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## • ETHICS • VALUES

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The Council Of Outdoor Educators Of Ontario

# The Council Of Outdoor Educators Of Ontario

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## From The Editorial Desk

This is our new look! Like it?

With this issue Anee is moving to a news journal from a newsletter. We hope that you will like it and will contribute. Each issue will have a focus or cover story. These features will reflect the issues and concerns of the members. If they don't - we will be out of touch and that's your fault - for not communicating with us.

The Upcoming Feature Topics - below will show you our topics and publication deadline dates. We will hold to these so you can depend on receiving an issue of Anee regularly.

Please help by submitting your ideas.



## The Council Of Outdoor Educators Of Ontario

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- with others, their expertise and experiences,
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## Upcoming Feature Topics

### August

Acid Rain - publication date July 10

### October

Proceedings from Annual Conference and Pre-conference in Sudbury

### December

The Great Lakes - publication date November 15

### February

Urban Studies Programs and Activities  
-publication date January 15

All members are invited to submit articles and ideas. We would also like to have some themes or feature topics submitted.

# Teaching An Environmental Ethic

Peter Herlihy

Ethics is a set of beliefs and values which should lead to a course of action which benefits something other than the person concerned. The 'person' does usually gain satisfaction from such action.

This article is intended for beginner leaders of groups using the land and waters of the rural and wilder parts of Canada. The concern is that this use should not spoil these areas or be detrimental to the living things whose natural home it is.

I will assume that a leader is faced with a group who are completely ignorant of appropriate behaviour in wild places and try to pick out some of the elements of the progression from that stage to that of the ideal environmentalist. On the way, it makes sense to point out some of the topics that will arise.

We will find that ideas and values developed in the natural environment can be translated into parallel situations in town and city. Often the most significant part of one's environment is other people. We will find that the same beliefs and values guide interpersonal relationships and one's consideration for all other people.

For the novice leader, the questions are: How do the uninitiated learn what is the proper behaviour and how do they gain the motivation to carry it out?

## Laying down the Law

Faced with a group of uninitiated young people, a leader may be forced to start by being explicit about actions and procedures without explaining the reasons. Safety considerations and shortness of time may also necessitate such law-giving. In theory, it would be possible to continue in this way until a group had learned all the appropriate behaviours for living and moving in a wild area. To start an analogy with personal relation; this is like drilling a group in the rules of formal etiquette without any consideration of people's feelings. In practise the situation never (I hope) goes to this extreme.

## Example and Curiosity

Usually our first learning in any area of skill or activity is from following the actions of others. In this manner an observant person can go a long way towards learning what to do and how, and what not to do. A normally curious person will want to know why each action is right. Those who are imaginative will be able to solve a few of those questions on their own. However, the answers to others depend on things of which he or she is still ignorant. Here is the perfect opportunity for relevant teaching - relevant to an immediate question from a member of the group. Continued questioning of this kind leads naturally into the knowledge base essential for sound environmental judgements and actions. However, understanding does not guarantee perfectly appropriate actions. This would correspond to someone who knew the rules of etiquette and even acknowledged their validity, but who might want to ignore them to gain some personal advantage.

## Caring

The next step is dependent on feeling. For city-raised people, wilderness areas, or even rural ones, can be disconcerting - especially at night. As they accumulate good experiences (of whatever kind) in this different environment, it is natural to associate "good" with the new place. They may also respond aesthetically and appreciate the clean air. In time they may take up activities which are best (or can only be) carried out in the wilder places. All these will lead to a desire to maintain the existence and quality of such a place. This provides the motivation to act consistently in its favour.

At this stage the rules of formal etiquette are no longer needed. Whilst most right actions will be carried out habitually, the person with a good environmental knowledge and skills base will be able to judge a new situation and then act in a way that is kind to the environment. This is close to the courtesy which may exist among people.

## Bringing the Ethic Home

Many elements of the conservation/land ethic are easier to introduce and discuss in the simpler situation of a small group in a wild area. It is possible to extend ideas generated in this setting to aspects of life in the more complex urban environment; also to expand them to include relationships with other people. For example, using the smallest possible fire for cooking translates into conservation of wood. This can be expanded to the re-cycling of paper and energy conservation. Anyone who has waited for a pot to boil will have gained an idea of the large amount of energy needed to heat water; from which one can infer the good sense in using it conservatively. An encounter with the degradation caused by obtaining a resource such as wood or energy will add impetus to the desire to conserve. Whatever is saved by thoughtful actions will be available for others to use in the future.

## More Difficult Issues

It is more difficult to translate the enjoyment of unpolluted air into appropriate actions back home, particularly for younger people. However, as technology provides more alternatives in home heating and transportation and as air pollution becomes more of a political issue, the rising generation will have more opportunities to effect change. The group might meet up with a very clear case of an environmental problem impinging on a community; for example, the poisoning of fish and people by mercury. This kind of experience would bring the Love Canal, and similar problems, into much closer focus. A first appreciation of soil erosion, probably the most serious terrestrial problem world-wide, may stem from the consideration of an over-used trail or the muddiness of a river in flood. If group members have learned that photosynthesis takes carbon dioxide from the air and locks it up in the bodies of plants (and subsequently the bodies of animals) and if they also know that burning reverses this, then one can lead into the carbon dioxide problems. The current steady increase in carbon dioxide in the atmosphere and consequent 'green-house' effect may appear at first sight to be a pleasant improvement. However, at least two large problems ensue. The rise in sea level from the melting of polar ice would put the homes of a large proportion of the world's population under water, not to mention their work-places and much of the best agricultural land. There is also the likelihood that climatic changes would take place too quickly for plants and animals to change either their physiology or their

geographic location, thus leading to the loss of many species. An appropriate action is to use less of the fossil fuels, which are releasing back into the atmosphere in a few decades the results of millions of years of carbon dioxide collection.

When discussing these large scale problems with a group, it is likely that conservation will turn to the ultimate man-made social and environmental problem, the threat of a nuclear holocaust. We each have our own imaginings of the outcome. In addition to the initial death and destruction, and the more agonizing death and debilitation from injuries and radiation sickness, there is an environmental consequence on a world scale. No matter how localized the action, the detonation of many nuclear warheads is expected to produce so much particulate air pollution world-wide, that most of the sun's energy would be blocked off. The reduced light and temperature, lasting for many years, would kill most of the earth's vegetation, the sustenance for all animals, including people.

#### Thoughts for the Leader

It appears that the task of a group leader in a wilderness area is neither light nor simple. First, having taken on the responsibility for the welfare of a group, the leader will need good rapport with group members and a wide variety of knowledge and skills. Second, the leader will want each group member, at the end of their wilderness experience, to believe that their time was used in a significant way. This could be satisfied by one or more of the following experiences: relaxation, getting more physically fit, gaining new information and ideas, learning new wilderness skills, learning that one is part of nature, finding that he or she can relate better to other people or being taken to the edge of one's endurance or courage. All these experiences improve one's composure and self-esteem; the basis from which a person can look outwards and consider the welfare of other people and the environment. When these two conditions of physical safety of the group and justifiable self-confidence of its members are fulfilled, the leader can then enable group members to move some way along the path between ignorance and being an ideal environmentalist.

In practise, all these kinds of activity are likely to be going on each day. The order above is intended as a reminder that safety has to come first and that people will not look out for the benefit of others until they develop some level of self-esteem.

#### Comfort

A person who feels uncomfortable in any way will have that at the centre of their attention and will find it difficult to think of anything else. There are two aspects to comfort. We will not deal with physical comfort here because that should result from the leader's abilities in the wilderness knowledge and skills areas. Mental comfort has many dimensions but the leader does play a special role in its development. If the leader is seen to be at ease in this environment - which is strange for the group members, this will have a beneficial effect. If panic is a condition that spreads, so too can the condition of feeling at ease - though much more slowly. Another element is the skill and thoughtfulness the leader displays in ensuring physical comfort; this reduces apprehensions about the future. When any novice is brought in contact with a world-class performer, he or she feels small and inadequate. If a leader wishes to remain close to a group, he or she should avoid emphasis of the difference between their levels of knowledge or skills.

#### Contact

When any sentient animal meets a new situation there is a balance between curiosity and fear. Watch a cow approach an outstretched hand and you will see this balance switching back and forth. If the hand stays steady, the cow will eventually make contact. There are many activities you can undertake to help group members make contact with the natural world; "Sharing Nature With Children" describes an excellent selection of them. Provision of experiences which involve the use of other senses apart from sight will enrich the information gained from the surroundings. Some activities can put people in the roles of different animals and provide a realistic feeling of needing food or water or of hunting or being hunted. Such activities usually improve people's respect for wild animals and underline the many needs we share with them. When a blind-folded person has explored a tree by touch so thoroughly that he or she can later distinguish it by sight from the rest of the forest; what was previously just 'a forest' is now seen as a collection of unique individual trees.

