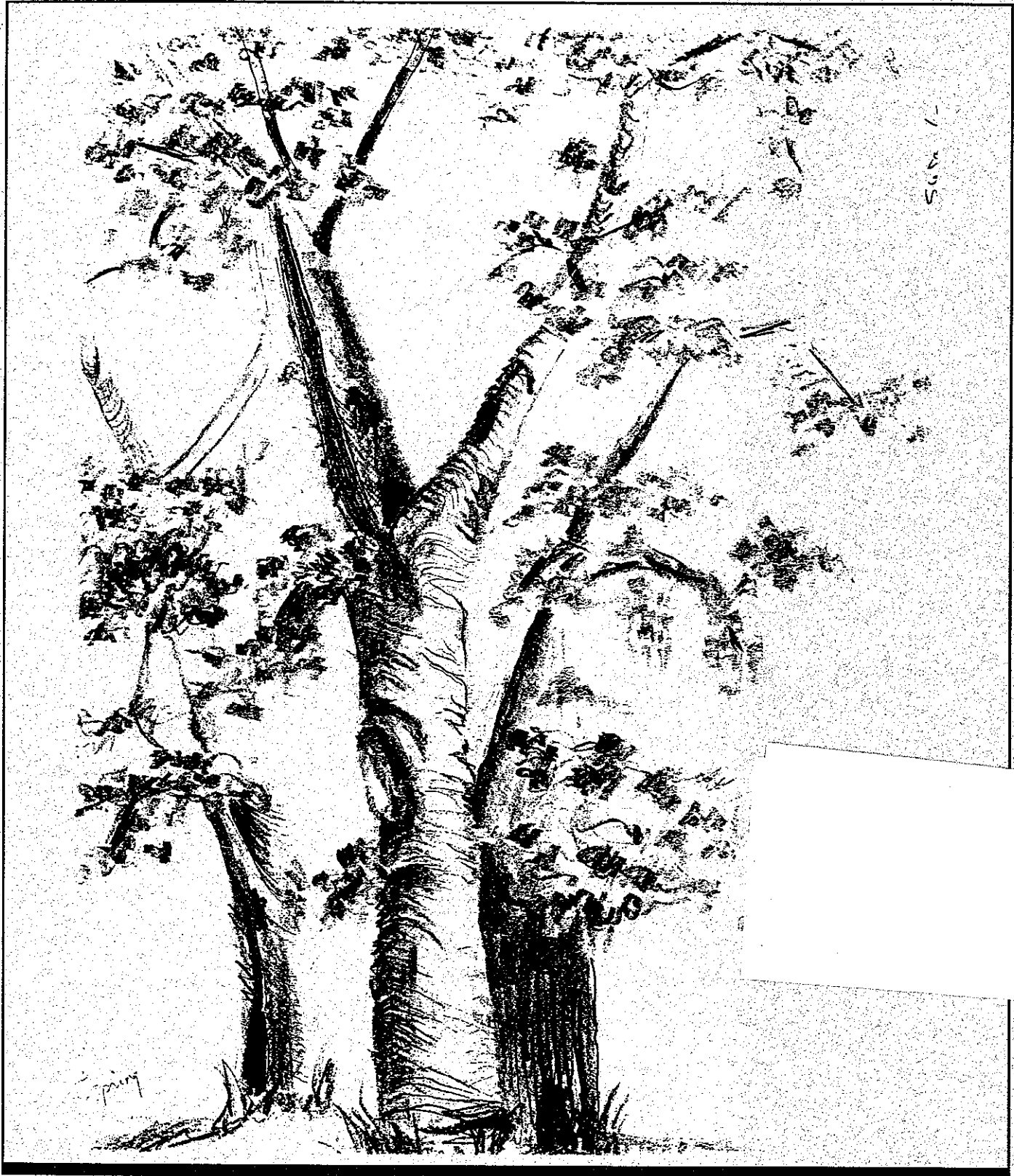
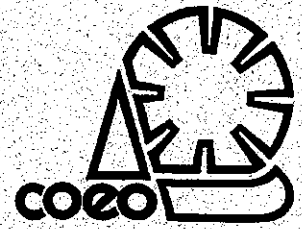


Pathways

THE ONTARIO JOURNAL OF
Volume 10, No. 2, May/June 1998

OUTDOOR EDUCATION



Pathways

Advertising in Pathways

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

We ask that the product or service be:

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

Advertising Rates

full page	\$200
1/2 page	150
1/3 page	100
1/4 page	75

Publishing Schedule

Issues	Closing Date	Publication Date
Nov./Dec.	Oct. 1	Dec. 30
Jan./Feb.	Dec. 1	Feb. 28
Mar./Apr.	Feb. 1	Apr. 30
May/June	Apr. 1	June 30
July/Aug.	Jun. 1	Aug. 30

Advertising Representative:

