what he might tell you, he isn't slowing down.

NipMuck is just one of many successful races run on the Blue-Blazed Hiking Trails and is a prime example of how strong the Connecticut trail running community is.

NIPMUCK IS JUST ONE OF MANY SUCCESSFUL RACES RUN ON THE BLUE-BLAZED HIKING TRAILS AND IS A PRIME EXAMPLE OF HOW STRONG THE CONNECTICUT TRAIL RUNNING COMMUNITY IS.

The Shenipsit Striders donated $2,000 to CFPA from the proceeds of this year's race. That sum is in addition to the $1,000 donated earlier in the year from the proceeds of the Striders' other big event, the Soapstone Mountain Trail Race, which will celebrate its 30th running on May 18, 2014.

NipMuck is as much about the back-of-the-pack runner as is it is about the speedsters. Anyone can run a trail race. Combining the joy of hiking with the speed of running is a magical mix. It takes a team of volunteers to produce an event of this scale, and runner safety is the top priority. This year, it seemed as if all of the leaves in Connecticut changed color overnight and fell to the ground. They were slick and the footing was challenging. There were some falls, but

continued on page 29

SCOTT LIVINGSTON

Winners Chris Hayhurst and Kristina Folcik.

LETTERS *continued from page 4*

commercial developments that are making it easier to "go native."

I suggest looking up Dr. Lubell's University of Connecticut Web site at uconn.edu/plsc/plsc/lubellcv.html. See also Web resources of the Connecticut Botanical Society, Lady Bird Johnson Wildflower Research Center, and the New England Wildflower Society. One good book is Attracting Native Pollinators by the Xerces Society (Storey Publishing, 2011).

—Katherine Groll Connolly, Old Saybrook

Katherine Groll Connolly is a landscape designer who writes often for this magazine.

Nonnative plants outcompete natives

I am writing to emphasize the importance of planting native trees. Eric Lukingbeal mentioned a particular landscaper who asked, "What the heck is wrong with nonnative trees?" He feels that nonnatives can be pretty and easy to plant.

Well, I disagree; there are numerous natives that fit those criteria and importantly sustain wildlife, i.e., do not interfere with our ecosystem.

As Dr. Doug Tallamy of the University of Delaware has written, "Over 3,400 species of nonnative plants are outcompeting native plants in every ecosystem in North America. When we replace the native plants to which our insects are adapted with nonnatives, our local insects have nothing to eat, and both they and the food webs they support disappear. Most of our terrestrial birds, 96 percent to be exact, rear their young on insects and spiders."[1]

Similarly, we should strive for a more humane backyard as expressed by Nancy Lawson of the Humane Society. Thirty percent (in some areas 60 percent) of the U.S. water supply is used outdoors, mostly for lawns that have no value to bees, butterflies, and birds. "To cultivate 40 to 50 million acres of turf grass, each year Americans apply tens of millions of pounds of pesticides, killing the insects that the birds eat and sometimes the birds themselves."[2]

The article in the summer 2013 issue ("The Replacements," by Katherine Groll Connolly) was right on, providing a list of native trees by height, including for tough areas, such as under electrical wires.

I believe planting as many native species as possible is critical to counter the damage we humans have already inflicted on other species.

1 "Giving Birds What They Need, Where They Need It" in Connecticut State of the Birds Report, 2011.

2 "Welcome to My Backyard" in the September/October 2013 issue of All Animals.

—Shirley McCarthy, New Haven

Dr. McCarthy is professor of diagnostic radiology, obstetrics, gynecology, and reproductive services at Yale University.

Curtis Veeder resonates

I'm an avid reader, and sometimes I read a book or article that resonates and inspires me in a particularly unexpected and powerful way. Such was the impact of David Leff's article on Curtis Veeder (Fall 2013). Not only have I hiked in Penwood State Park many times (and didn't know the history), but I could really relate to Curtis's confluence of nature and culture. It seems that I'm cut from a similar cloth. I've been organizing cultural events in Connecticut for about 25 years. Plus, I'm an entrepreneur who understands the positive influence and impact that business owners can make far beyond "the bottom line" and "shareholder value." I, too, go to the woods for peace and solitude. I, too, own a log cabin—except I live in it full-time.