#### Understanding

The first stages of learning any new topic are difficult because one needs to remember a number of separate and therefore apparently unrelated facts. When enough facts have been gathered to put them together into an idea - progress is more certain. An idea can be applied to another set of facts, if it fits, then the good sense of that idea is enhanced. Once the idea is secure, it is relatively easy to think back to the facts on which it rests. With the gathering of more concepts, the general principles of that topic area can be developed. At this stage the topic starts to 'make sense' because the learner can see its pattern and has a framework into which new facts and experiences can be fitted. The person may even become the local 'expert' in that topic; that adds further motivation towards complete mastery. The outdoor leader - as a teacher - is very fortunate in several ways. People visiting a new and different place normally have a heightened sensory awareness (even though understanding may be at a minimum). This means that facts and experiences are vivid and memorable and therefore easily held on to - ready to be put together into ideas.

The newcomer is likely to ask questions, and people usually remember the answers to their questions better than unsolicited, given information. They remember even better if they can answer their own questions. The leader should judge whether they are likely to succeed and allow that opportunity if appropriate. Many of the ideas and principles relating to the natural environment tie in to the successful living and movement of a group. This relevance is the strongest possible confirmation of the idea and its value. The extension of ideas and values from the outdoors to the home situation and the consideration of wider environmental issues often needs to be explicit; young people are not likely to do it by themselves. Even so, it does not need to be a lecture, a carefully led discussion can allow most of the ideas to come from the group.

#### Skills

The situation is different when it comes to some of the skills. Thinking of archery, as an example with which I am familiar; there are about a dozen components which all need to be right in order to perform well. Whilst there are people who seem to do the right thing naturally, for most beginners it is a matter of concentrating on each component in turn until they 'get it together' and then refining each component towards a

# Should We Teach Values Education

Frank Glew

good performance. Whereas ignorance of a topic may not be seen quickly, imperfection in a physical skill is immediately apparent to everybody. It is up to the leader to develop his or her own sequence for dealing with the components and then adapt it to the performance of the individual.

## Feelings

In teaching skills it is often necessary to demonstrate. In fact, those people who appear to learn a skill without much teaching are probably well co-ordinated and GOOD OBSERVERS. In the matter of care for people and care for the environment, observation of the leader is the chief learning experience for the group. The leader must be at the 'caring and courtesy' stage. Young people will quickly see through someone who acts by rote and lacks sincerity.

## Apprenticeship

No one can become a leader by reading this or any other writings on the subject. Personal experience is the only way in. Since the subject is so large and people's safety is at stake, a developing leader will have to spend much time in the position of an apprentice. If possible, he or she should choose to work with a variety of leaders. This will not only bring an introduction to a wider range of knowledge, skills and ethics, but will exemplify a variety of styles. The trainee leader can then select those aspects of style which suit his or her personality, add their own particular flair and then enrich it with the experience of responsibility.

## Saints and Leaders

At first sight it might appear that the ideal wilderness leader needs to be deeply knowledgeable in all topics relevant to the outdoors, exemplary in all the skills and an environmental saint. This is not quite so, since carrying any of these qualities to the extreme can be counter-productive. Experts can be such bores, the top-class performer is definitely off-putting for the beginner and saints are difficult to live with. The starting level for lone leadership would be when the safety and reasonable comfort of the group could be assured and when the living and moving of the group would bring minimum disturbance to the environment. Beyond that each leader will add his or her particular skills, enthusiasms and philosophy. One can always encourage group members to take trips with other leaders to enrich their experience. In the section of 'Caring' I mentioned, "accumulating good experiences - of whatever kind". Whilst the tone of this article has been serious, one of the best services a leader can perform is to encourage the fun and enjoyment which bring people to care about people and places.

## Helpful Reading

Cornell, J.B., Sharing Nature With Children.  
Ananda Publications. ISBN 0-916124-14-2 1979.

Leopold, Aldo., A Sand County Almanac. Sierra  
Club/Ballantine. New York. 1970.

Written by Peter Herlihy  
Boyne River Natural Science School  
Board of Toronto  
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My response to this question is a definite yes, the reason being that we are doing it and have been doing it indirectly and incidentally for many years. Why not bring values education out into the open? Every Ministry document includes affective goals pertaining to values teaching so why not formally try to meet these needs like we do with the cognitive domain?

The school does not have the predominant role in the development of values education because this should be left up the parents. But, the school does have a clear responsibility to do its fair share to help children develop, and to reflect upon, the values which are essential for their individual well-being and for the well-being of society. These values would include respect for life, respect for others, responsibility, self-discipline, tolerance, honesty, co-operation, peace, justice, freedom, courtesy and respect for the environment, to state a few. These values go along well with the growing "back to basics" movement because what could be more basic and important than these personal and societal values?

I feel that society is reflecting the negative effects of the major push of cognitive learning at present. One just has to reflect on the past Water-gate scandal involving some of the best lawyers and brains of the United States. They were educated as well cognitively as anyone could be for their position and should be expected to set an example for the country. But, look at the affective or values component in their education. It must have been missing.

The nuclear arms build-up is another issue which reflects our education emphases. We have the cognitive power to invent weapons to destroy the world ten times over. Neither side will back down. There will be no winner. On a Kohlberg scale of morality from one to six, this type of action would rate at a one (the punishment and obedience orientation). This is a grade one level of moral development.

I am not inferring that cognitive and psychomotor learning is not important. They are both necessary and indispensable for teaching values development. We just have to go a step further and put all this information into the correct perspective and action in order to meet our personal, societal and global needs.

As an educator of Environmental Issues, I believe that each issue has to be dealt with at a values level in order to be of any use or I am not doing my job to meet the needs of students the best way I can. "The battle for environmental quality, and indeed, our survival as truly human beings, will be won or lost in the minds and hearts of humankind."

In conclusion, I feel that as teachers we can play a more meaningful and relevant role in society by educating students formally in the area of values education.

Frank Glew - Consultant Outdoor Education

# New Directions in Environmental Education

Bill Andrews

Some environmental education courses consist primarily of a study of the principles of ecology. Other courses concentrate on the investigation of environmental issues. Still others are based on a blend of ecology and issues. Few courses, however, make a deliberate effort to develop in the students an environmental ethic that can constitute the moral base upon which the students will make environmental decisions today and tomorrow.

## An Appropriate Environmental Ethic

An environmental education course has achieved little if it fails to develop in students a personal environmental ethic that results in positive values and attitudes related to environmental, economic and social issues. However, the teacher must be careful not to indoctrinate students with his/her personal set of values and attitudes. The teacher's role is to provide students with a balanced set of experiences that will assist the students with the formation of positive values and attitudes.

In order to be able to select, organize and offer experiences to students that will assist them with the development of their personal environmental ethics, the teacher must possess a clear idea of what constitutes a reasoned, defensible, and appropriate environmental ethic for today's and tomorrow's world. The following discussion should assist the teacher with the formulation of some basic ideas on this matter. Figure 1 summarizes this discussion.

## Our Current Environmental Ethic

Somewhere along the human evolutionary path, certain subcultures incorporated into their moral base the concept that humans stand apart from nature, that humans are in a position of superiority, having dominion over all forms of life, and that nature exists only to serve human needs and wants. With the advent of the Industrial Revolution, those same subcultures, now known as western civilizations, became convinced that continuous progress and material gain were necessary in order to achieve the "good life". History shows that these two principles - dominance and continuous progress - are largely responsible for our relationship with the rest of nature. Thus these two ideas constitute our current environmental ethic. This ethic governs our behaviour towards both the living and non-living components of the earth ecosystem or biosphere.

Though the principles of dominance and continuous progress gave western civilizations, it is becoming increasingly obvious that these advantages may be short-lived. In fact, most ecologists agree that the ethic of dominance and continuous progress must be abandoned if the natural environment and, ultimately, the human race is to survive. Regretably, our society has been committed to the ethic of dominance and continuous progress for so long that the ethic has formed the basis of many of our traditions. Traditions have considerable impact on the formation of values in a society, and those values determined the behaviour of individuals and groups in the society. Thus it is very difficult to bring about the abandonment of an established ethic with its accompanying traditions and values. Further, when the ethic of dominance and continuous progress directs our lives, we often confuse needs and wants. For example, a person may say that he/she needs a larger house because the family does not have enough room when,

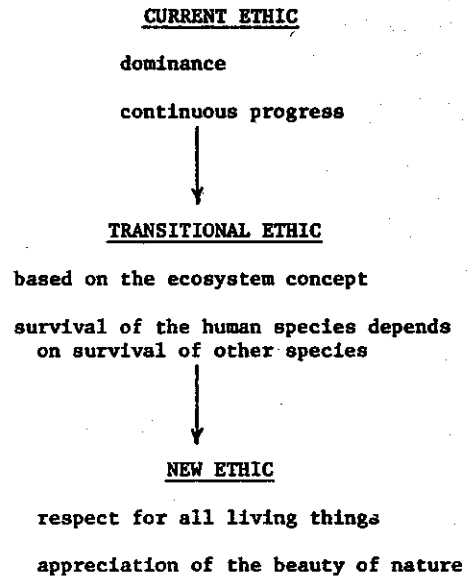


Figure 1. Towards an appropriate environmental ethic.

in fact, the person just wants a larger house to accommodate a games room, a television-viewing room or some other luxury that is not a true need. Unfortunately, the satisfying of such wants, on a societal scale, places extra demands on an already overstressed natural environment.