Mark Whitcombe
34 Blind Line
Orangeville, Ontario
L9W 3A5

The Council of Outdoor Educators of Ontario Board of Directors

- President:** **Linda McKenzie**
Box 324, South River POA 1X0
(B) 705-386-2376 (H) 705-386-0503 (Fax) 705-386-2345
- Secretary:** **Tammy Hand**
RR#1, Alton L0N 1A0
(B) 905-453-3552 (H) 519-940-4686
- Vice President:** **Bonnie Anderson**
PO.Box 1397, Brighton, K0K 1H0
(H) 613-475-5829 (W) 1-800-263-7890 ext.#500
e-mail: bonnie@connect.reach.net
- Treasurer:** **Lori Bristoe**
The Sudbury Catholic District School Board
201 Jogues Street, Sudbury, ON P3C-5L7
(705) 673-5620, ext. 405
e-mail: briscol@sudburyrc.edu.on.ca
- Directory At Large:** **Debbie Knight**
R.R.#2, Warsaw, K0L 3A0
(H) 705-652-5049
e-mail: knightjr@peterboro.net
- Director At Large:** **Judy Halpern**
20 Monterey Rd., Kitchener, N2B 1V3
(H) 519-578-8849
e-mail: magicsuitcase@continuum.org
- Central Region:** **Cathy Paskin**
c/o Jack Smythe Field Centre, RR#1, Terra Cotta, L0A 1N0
(B) 905-453-3552
- Central Region:** **Steve Green**
192 Murphy Road, Baxter, L0M 1B0
(H) 705-424-7236
- Eastern Region:** **Ellen Bond**
507 Rubidge St, Peterborough, K9H 4E8
same other info
- Far North:** **Lisa Primavesi**
Kingfisher Outdoor Centre, Thunder Bay
(B) 807-345-6471
- Northern Region:** **John Etches**
c/o L.M. Frost Natural Resources Centre, RR#2,
Minden, K0M 2K0
(B) 705-766-0578 (H) 705-766-9396 (F) 705-766-9677
e-mail: etchesjo@epo.gov.on.ca
- Western Region:** **Carl Freeland**
125 Park Row, Woodstock, N4S 1V9
(H) 519-539-2704
- Prof. Development:** **Brent Dysart**
457 Stillmeadow Circle Waterloo N2L 5M1
(B) 519-885-1289 (H) 519-885-2836
- Government Liaison:** **Wilson McCue**
Recreation Services Section
Ministry of Citizenship, Culture and Recreation
77 Bloor Street W., Toronto M7A 2R9
(B) 416-314-7680 (Fax) 416-314-7455
- Pathways Chair:** **Bob Henderson**
McMaster University, Dept of Kinesiology, McMaster
University, Hamilton, L8S 4K1
(B) 905-525-9140 ext#23573 (F) 905-523-6011
e-mail: bhender@mcmaster.ca
- Membership:** **Glen Hester**
20 Linn Cres., RR#3, Caledon East L0N 1E0
(B) 416-394-7860 (H) 905-880-0862 (Fax) 416-394-6291

COEO Office:

Council of Outdoor Educators of Ontario
1185 Eglinton Avenue East, North York, Ontario M3C 3C6
Telephone: (416)426-7276

<www.headwaters.com/COEO>

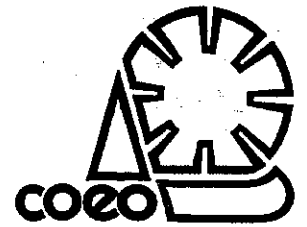
e-mail address <COEO@headwaters.com>

For information regarding *Pathways* or advertisement,
contact Mark Whitcombe at (705) 435-4266.

Pathways

THE ONTARIO JOURNAL OF
Volume 10, No. 2, May/June 1998

OUTDOOR EDUCATION



Pathways Editorial Board

Chair: Bob Henderson
McMaster University, Dept of Kinesiology,
McMaster University, Hamilton, L8S 4K1
(B) 905-525-9140 ext#23573 (F) 905-523-6011
e-mail: bhender@mcmaster.ca

Holly Bickerton
177 Sydenham Street, Gananoque, ON, K7G 1C1
(H) 613-382-5187 (Toronto): 416-599-9924
e-mail: holly@yorku.ca

Carolyn Finlayson
P.O. Box 421, Caledon, L0N 1C0
(S) 519-883-9603 (H) 519-927-3161
(e-mail) cfinlays@julian.uwo.ca

Clare Magee
270 Rogers Rd., Newmarket L3Y 1G6
(B) 905-833-3333 (H) 905-898-0467
(Fax) 905-833-2085
cmagee@mail.interlog.net

Barrie Martin
c/o L.M. Frost Natural Resources Centre
Dorset P0A 1E0
(B) Fax 705-766-9677 (B) 705-766-2451
(e-mail) martinbb@epo.gov.on.ca