I must confess, I've never stepped inside the Connecticut Historical Society building, but it is now on my radar screen for a visit. Thank you for what you do. I'm delighted to be a member of the Connecticut Forest & Park Association and talk it up whenever I have an opportunity.

—Drew Crandall, Vernon

LAND ACQUISITION: PAST AND PRESENT

BY LINDSAY MICHEL

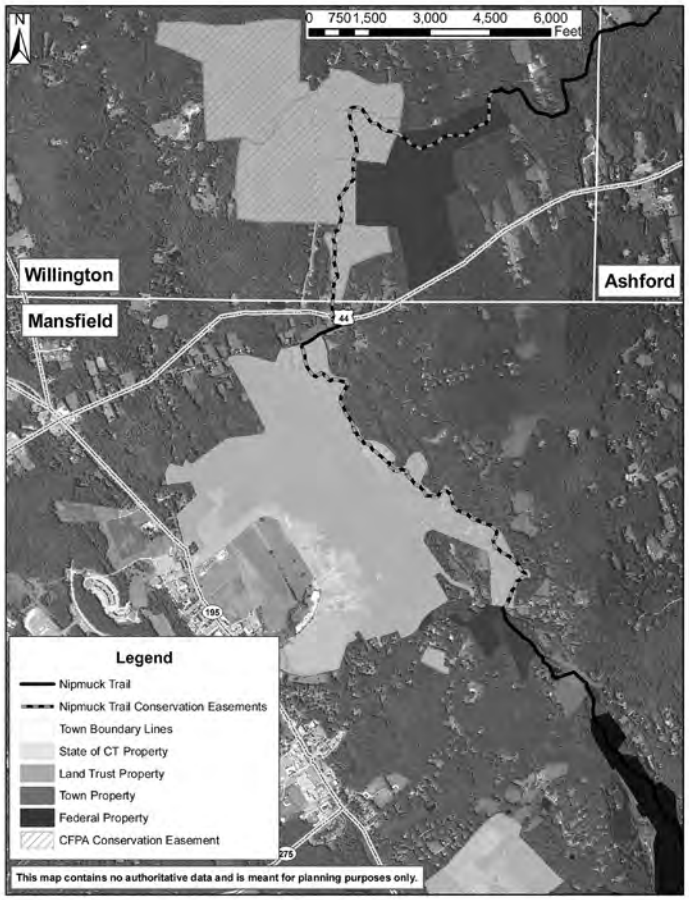
"Conservation is the foresighted utilization, preservation and/or renewal of forests, waters, lands and minerals, for the greatest good of the greatest number for the longest time." Seems to make sense, right? Preserve land with the greatest benefits for the greatest number of people that will be sustainable long-term. When Gifford Penchot, the father of U.S. forestry, said this, he pinpointed the key to conservation long before the land trust movement began.

Unfortunately, when the land trust movement really took off in the late 1970s to early 1980s, most land trusts failed to follow Mr. Pinchot's advice. They welcomed every land acquisition with open arms without concern for the quality of the lands they were protecting or a concrete plan for paying for the stewardship of these lands in the future. You might ask, with so much development pressure across Connecticut, why wouldn't we want to conserve every possible piece of land and help break up the pace of development? This was my thought when I first got into the conservation world, but when I learned, firsthand, about the difficulties and costs associated with land and easement management, I changed my tune. I now realize that saving a small property with limited conservation values that is surrounded by development and has a possibility for future buildings or subdivision only creates costs associated with monitoring, communication, and enforcement without truly protecting any natural resources or being sustainable in perpetuity.

SAVING A SMALL PROPERTY WITH LIMITED CONSERVATION VALUES THAT IS SURROUNDED BY DEVELOPMENT AND HAS A POSSIBILITY FOR FUTURE BUILDINGS OR SUBDIVISION ONLY CREATES COSTS ASSOCIATED WITH MONITORING, COMMUNICATION, AND ENFORCEMENT WITHOUT TRULY PROTECTING ANY NATURAL RESOURCES OR BEING SUSTAINABLE IN PERPETUITY.

In the last 10 years, land trusts have realized that targeted acquisition focused on conserving large tracts of open space and contiguous parcels ensures that their resources are being used to acquire quality properties that have greater conservation and scenic recreational value. The Connecticut Forest & Park Association is specifically focused on large working forests and the Blue-Blazed Hiking Trail System, and we have always been on the forefront of conservation trends, developing a targeted acquisition policy early on to ensure that the properties we accept all fit with and advance our mission.