The main task of an environmental education course is to help produce a generation of people less committed to the ethic of dominance and continuous progress than is the present generation. Students can be made aware of the dangers inherent in this ethic by allowing them to study problems created by it. However, all people need an ethic on which they can base their judgements in decision-making situations. Thus you cannot displace the ethic of dominance and continuous progress without providing a replacement. What should that replacement be?

## A Transitional Ethic

One possibility for an ethic is one that is based on an understanding and acceptance of the ecosystem concept. This ethic recognizes the fact that humans are an integral part of nature and that survival of the human species depends on the survival of other species. This ethic relies on self-interest, self-survival, and species survival to motivate humans to look after the rest of nature. In other words, it is based on the familiar premise that what is good for nature is good for humans. This may be the workable ethic to pursue. Regretably, though, it contains the same element of selfishness that contributed to many of our problems and uses that selfishness to get us out of the problems - a sad, but possibly necessary fact.

This ethic, based on the ecosystem concept, is referred to as a transitional ethic since it should be viewed only as an interim ethic that will lessen human impact on the environment until a more morally proper ethic prevails.



### A New Ethic

The long-term goal of the environmental education program in a school system should be to inculcate in students an environmental ethic that is based on principles such as the following:

Humans should respect all other living things for what they are, not for what they can do for humans.

Humans should respect the lives of all living things and kill other organisms only for food and other basic necessities for survival.

Nature is beautiful, and that beauty should be preserved for this and subsequent generations to enjoy.

Obviously these principles are more abstract and less clearly defined than the principle of species survival that governs the transitional ethic. As a result, an environmental ethic based on these principles may be initially less workable. However, in the long run it is morally more proper for, if we acknowledge our respect for the lives of other living things, we have a moral obligation to utilize the environment in such a way that our use does not threaten the lives of other organisms or endanger any species of organisms.

Many people will object to this ethic because it takes humans off the pedestal and places them on a par with other species. As a result, we could no longer look at the environment as a means of satisfying human wants, nor could we continue to neglect our moral responsibilities towards other living things. This ethic puts under question such traditional pursuits as sports hunting, the wanton logging of large tracts of forest, and the use of waterways for sewage disposal. Should such pursuits be questioned? What environmental problems could be solved and prevented if our society adopted an environmental ethic based on a respect for all living things and an acknowledgement of the intrinsic beauty of nature?

### A MASTERPLAN FOR THE DEVELOPMENT AND APPLICATION OF THE NEW ETHIC

The most appropriate and effective way to develop an environmental ethic in students is to incorporate materials relating to the ethic in all aspects of the students' learning in all years of their formal schooling. The inclusion of one or more courses in environmental studies at the secondary level makes possible an in-depth exploration of the ethic and its implications. Whether exposure to environmental education is life-long or limited to one course, a pattern exists for the logical development and application of the environmental ethic. This pattern is summarized in Figure 2. Without deliberate adherence to such a pattern, students may end their formal schooling knowing some ecology and, perhaps, understanding some environmental issues. Yet they may be unaware of the root causes of environmental problems. The intent of this pattern is to develop a generation with an environmental ethic that will let them see these root causes and help them judge, at an ethical level, which actions are right and wrong in environmentally-oriented matters.

As Figure 2 shows, the pattern begins with the teaching of the ecosystem concept which, simply stated, says that all the components of an ecosystem, living and non-living, are interdependent (STEP A). This concept is then shown to be universally applicable through its application to a variety of ecosystem types (STEP B). The knowledge of the universality of the ecosystem concept is now used to guide students in

### STEP A

#### ESTABLISH THE ECOSYSTEM CONCEPT

introductory unit on ecology

classroom oriented content and activities

### STEP B

#### DEVELOP AND APPLY THE ECOSYSTEM CONCEPT THROUGH STUDY OF:

freshwater ecosystems

terrestrial ecosystems

soil ecosystems

marine ecosystems

### STEP C

#### FORMULATE AN ENVIRONMENTAL ETHIC

based on the ecosystem concept

function: to guide decision-making

### STEP D

#### USE THE ENVIRONMENTAL ETHIC IN THE EXPLORATION OF ENVIRONMENTAL ISSUES:

soil erosion                      energy conservation

solid waste                      water quality

domestic waste                  wildlife management

pesticide use                    wildlife management

air quality                      noise pollution

Figure 2. Developing and using the new environmental Ethic.

the formulation of the transitional environmental ethic, that is, an ethic which recognizes that the well-being and survival of the human species depends upon the well-being and survival of other species (STEP C). However, if STEP B is initiated while the children are very young it is possible that the new ethic may be inculcated in the students at STEP C through continued and intimate contact with a wide variety of living things in their natural habitats. Finally, students must use their environmental ethics to investigate a number of environmental issues (STEP D). Students can study how the ethic of dominance and progress leads to problems such as soil erosion, domestic wastes, and air pollution. Then they can explore how either the transitional ethic or new ethic, employed at a societal level, could lessen such problems and, in many instances, prevent their occurrence.



The following are concrete examples of environmental science courses in which the units of study are sequenced in a fashion that is in accord with the pattern just described.

Each unit of study is of about 15 h duration. Normally 8 units of study constitute a full year course.

Example 1 A One-Year Course for Grade 11 or 12  
Urban Students

- Unit 1 The Principles of Ecology
- Unit 2 Aquatic Ecosystems
- Unit 3 Terrestrial Ecosystems
- Unit 4 Environmental Ethics
- Unit 5 Domestic and Industrial Wastes
- Unit 6 Water and Air Pollution
- Unit 7 Agricultural Systems
- Unit 8 Energy and Its Conservation

Example 2 A One-Year Course for Grade 11 or 12  
Rural Students

- Unit 1 The Principles of Ecology
- Unit 2 Terrestrial Ecosystems
- Unit 3 Environmental Ethics
- Unit 4 Agricultural Systems
- Unit 5 Soil Science
- Unit 6 Agricultural Crop Science
- Unit 7 Domestic Animals
- Unit 8 Energy and Its Conservation

The examples are for illustrative purposes only. They are not meant to imply that these are the only units that should be taught nor that environmental science is best taught in Grades 11 and 12. A similar pattern can be developed for any other grade and for any number of sequential courses.

Written by W.A. Andrews  
Professor's Chairman  
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Faculty of Education  
University of Toronto

Severson wrote the following article as guest columnist for the Rockford Register Star Sunday, Apr. 8. It is a most eloquent statement about the need for environmental education.

The earth, with all of its previous and beautiful resources, sustains us at a physical and spiritual level far greater than that provided by our eroding industrial base.

Most of our economic, social and political problems, if we look deeply enough, are the result of poor resource management or environmental neglect. We have failed to follow some very basic natural laws. To begin with, our population has exceeded the capacity of our planet to provide a high quality of life for all of its occupants.

The earth's resources are being consumed at a rate faster than they can be replaced, and some resources, such as oil, will never be replaced. The ripple effect of just trying to cope with reduced oil supplies is staggering, including armaments to defend interests in these resources.

The water and air in our own community, the most basic plant and animal resources, are being polluted to the point where they may soon be unfit for consumption. Yet, in light of all the problems, our community is failing to deal with them at the educational level.

With the exception of a few environmental programs, we neglect to provide our children--tomorrow's leaders--with insight enough to come to grips with concepts as basic as where our water comes from and factors that affect it. Our community should be pushing immediately to support and expand programs and curricula that deal with trying to understand the very basic needs of plant and animal life and how we, as humans, are a part of that system.

We seem to feel we are above and beyond this natural system and can therefore neglect it; but we are as much a part of it as the earthworm and the eagle, the algae and the apple. Desmond Morris, in The Naked Ape, directed a sarcastic line at the "sophisticated" human race, who seems to have lost contact with the earth, when he said, "even a space ape must urinate".

Our society should not lose touch with the earth or fail to educate its children as to the role we all play in the natural system. It is basic to our survival.

I was interested to learn that over 10,000 area students visited Chuck E. Cheese's Pizza Time Theatre and Restaurant on field trips last year. Are pizza, puppets, and Pac-man educationally more important than studying the water we drink, the air we breathe, and the thousands of other resources we should be presiding over with stewardship for future generations?

What good are pizza, puppets, and Pac-man if we cannot drink the water, breathe the air, or enjoy a basic sense of peace knowing we are not going to erase life as we know it with our nuclear technology?

--by Robert Severson, Asst. Supt. Boone-Winnebago Regional Office of Education.

From Illinois Environmental Education Update, April '84

## Conference Schedule

### 10th National Interpretation Canada Conference November 14-18, 1984 Kingston Holiday Inn

The 1984 Conference will provide participants the opportunity to discover the 'art' of interpretation. Taking an idea and making it work is an art. Effective management of an interpretive facility or site and the people required to carry out a manager's plan, is an art. So too, the ability of a person to effectively communicate to the visitor what the facility or site offers is an art.

This year's conference, through workshops and field trips, will explore the concept of interpretation as an art; develop the interpreters' art skills; discuss the art of effective management and illustrate how the interpretive manager, and the interpreter can make the interpretation process work.

Holiday Inn, Kingston will be the location for all workshop sessions, accommodations and meals. The Keynote Address on THURSDAY, NOVEMBER 15th will be held in the meeting hall of historic Kingston City Hall, located across the street from Holiday Inn.

The Conference will offer a selection of sessions in three theme areas: The Individual as Interpreter; The Interpreter as Manager; and the Community in Interpretation.

- Topics of these workshop will include:
- The Individual: Self-evaluation; Personal Skills; Exhibits; Planning, organization, and delivery; Electronic Media; Drama and theatre arts
  - The Manager: Learning Theories; Demographics; Interpretation as a business and a profession; Environmental Impact; Staff evaluation and staff relations; Budgeting and Funding
  - The Community: Volunteers and Co-operative associations; Alternative employment programs; Use of specialists; Setting up contacts

#### Conference Costs

Registration - Includes sessions, banquet, coffee breaks

I.C. Member - \$110.00  
Non-member 130.00  
Students  
and Volunteers 75.00

After October 15

I.C. Member - \$150.00  
Non-member 170.00  
Students  
and Volunteers 90.00

Daily Registration - Includes sessions for one day, two coffee breaks - \$45.00

Extra banquet tickets will be available at \$25.00/person

#### ACCOMMODATION

\$45.00/night per person-single accommodation  
\$55.00/night-double occupancy accommodation

Delegates are responsible for arranging shared rooms

Meal Package - Includes 3 breakfasts, 3 lunches, one dinner \$65.00

Wed. November 14th

2:00p.m. - 6:00p.m. -Registration  
6:00p.m. - 7:00p.m. -Dinner  
7:00p.m. - 7:45p.m. -Registration  
8:00p.m. -11:00p.m. -Reception, Exhibitors Hall Open

Thurs. November 15th

7:00a.m. - 8:30a.m. -Breakfast\*  
7:30a.m. - 8:45a.m. -Registration  
9:00a.m. -11:15a.m. -Opening Remarks, Keynote Address  
11:15a.m.-11:45a.m. -Tour of City Hall  
11:45a.m.-12:45p.m. -Lunch\*  
1:00p.m. - 4:00p.m. -Concurrent sessions  
4:30p.m. - 6:00p.m. -Section Business Meetings  
6:00p.m. - 7:00p.m. -Dinner\*  
7:15p.m. -11:00p.m. -"That's Entertainment"  
National General Business Meeting

Fri. November 16th

7:00a.m. - 8:30a.m. -Breakfast\*  
9:00a.m. -12:00p.m. -Concurrent Sessions  
12:00p.m.- 1:00p.m. -Lunch\*  
1:30p.m. - 4:30p.m. -Concurrent Sessions  
FREE EVENING

Sat. November 17th

7:00a.m. - 8:30a.m. -Breakfast\*  
9:00a.m. -10:30a.m. -Concurrent Sessions  
10:30a.m.-12:15p.m. -National General Business Mtg  
12:15p.m.- 1:15p.m. -Lunch\*  
1:30p.m. - 4:30p.m. -Concurrent Sessions  
4:30p.m. - 5:30p.m. -"Let's Share"  
6:00p.m. - 7:00p.m. -Reception  
7:00p.m. - 8:00p.m. -Banquet  
8:00p.m. - 1:00a.m. -Special Feature - Square Dance

Sun. November 18th

9:00a.m. -10:00a.m. -National General Business Meeting (if necessary)  
10:00a.m.-11:00a.m. -1984 Interpretation Canada Conference Wrap-up  
11:00a.m. -Check-out Farewell till 1985

### FOURTEEN CANADIANS ADD INTERNATIONAL FLAVOUR TO NIU'S COLLOQUIUM

C.O.E.O. was well represented at the recent COLLOQUIUM at the Lorado Taft Field Campus of Northern Illinois University. Eleven from Ontario and two members from Manitoba added to the academic and social spirit. (We're working on the third delegate member from Manitoba to join C.O.E.O.)

Colloquium is an annual seminar held at Taft in the Spring. It serves the teachers well by offering a pot pourri of stimulating ideas to try with children.

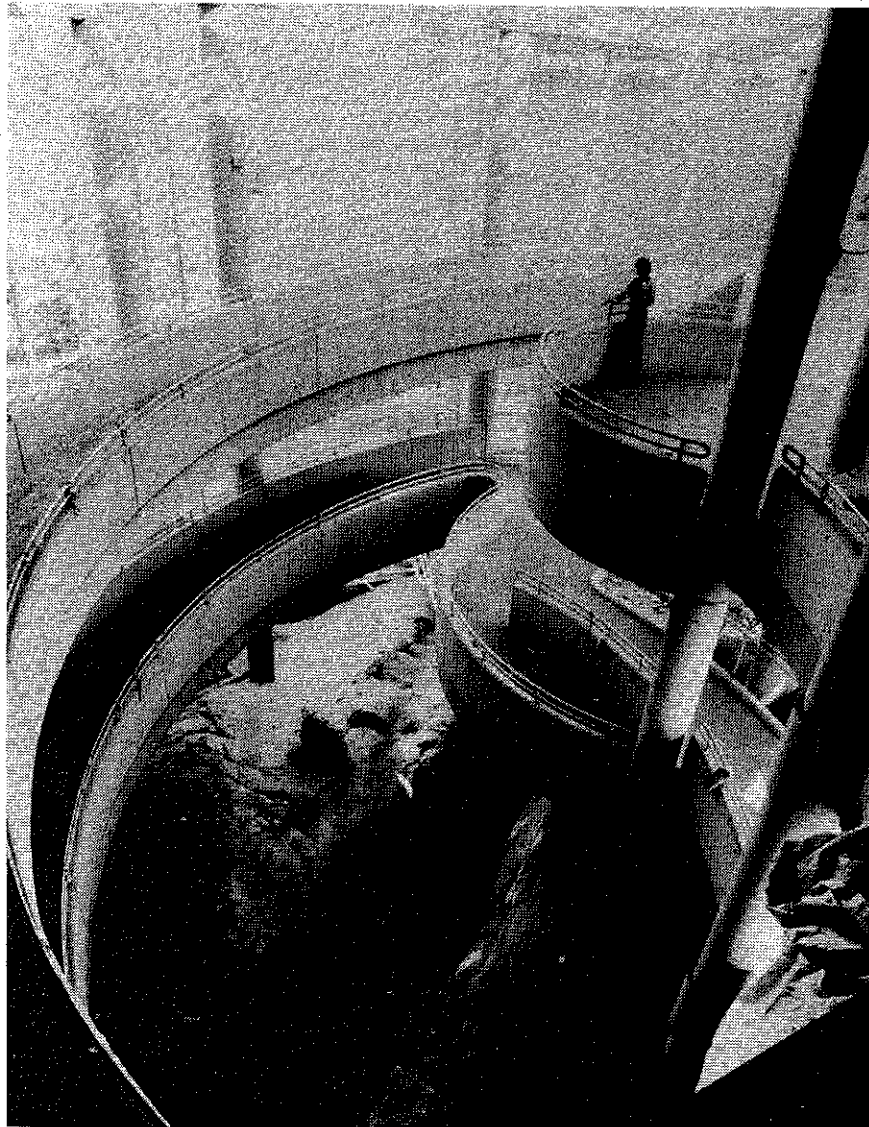
This year "Language Arts and the Outdoors" was the theme; focusing on Childrens Literature and Outdoor Education.

The full program began Friday evening and concluded Sunday at noon (April 27-29, 1984) with no less than eighteen (18) seminars and workshops. Excellent resource people excited the participants with all leaving Sunday a little wiser for the effort.

Compliments to Dr. S. Vogl supported by Dr. Bob Vogl and the Taft Staff for a fine effort.

# CONFERENCE '84'

September 21, 22 and 23  
SUDBURY, Ontario



**COEO**

**COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO**

## GENERAL INFORMATION

The Far North Region is again pleased to be your host for the Annual Conference. The Conference committee is bent to the task of providing an exciting program that will have something for everyone.

To make it easier for the 'Southerners' to get to Sudbury we are attempting, with the help of Sue Brown and Brent Dysart, to provide two buses from the South. The buses will leave from Kitchener and Toronto at twelve noon on Friday, September 21. If interested, fill in the appropriate card and send it to the contact person in your area. The buses will run only if numbers warrant it. The cost of the buses is to be remitted with your conference registration prior to September 7. The buses will leave from the respective field centres.

The registration fees include all session costs (except the Killarney Sailing), two breakfasts, two lunches and the Saturday banquet. Also included is admission costs to Science North and the Big Nickel. Travel to the different sessions will be provided.

While we would appreciate everyone registering before September 7, it is absolutely necessary for those interested in the following programs to do so as we are limited to the numbers we can accept.

### Full Day Programs

- Killarney Sailing
- Rock Climbing
- Canoe Killarney

### Half Day Programs

- Instructional Sailing
- Orienteering

You will be notified if you are accepted in the above programs.

Persons wishing to travel by the conference buses must pre-register.

## PROGRAM



**SCIENCE NORTH** **SCIENCE NORD**

The major highlight for many will be Science North, Sudbury's new world class nature and science showcase. A refreshing experience awaits everyone from the time you enter the grounds, to the facility itself and to the many and varied exhibitions contained within.