More recently, land trusts have realized that the costs of conservation properties can add up quickly. Between responding to neighbor and property owner requests, driving to and from sites for visits, managing for native and invasive species, paying attorneys' fees for enforcement issues, and so forth, a land trust could spend thousands of dollars in one year just on one property. This realization has pushed many organizations to concentrate their efforts on developing stewardship funds and including these expenditures in the cost of acquisition moving forward. CFPA has always been open with donors about the cost of these perpetual commitments and has consistently received stewardship funds along with gifts of land or easements. Money that has been donated helps pay for projects on CFPA sites that would otherwise drain funds from the general operating budget. However, not every property in the care of CFPA came with dedicated funding and that leaves us vulnerable should a problem arise.



CFPA

Time has shown that conservation work is not simply about slowing the pace of development. With climate change and continued population growth looming, we must target sites that protect a diverse range of habitats across a large expanse of land. Taking every property that comes our way diverts attention from the most important properties and wastes precious resources. This work can only be done right by targeting acquisition areas and focusing resources where acquisition and organizational missions coincide. However, targeted acquisition is not enough; we must also focus on raising money for long-term sustainability. Protected land is no good if we cannot ensure its management in perpetuity. CFPA is on the right track and getting better every day, but we still have a long way to go before our land conservation program is fully funded and completes Mr. Pinchot's vision of perpetuity.

Lindsay Michel of North Haven is the land conservation director of CFPA.

OBITUARIES

DONAL O'BRIEN,

influential chairman of National Audubon Society

Donal Clare O'Brien Jr., who as chairman of the National Audubon Society pushed for preservation of bird flyways around the world, died on September 11 at his home in New Canaan. He was 79.

Mr. O'Brien, a lawyer, also served on the Connecticut Fish and Game Commission, the precursor to what is now the Connecticut Department of Energy and Environmental Protection. He was one of the founding board members of the Connecticut League of Conservation Voters, chairman of the Atlantic Salmon Federation, and a passionate bird watcher and hunter.

—From death notices

ROBERT L. DECOURCY

A longtime benefactor of Connecticut Forest & Park Association, Robert L. deCourcy died last January 28 at age 98. He was the retired president of Washington Supply Company and a former teacher in Norwich and Westport. He had lived for many years in Washington, Connecticut, where he was involved with the local land trust, the Steep Rock Association, and many other community organizations.

—From death notices

NIPMUCK MARATHON *continued from page 25*

everyone survived. With several major road crossings, aid stations, timing, and pre-race preparation, there is a role for anyone to participate. NipMuck relies on many devoted volunteers who put in much time to support the runners.

With runners in their 20's and runners in their 60's, the race is for all ages. This year's fastest male was Chris Hayhurst from Westmoreland, NH in 3:23:17. The fastest female was Kristina Folcik from Northwood, NH in 3:53:19, a stellar time on a course that has changed with trail relocations over the years. Both repeated their 2012 victories. The first CT finisher was Graeme Street from Essex in 9th place. 16 states were represented with folks coming from as far as CA and ID. NipMuck has always been a popular race for runners looking to run a marathon in every state. The race is one of only a handful of races longer than 26.2 miles in CT.

The rain didn't dampen the spirits of the runners, volunteers, or spectators. There was a fair amount of puddle jumping and that was cause for even more smiles and laughter, despite the pain of running a challenging marathon on some of the most rugged terrain that Connecticut has to offer.

Race Results: http://runwmac.com/gt2013/nipmuck2013.html

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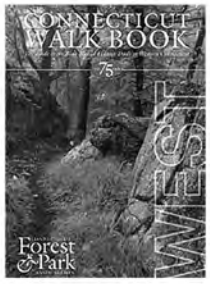
Allow 4-6 weeks for delivery.

$15.00



THE CONNECTICUT WALK BOOK, WEST, AND THE CONNECTICUT WALK BOOK, EAST

provide a comprehensive guide to hiking throughout the state. Published by the Connecticut Forest & Park Association, the two volumes are the 19th edition of the guidebook first released more than 75 years ago. Both volumes include the Metacomet and Mattabesett Trails of Central Connecticut. Both volumes include detailed two-color topographic maps that are crisp, clear, and easy to read. Complete trail descriptions accompany the maps.
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