### BIG NICKEL

Another exciting session will feature the Big Nickel, a mining and geology exhibit where you may go underground and experience both old and new mining methods.

## **KILLARNEY SAILING**

Leave from the quaint Killarney harbour for a day's sail aboard 30 and 40 foot sailing yachts. Not a leisurely cruise as you will be the crew. Dress appropriately. Sorry but we have to charge an extra \$15.00 for this one.

## **ROCK CLIMBING**

We are offering an introductory climbing session in Killarney.

## **CANOE KILLARNEY**

Killarney Provincial Park is one of the most beautiful areas in the Province. (We are biased.) The day-long paddle will include George, Killarney and O.S.A. lakes.

## **INSTRUCTIONAL SAILING**

Spend an afternoon on beautiful Lake Ramsey learning the basics of sailing.

## **GREENING OF SUDBURY**

Sudbury is changing its image. No longer is there bare rock everywhere but rather new vegetation has taken hold thanks to major efforts of people like Keith Winterhalter who will take you on a tour of the land reclamation project.

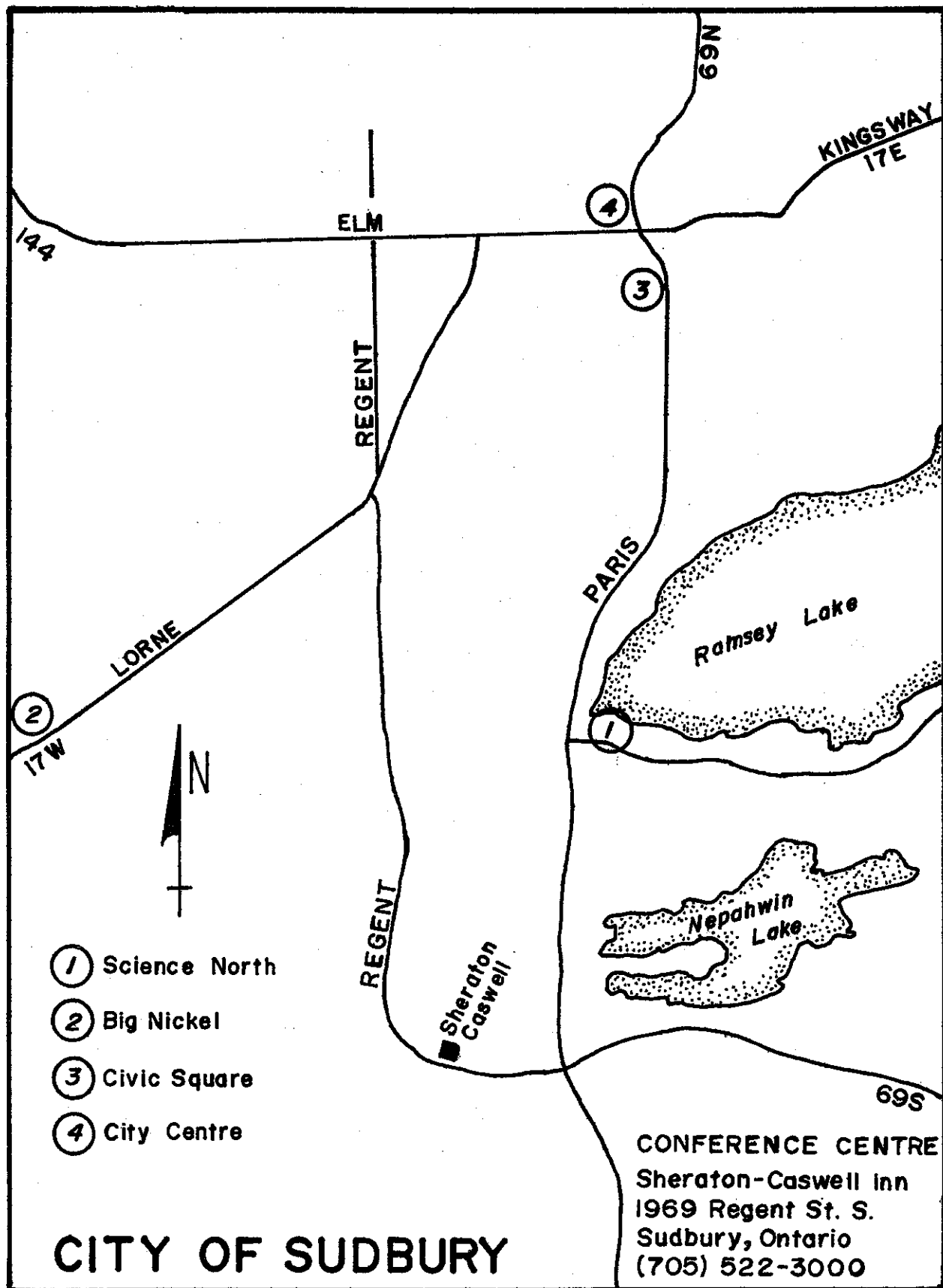
## **NEW GAMES FESTIVAL**

Join the people of Sudbury in a celebration of fun and good times.

## **OTHER HIGHLIGHTS**

- Arctic Oasis
- Gifted Students and Outdoor Education
- Trail Nutrition
- Adventure and Creative Playgrounds
- Urban Outdoor Education

## How to get there



# Curriculum For The 21st Century

David Pratt

Our failure to reconsider the ends of education has resulted in our doing better and better things that may not need to be done at all.

Canadian schools are currently doing an excellent job of preparing their students for life in the 1960s - for life in a society that is generating sufficient surplus profit that it believes it can afford to produce large numbers of school graduates and drop-outs incapable of personal fulfilment or social contribution. The cost of producing large amounts of such "educational scrap" was high in the 1960s. The cost is prohibitive in the 1980s. It continues, I would suggest, because those who control curriculum (ultimately, newspaper editorialists, Chambers of Commerce, political fund raisers, and those academics who determine university admissions criteria) have not yet taken the implications of the future seriously.

It would be rash to attempt a detailed picture of the future, but we may point to some existing indicators. (1) More than 5,000 babies are born each year in Canada to mothers below the age of 17. (2) 97 percent of pre-schoolers whose mothers work cannot obtain government-licensed day care. (3) The average Canadian child watches 30 hours of television a week. (4) More than 80 percent of Canadian teenagers have a less-than-adequate intake of at least one of iron, calcium, vitamin A, thiamin, or vitamin D. (5) A recent analysis of a random sample of Canadians showed potentially carcinogenic PCBs in the body systems of 100 percent of people examined. (6) The Japanese teenager devotes approximately three times as many hours a year to school work as the Canadian teenager. (7) Soviet high school students receive approximately ten times as many hours of science instruction as their Canadian counterparts. (8) Torture and political murder of adults and children have become institutionalized in much of the world. (9) Nuclear war is becoming "thinkable."

## The curriculum and human needs

A decade has passed since Michael Scriven remarked that "the mismatch between our education and our needs has been grossly underestimated by even the 'extremist' critics." It is 120 years since Herbert Spencer urged that "before there can be a rational curriculum, we must settle which things it most concerns us to know...we must determine the relative value of knowledge."<sup>2</sup> The mismatch that has interested observers of education ever since Plato is between the perception of schools as they are and the preception of the nature and destiny of humankind. This is the essence of a radical critique. It differs from school-based reform, which rarely articulates clear conceptual standpoints, and usually resolves into internecine warfare among different vested interests competing for limited time, resources, and prestige.

We need a rational set of curriculum principles. As a starting point, I suggest the following.

1. The function of schooling is to help people to meet significant needs.
2. The needs of parents, teachers, politicians, employers and others must be considered, but priority should be given to the needs of the learners.
3. Both present and future needs must be taken into account.
4. The school's primary responsibility is for needs related to learning and to needs that it can meet better than can other social agencies.
5. Because time and other resources are inadequate to meet all needs, priority must be given

to the most critical needs.

6. A need may be defined, after Scriven and Roth,<sup>3</sup> as anything in the absence of which a person's condition would be less than satisfactory.

7. Basic needs are instinctive, and characteristic of a species; hence, they change little over time, although their manifestation and means of satisfaction may change.

8. Consequently, a model of priorities built on significant needs may serve as an enduring paradigm for the construction and critique of curriculum.

Six needs based roughly on those classified by Maslow, are all critical and hence equal in importance; the order of presentation is merely alphabetical.

## Aesthetic needs

The annual U.S. Gallup Poll on education frequently asks respondents to indicate the relative importance of various curriculum subjects or changes. Year after year, art is accorded lowest status.<sup>4</sup> North American schools are democratic at least in this, that the curriculum reflects the low priority that the public gives to the arts.

To specify aesthetic needs as basic is to assert that there is a basic human need to communicate by means of, to be influenced by, or to express oneself through, artistic media. This arises in part from the observation that by an early age children are engaging naturally in almost all artistic activities. For whatever reason, these artistic impulses atrophy in most children after they start school. Although some vestiges remain with them, most cannot play any musical instrument well, they distrust their abilities in the visual arts, tolerate appalling ugliness in domestic architecture and urban design, and would state their hostility to what they think of as poetry or literature.

At present, the role of the schools in the arts is primarily negative. Artistic creativity is represented as a "gift" received by an elite; it is assumed that only a small minority of people can learn to draw, sculpt, paint, or compose. Students are introduced to drama through Shakespeare, which is as intelligent as introducing grade 1 arithmetic with calculus.

The dead hand of formal criticism equates arid analysis of a playwright with rigour, but the acting of plays with frivolity. Poetry is defined as archaic and contrived writing remote from daily experience or emotion. When teachers of literature seek to justify their subject, they rarely do so on aesthetic grounds, but rather with such arguments as reading comprehension, understanding of human psychology, organization of thought, or preparation for living. The prevailing ethos of the school is above all one of "left brain reductionism," where only rational, numerical, propositional, and verbal activities are valued. The intuitive, creative, spatial, appositional, and artistic qualities (right brain) are regarded as frills, peripheral to the serious business of school.

Surely the reverse is true. Regardless of what the 21st century holds, aesthetic development will benefit all citizens. In fact, western economy suggests that in the next 30 year satisfaction will be sought more in doing and being and less in getting and having.

## Need for meaning

Emphasis on the need for meaning arises from the existentialist tradition. Once basic survival needs are met, the existentialists maintain, people's need for meaning in their lives becomes paramount.



There is ample evidence that many people are searching, often without success, for meaning in their lives. So say suicide notes and, since 1960, the suicide rate among white male teenagers in North America has tripled. This tells us something about the degree of success schools have had in helping their clients meet their need for meaning. I know of no schools, even those which have had epidemics of suicides, that have attended to the curriculum implications.

Suicide is not the only manifestation of lack of meaning. The growth of bizarre religious cults, random violence and vandalism, false dependencies on drugs and alcohol, political extremism, withdrawal and neurosis, all point to this. The weight of evidence from countries such as Sweden is that issues of meaning, purpose, and identity will become more rather than less pressing in the years ahead.

How much schools can do to help people find meaning in their lives is an open question. Philosophy alone cannot resolve the issue; indeed, to many philosophers, questions of "the meaning of life" are prime examples of non-questions. Philosophy, however, can help people avoid some of the blind alleys of thought, and we might do well to emulate the French, and introduce philosophy as a school subject. However, most people who resolve the issue of meaning in their lives probably do so by finding meaning in some area such as the arts, social relationships, or self-fulfilling activities. Consequently, this need may be most productively addressed indirectly, by increasing people's capacity to meet their other needs.

#### Self-actualization

Maslow, who invented the term, wrote of it: "What a man can be, he must be. This need we may call self-actualization."<sup>5</sup> Fulfilment of one's talents is the primary meaning of self-actualization, but a secondary meaning is self-fulfilment, in the sense of engaging in consummative activities.

In the post-industrial society human resources are more significant than material resources. Developing human capabilities and qualities to their best benefits individuals and society. The individual who, in addition to being competent at a job, speaks a second language, enjoys skiing, is interested in jazz, is an accomplished public speaker, and paints watercolours as a hobby, is likely to have a richer and more interesting life than the person who has only occupational competence. And in addition to a richer life, the fully developed individual has greater potential for enriching the lives of others.

The challenge that self-actualization presents to schools is two-fold. First is the need to expose students to many different areas of activity, and to discover and develop the special abilities of individuals. Second is the need to provide students with opportunities for self-actualizing experiences during their schooling. The school's obsession with instrumental activities has led to a perverted educational ideology in which preparation for living is legitimate in schools, but living itself is not. If we seriously believe that there are experiences that are valuable in their own right, quite apart from any long-term outcomes they may have, then we have an obligation to provide such experiences in schools. Many of these experiences lie in the aesthetic domain - playing musical instruments, painting, acting, or creative writing. Other areas are experiences of leadership and camaraderie, of political involvement, of foreign travel, of absorbing intellectual inquiry, of physical challenge

and achievement, of solitude, of human intimacy and acceptance. "It is wrong," wrote Kurt Hahn, "to coerce young people into opinions, but it is our duty to impel them into experiences."

Herman Kahn and his colleagues suggest that intrinsic activities will become increasingly important in the 21st century.

"More and more people will do things for their own sake, and even more than today needs will become more important than means. Indeed, there will be a tendency to choose means which are also ends, at the same time in many situations the distinction between ends and means will gradually disappear."<sup>6</sup>

A fairly major change of orientations is necessary if schools are to rise above their instrumentalist "You can't do things for fun" preoccupation. The first step is for the curriculum community to recognize that there are types of activity which are inherently valuable, that people cannot live by behavioural objectives alone, there is more to life, and hence to education, than the acquisition of knowledge, skills, and attitudes.

#### Self-concept

Happiness and self-concept are almost synonymous. People with a high self-concept are happy people who make others happy. People with a low self-concept are unhappy people with a talent for making others miserable.

The years that lie ahead, and the social and technical changes they will bring, will shake people with a strong self-concept and destroy people with a shaky one. What should we do now in schools to protect people for the future. One myth is that early failure toughens people and stimulates them to ultimate success. However, studies of marines in the Second World War, of concentration camp inmates in Germany, of prisoners of war in Korea, show that it was the adults from deprived childhood environments who broke first. It is those whose childhood is marked by happiness, security, and success who are best able to survive long periods of deprivation or discouragement in adulthood.

Childhood, then, should be a period of success. And so it is, up to a point. Almost all children enter school with a high regard for their own abilities. This self-concept reflects their experiences.

Alas, their self-concept of ability rarely surpasses the six-year-old level, and in only a minority, perhaps 20 percent of children whose school years become a downward spiral of failure, lowered motivation and effort, and further failure, the self-concept of ability has by adolescence reached so low a point that only heroic efforts can restore it. The message the school has given to these children is "we do not like you." And how can I like myself if others do not?

Until a decade ago, many educators would have regarded this situation as unfortunate but inevitable. We owe mainly Benjamin Bloom and his fellow proponents of Mastery Learning the hypothesis, for which there is now a wealth of evidence, that almost all children can learn almost anything, provided that the learning situation is appropriately planned and structured. This encouraging conclusion has a harsh corollary: the failure of some children is not inevitable, but is a product of inadequate schooling.

The implications pervade all aspects of curriculum and instruction. We have always known that some teachers were able to achieve success and develop high self-concepts with all of their pupils. Recent research has shown that the effects of such teachers can be measured 30 years later in the occupational success and social status of their former pupils.<sup>8</sup> The decades ahead require that the genius of a few teachers become the expertise of all teachers. Our knowledge now makes this possible. The future makes it imperative.

#### Social needs

Humans are by nature social beings. For most people, social relationships will be the major determinant of their well-being. But the immediate future does not look bright for human relationships. The egotism of the "me generation" is being compounded by competition for increasingly scarce resources. The individual doctrine of selfishness is reflected in increasingly parsimonious public policies on the responsibility of affluent citizens for poor citizens and of affluent nations for poor nations. The archetypal social agency is not the Red Cross but the Gore Squad, a New York film company whose radio-directed vans constantly patrol the street of New York in quest of "human interest" footage of homicides, suicides, fires, traffic fatalities, drownings, and crimes of violence, which fetch high prices in the television news market.

The role of the school is not to implant social impulses, but to nurture them to liberate them from learned inhibitions, and to strengthen them by developing social skills. Social relationships expand from the individual, like ripples in a pond, through family and friends to relationships in the community, the nation, and the world. Family life could be richer if schools taught everyone the skills of listening, giving feedback, negotiating, resolving conflict, and parenting. Friendship would come to more people if teachers were trained to identify and help shy and isolated children. Community life would benefit from schools promoting volunteer experiences in hospitals and prisons, ride-along programs with police and social workers, "adopt-a-grandparent" projects with aged members of the community, internships in local government, participation in environmental awareness campaigns, and active membership in citizen groups.

National citizenship has multifarious implications, among which economic factors merit specific mention. Those who plan curricula for the future need to pay serious attention to preparing students for employment or self-employment for two main reasons. First, the next two decades will be brutal, economically, socially, and psychologically - to the unemployed and the underemployed. Second, on the economic contribution of its citizens rests a nation's ability to support its artists and scholars; to educate the young; to provide medical and social services; to maintain and improve the natural environment; to support leisure and recreation; and to render aid to developing countries.

World citizenship represents the level at which the individual consciously and knowledgeably strives for the betterment of all. Such social maturity is not to be achieved by academic courses in civics or geography. Student travel and exchange are more promising; even better, opportunities for "Peace Corps" foreign service such as are provided by CUSO and WUSC.

The ends that are pursued in the social area are of critical importance; so are the means. This implies that those who are selected and trained as teachers should themselves be mature enough to facilitate and enrich the social development of their students. Professional skills are important for teachers, but of even greater importance are the personal attributes of warmth, openness, concern, commitment, and responsiveness. Regardless of the aims they pursue or the subject matter they present, such teachers will tend to cultivate the personal and social qualities of their students.

#### Need for survival

Need for survival is different in kind from the other five needs. The other needs are all at least partially "ends in themselves." Survival is not an end in itself; it is simply a necessary condition for the satisfaction of other needs.

In both developed and developing countries, education has always been the most important factor contributing to health and longevity, and this is likely to remain the case. Almost all accidents are due to human error and hence are in principle preventable. It takes only 20 minutes to teach an adult how to save a choking victim from almost certain death. It takes a few hours to teach water safety, swimming, artificial respiration, fire safety, first aid, skid control, and cardiopulmonary resuscitation. Many kinds of fatal disease reflect voluntary choices, habits, and lifestyles. The incidence of many types of cancer which result from controllable contaminants in the environment could be reduced if public consciousness were raised sufficiently to exercise control of the causes. Altering attitudes and habitual behaviours in diet, driving, exercise, smoking, and environmental concern is much more difficult than teaching knowledge or skills, but it is certainly not impossible.

Survival education reaches beyond survival of the individual. Almost half of the world's scientists and engineers are engaged in the development of technologies of offensive or defensive warfare. Premature death on an unprecedented scale is a permanent possibility. In-depth education in foreign policy, defence strategy, peace studies, and conflict resolution would at least seem unlikely to increase the risk of nuclear annihilation.

Survival curricula are extremely varied, but they share one common feature, the contempt of many educators. The most common arguments against survival curricula are 1) that these learnings are not important; 2) that they are not "education," and 3) that people will learn or teach their children these things independently. Without detailing rebuttals to these arguments it may be pointed out that the first is eccentric, the second is tautologous, and the third is false.

#### Beyond tinkering

For half a century we have tinkered with a curriculum inherited from the Victorians. The achievements of research and development in curriculum over the past decade have been substantial, but they have largely concerned curriculum technology, not curriculum ends. They have given us the power to be more effective than ever before. But our failure to reconsider the ends of education has resulted in our doing, better and better, things that may not need to be done at all. The costs of piecemeal tinkering with the curriculum are becoming exorbitant. They are borne by the products of the schools, and are counted in economic marginality, in self-distrust, in

a sense of futility and waste, in unrealized capabilities, in false dependencies, in frustration and anger, and in unhappiness. If this is to be changed, something is needed other than tinkering-by-committee.

The children and adolescents now in school will be the driving force of our society in the year 2000. The problems they face will be of our making, but will be different from the problems we face. As a generation, we can take credit for 12 percent unemployment, for acid rain, for the neutron bomb, and for an expectation of life of our native people of less than 40 years. Our existing school curricula are preparing students to be like us. Is this what we really want? Or do we have the strength and the humility to desire something different? We have the knowledge and ingenuity to realize a new order of outcomes from schooling. We can, if we wish, give significant help to all learners in meeting their needs. This will be our best hope for the present and for the future. But it requires shifting commitments from support of safe traditions to construction of foundations for the future. My thesis is that there is no responsible alternative. We must, before it is too late, address in our school curricula the unpromising words penned by Maksim Gorky fifty years ago: "If your children are no better than you are, you have fathered them in vain, indeed you have lived in vain."

The major curriculum address on Friday night (May 11, 1984) at the Curriculum Forum May meeting will be given by David Pratt. The article reprinted here from Education Canada provides readers with an excellent background for the Friday night session.

David Pratt is a professor at the Faculty of Education, Queen's University, in Kingston, Ontario.

#### Footnotes

1. Michael Scriven, "Education for Survival," in *Kaleidoscope: Readings in Education*, ed. Kevin Ryan and James M. Cooper (Boston: Houghton Mifflin, 1972), p.272.
2. Herbert Spencer, *Essays on Education* (London: Dent, 1911), p.7.
3. Michael Scriven and Jane Roth, "Needs Assessment: Concept and Practice," *New Directions for Program Evaluation* 1 (1978), pp.1-11.
4. The 14th Annual Gallup Poll of the Public's Attitude toward the Public Schools, *Phi Delta Kappan* 64 (1982), pp.37-50.
5. A.H. Maslow, *Motivation and Personality* (New York: Harper, 1954), p.91.
6. Herman Kahn, William Brown, and Leon Martel, *The Next 200 Years* (London: Associated Business Programs, 1977), p.22.
7. Benjamin S. Bloom, *Human Characteristics and School Learning* (New York: McGraw Hill, 1976).
8. Eigil Pederson, Therese Annette Faucher, and William W. Eaton, "A New Perspective on the Effects of First-grade Teachers on Children's Subsequent Status," *Harvard Educational Review* (1978), pp. 1-31.

Your views on this article are solicited by O.T.F. You will see this article printed in many Ontario educational journals.

## WISCONSIN SETS NEW STANDARDS

There's a new rule in Wisconsin and it interprets "adequate instruction in the conservation of natural resources" when applied to teacher training. Wisconsin law requires new teachers to "have adequate instruction in the conservation of natural resources" in their training programs. But, this meant different things to different people and it was out of date.

Following several years of good work on the part of environmental groups led by the Wisconsin Environmental Education Council, the Wisconsin Department of Public Instruction has promulgated an interpretation affecting all teacher education candidates except a few in specialized high school areas. After July 1, 1985 teachers entering the profession will have to possess the seven competencies set forth below:

- knowledge of the wide variety of natural resources and methods of conserving these natural resources.
- knowledge of interactions between the living and non-living elements of the natural environment.
- knowledge of the concept of energy and its transformations in physical and biological systems.
- knowledge of local, national, and global interactions among people and the natural and built environments including:
  - historical and philosophical review of the interactions between people and the environment.
  - the social, economic, and political implications of continued growth of the human population.
  - the concept of renewable and nonrenewable resources and principles of resource management.
  - the impact of technology on the environment.
  - how such interactions affect physical and mental well being.
- ability to use affective education methods to examine attitudes and values inherent in environmental education.
- ability to incorporate the study of environmental problems in whatever subjects or grade level programs the recipient of the certificate license is permitted to teach through the use of the following methodologies: (a) outdoor teaching strategies, (b) simulation, (c) case studies, (d) community resource use, (e) environmental issue investigation, evaluation and action planning.
- knowledge of ways in which citizens can actively participate in the resolution of environmental problems.

Detailed interpretations have been set forth for each of the seven competencies so there should be little misunderstanding of what a new Wisconsin teacher should know or be able to do.

The rule has major implications for teacher education institutions and programs in Wisconsin and will eventually have major effects upon environmental education as well.

There is interest in the Wisconsin rule in Illinois and the Environmental Education Association intends to determine if there is sufficient interest among environmental groups to work for similar standards here.

--Illinois Environmental Education UPDATE

On a Sunday in May a young friend of mine contracted chicken pox and became progressively more sick. On Wednesday a Dr. Bryant put his medical mind in action and diagnosed her as having Riese Syndrome. Shock and horror for parents, family and friends.

It was only a few short years ago that children with such diagnosis were doomed. The family would gather to support the child and each other as the inevitable would occur - death.

On that same Wednesday, two cars of family and relatives raced to Toronto and the Hospital for Sick Children.

My young friend, the recipient of Ontario health services, was taken by air ambulance. A very nerve racking experience for all concerned.

Over the next few days the staff at the hospital did their magic. Two or three operations, twenty-four hour care and in short, nothing was too good for Karri.

Reports tell me that Friday was the most difficult day, pressure variance tubes, machines and medication all were taxed to the limit. No one knows the gymnastics the minds were going through of the medical staff, family and relatives.

I went in the following Thursday evening to visit and offer support to the family. Unfortunately for me, the family had departed early for a well deserved rest. The young patient seemed to be turning around and improving. I was, however, treated with a great deal of dignity, respect, and friendliness by the staff and volunteers who tried to assist in locating the family if in the Hospital.

Friday saw a phone call to leave a message for the family and was followed up with a late afternoon visit. Again courtesy, and much assistance was provided to find the vigilant family. All medical reports were very favourable. The patient was removed from intensive care, a reduction of some medical support - physical and chemical, and she was recognizing her family. Her lips did try to push a smile around the tube in her mouth.

The family is so grateful to have a medical facility such as Sick Kids. All who visited the Hospital, were speaking only superlatives for the medical care, courtesy and hospitality shown. All this while the media is full of the Grange Commission.

I left the Hospital Friday, convinced that my little friend was receiving the best possible medical attention. The family and friends were being treated with much dignity and care by staff and the army of volunteers.

This does not satisfy queries regarding the youngsters who died 'mysteriously'. The overwhelming feeling however, is that the Hospital needs our support, especially in times of crisis, because we need that Hospital.

My little friend is alive today because of that Hospital, I am most grateful.

Thanks to the Staff and Volunteers who make the Hospital for Sick Children work.

Brent Dysart.

### Window on the World

Recently at the Kortright Centre for Conservation we offered a new program for school students, called "Window on the World" -- an introduction to nature photography.

We realized that not all the students would have cameras to experiment with, so we decided to emphasize the art of seeing patterns and designs in nature. Those without cameras were encouraged to sketch their observations. The program also stressed where to find the flora and fauna the students would like to photograph, and the ethics of not disturbing their chosen subjects.

The two hour program began with a short introductory slide talk and was followed by a nature walk. Each student was given paper, pencil, clipboard and a piece of matte board with a 1" x 2" hole to act as a viewfinder. At several points along the trail they were asked to use their viewfinders as a guide and then sketch the scene they wanted to photograph. We asked them to be artists, to conceptualize their masterpieces before clicking the shutter, keeping in mind the elements of composition, lighting, and depth of field.

One of the highlights of the program, especially for those who didn't have cameras, was the chance to design photograms. The process is very simple and not expensive. The directions are as follows:

Materials: -8½ x 11 Neutral Developing Paper, cut in half  
-Neutral Developing fluid  
-Developing Tray  
-Natural Materials (seeds, leaves, etc.)  
-Glass  
-Pressboard

#### Process:

1. Have the students collect some natural materials (leaves, evergreen needles, milkweed seeds, etc.)
2. In a shady area or indoors, compose a photography on the neutral developing paper, yellow side up.
3. Place the paper on the pressboard. Cover the paper and natural materials with glass. Expose it in the sun for approximately 2 minutes or until the paper not covered by natural materials loses the yellow colour.
4. Place the developing paper in the neutral developing fluid for approximately 30 seconds.
5. Lay the prints flat on paper towel to dry.

The Neutral Developing Paper and Fluid can be purchased at: Abso Blueprints Ltd.  
525 Logan Ave.,  
Toronto, Ontario  
Ph. 469-5941  
(500 prints cost approx. \$25)

The students loved it! In fact, I made seven photograms myself!

Susan Muskovitch

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

### Slide Presentations

The following is excerpted from an article by Andre Cabuche in Fotoflash, the official publication of the National Association for Photographic Art. It contains many points that we should all be aware of when we put together our slide presentations -- but which we often forget.

"...Quite often, a well meaning photographer will amass a group of slides on a specific subject, perhaps some wildflowers, or the life cycle of an insect or perhaps it might even be a short travelogue. Initially, the photographs were taken on their own merit, so to speak.

But when they are put together as a program, they usually fall flat on their face! Why? Because there are a lot of holes in the program, exposures are not consistent throughout, there is no beginning and no ending to the show, and quite often there are numerous photos of one type of subject while others are sadly lacking (eg. people at work and at play in travellogues). I'm sure you know what I mean.

There are many fine programs ... but there are as many if not more that fall short of the mark. However, this situation can easily be remedied. How? By a little planning beforehand.

Here is how you do it!

1. Write down your presentation objectives. What is the subject matter of your program going to be? Write down what you expect or want the audience reaction to be to the presentation.
  - a) will they be capable of performing a specific function task, in the case of an instructional presentation
  - b) will they be motivated to achieve specific standards or be swayed into thinking a different way about a topic, as in the case of a motivational presentation?
  - c) will they be totally aware of the subject of an informational presentation?

The audience reaction must be specific and measurable i.e., after viewing this presentation the audience will be able to .....

**OTF/RO**

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



# Canoe/Camping Leadership Workshop

## PART I

THE ONTARIO CAMP LEADERSHIP CENTRE, BARK LAKE

New DATES : August 20, 21, 22, 23, 24, 25, 26, 1984.

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

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

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

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

This intensive program is offered by a highly recognized staff.

REGISTRATION LIMITED TO 32 PARTICIPANTS

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

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING LEADERSHIP WORKSHOP, PART I, TO BE HELD AUGUST 20 - 26, 1984.

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

ADDRESS \_\_\_\_\_

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

2. Compile an audience analysis. The characteristics of the audience help determine the method and direction for developing the content of the presentation. These characteristics include their age, gender, knowledge of the subject, attitude towards the subject, educational level, and any other additional geographical, occupational, or social factors which may apply to a specific subject or audience.

This audience analysis determines:

- a) the complexity of ideas presented
- b) the rate at which the subject matter is developed or disclosed
- c) vocabulary level for narration and the graphics
- d) the quantity of examples to be used
- e) the overall tone of the presentation

3. Develop a content outline. Consult with a specialist or research the subject yourself.

This outline provides the framework upon which to build the presentation.

This outline consists of the previously determined objectives and some factual information about each of these objectives.

As a guide in forming a content outline try listing the key points (approx. 5) then sort them out into logical order or sort into priorities.

Next, identify sub-key points in point form.

Now, look at the outline and ask yourself if you really have covered the key points required to communicate to the audience so that your objective for the program is attainable.

Submitted by Rick Dowson

G.R.C.A.

Cambridge, Ont.

In I.C.O.S. March/April 1984

#### From the Advisory Board

At the April 3 meeting the Board approved the following resolution:

"That C.O.E.O. recognize and endorse the O.R.C.A. standards outlined in the O.R.C.A. Canoe Program Manual (revised 1984)."

You will note on the Canoe/Camping Leadership Workshops Parts I and II that C.O.E.O.'s Vice Chairman Skid Crease is Workshop Director.

Skid has been heavily involved in designing and implementing these workshops over the past several years.

**OFFERED**

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



# Canoe/Camping Leadership Workshop

## PART II

THE LONG AWAITED SEQUEL TO CCLW I

LOCATION : Northern Ontario

DATES : July 2,3,4,5,6,7,8,9,10,11,12, 1984.

FEES : \$385.00

PREREQUISITES : CCLW I, or Course Director's permission

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

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

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

REGISTRATION LIMITED TO 18 PARTICIPANTS

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

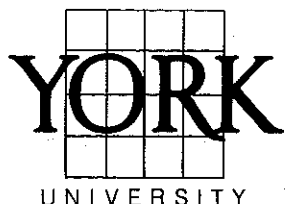
PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING LEADERSHIP WORKSHOP, PART II, TO BE HELD JULY 2 - 12, 1984.

NAME \_\_\_\_\_

BOARD \_\_\_\_\_

ADDRESS \_\_\_\_\_

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



## FACULTY OF EDUCATION

### ENVIRONMENTAL STUDIES

B.Ed. (In-service) Degree Credits and Ministry Additional Qualifications

#### SUMMER 1984

ED/ENST 3600.08

Introduction to Teaching  
Environmental Studies: Part 1

ED/ENST 4610.08

Planning and Implementing  
Programmes of Environmental  
Studies in Grades K-13: Part 2

**Where?**

Vivian Outdoor Resources Centre  
Ballantrae, Ontario  
(Hwy 48, East of Aurora)

**When?**

July 3-July 20  
9:00 a.m.-4:00 p.m.

ED/ENST 4620.08

The Organization and  
Administration of Environmental  
Studies Programmes: Specialist

**Where?**

York Campus (Finch and Keele)

**When?**

Wednesday evenings, May 2 to  
June 27, plus September 12, 19,  
and 26  
6:00 p.m.-10:00 p.m.

Course Directors (for summer  
and fall/winter programmes):  
Fred Mayor  
Judi McCutcheon

For further information,  
please contact:

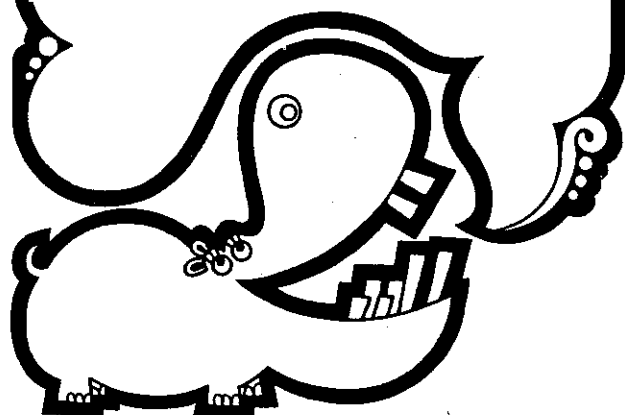
The Office of Student Programmes,  
York University, Faculty of Education,  
N801 Ross Building,  
4700 Keele Street, Downsview,  
Ontario, M3J 1P3.  
or telephone: (416) 667-6305.

Cathy Morris Memorial Workshop  
at Albion Hills Field Centre  
Oct. 12-14, 1984. Cost \$35  
For Information Contact:  
Outdoor Recreation Dept.,  
Mohawk College,  
135 Fennell Ave.,  
Hamilton, Ontario, L8N 3T2

### HIP, HIP, HOORAY

Jan Stewart

Thanks to Jan for her happy smile,  
her gentle coercion, good leader-  
ship example, imaginative ideas,  
creative talent, and her dedication  
to having the Advisory Board  
become a successful functioning  
group. Thanks from all of COEO.







**COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO**

# Membership Application Form

PLEASE PRINT

COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW

NAME (mr.) (mrs.) (miss) (ms) \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

MAILING ADDRESS IF DIFFERENT FROM HOME \_\_\_\_\_

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

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

TELEPHONE

HOME \_\_\_\_\_

WORK \_\_\_\_\_

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

POSITION \_\_\_\_\_

EMPLOYER \_\_\_\_\_

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

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

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

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

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

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

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

**OUT OF PROVINCE** Any area in Canada except Ontario

**OUTSIDE CANADA**

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

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

FEES: REGULAR \$20.00 \_\_\_\_\_

STUDENT \$15.00 \_\_\_\_\_

FAMILY \$30.00 \_\_\_\_\_

INSTITUTIONAL \$18.00 \_\_\_\_\_

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

JOHN AIKMAN

MEMBERSHIP SECRETARY

47 RAMA COURT,

HAMILTON, ONTARIO

L8W 2B3