Barbara McKean
c/o Royal B.G. Box 399 Hamilton, L8N 3H8
(B) 905-527-1158 ext. 247
(H) 905-523-8961 (Fax) 905-577-0375
(e-mail) bmckean@rbg.ca

Mike Morris
Bolton Outdoor Education Centre,
PO Box 151, Bolton, L7E 5T2
(H) 519-942-0330 (B) 905-951-3470
(F) 905-951-3266
e-mail: Mike-Morris@nynet.nybe.on.ca

Tom Potter
School of Outdoor Recreation, Parks and
Tourism, Lakehead University P7B 5EB
(B) 807-343-8843 Fax 807-346-7836
tpotter@sky.LakeheadU.Ca

James Raffan
Faculty of Education,
Queen's University, Kingston
(B) 613-545-6209 Fax 613-545-6584
(H) 613-387-3568
(e-mail) raffanj@educ.queensu.ca

Mark Whitcombe
34 Blind Line, Orangeville, L9W 3A5
(B) 705-435-4266 (H) 519-941-9966
Fax 705-435-4281
(e-mail) mwhitcombe@headwaters.com

Pathways is published six times each year for The Council of Outdoor Educators of Ontario and mailed to COEO members. Membership fees include *Pathways*, as well as workshops, courses, and other benefits of membership. Complete membership information and application form are found on the inside back cover. Opinions expressed by contributors to *Pathways* are theirs solely and not necessarily those of the Editorial Board of *Pathways* or of COEO. Advertising included in *Pathways* should not be interpreted as endorsement of the product(s) by COEO. All rights reserved. Articles may be freely copied or reproduced, but requests must be made in writing to Bob Henderson, Chair, *Pathways* Editorial Board.

ISSN: 0840-8114



Pathways is printed on recycled paper.

Features

- Rationale and research method: possibilities for outdoor and experiential educators.**
by Simon Jimenez & Mel Bergin, Ph.D 3
- Saving the Seneca Outdoor Recreation Program:
a case study in exerting political influence**
by Clare Magee 8
- Next Evolution of the Seneca College Outdoor Recreation Program**
by Clare Magee 14

Columns

- Editor's Logbook**
Clare Magee 2
- Outlook**
Linda McKenzie 2
- Backpocket**
..... 17
- Intersections: Getting Started: An Integrated Curriculum Programme**
by Colleen Ashton 20
- In the Field:**
- And Enduring Outdoor Centre, Recreation Island, Seneca-King Campus**
by Barb Weeden 22
- And Extended Tripping Model...for the Year 2000 and beyond**
by Clare Magee 23
- Opening the Door: Excerpts from a Reflective Trip Journal**
by Ben O'Hara 25
- Poems**
- by Maggie Baerg** 25
- Opening the Door: Excerpts from a Reflective Trip Journal**
by Ben O'Hara 25
- Reading the Trail:**
- Essential Zen**
by Angie Goodkey 27
- Buffalo Woman Comes Singing**
by Shanna Tator 27
- Wild Words**
by Bob Henderson 31
- The Gathering**
..... 32
- Tracking**
..... 34
- Prospect Point**
..... 36

Sketch Pad

Jeff Miller was influenced by early summer camp canoe trips in Algonquin. In addition to his artwork, he is known for his book of paintings and anecdotes "Rambling through Algonquin Park" and his educational "Look See Paint" program.

This is another issue compiled by, edited by, and featuring an institutional program in outdoor education in Ontario. One look at the index page reveals a lot of material from the two-year Outdoor Recreation program of the King Campus of Seneca College of Applied Arts and Technology. At the 1997 "Tributaries" C.O.E.O. annual conference, this program received the Robin Dennis award for twenty years of consistent contribution to outdoor education in Ontario. When totalled, the impact of program graduates, current students (on co-op work terms), and faculty has been quite substantial.

Picking up on a theme from the last issue of political concern and influence as the shape of outdoor education continues to change in Ontario, there is a feature piece about how the Seneca outdoor program was saved from an announced cancellation. It is written in a

manner that tries to convey the transferable principles of positive political influence. There is an update on the recent evolution of this two-year program to a one-year post-diploma/post-degree professional outdoor training and development program. Seneca student contributions appear in Reading the Trail, Opening the Door, and Backpocket columns.

There is a balance: a research-oriented article by Jimenez and Bergin, a piece by Ashton on getting an integrated curriculum program started, a seasonally appropriate Wildword and more.

Like so many C.O.E.O. members, concrete information about "The Gathering", the annual conference September 25-27 at the Frost Centre, elicits an internal smile of anticipation.

Enjoy!

Clare Magee

Outlook

You've got to love the extra daylight hours summer brings. More time off for paddling, cycling, swimming, hiking, climbing, exploring, observing, and relaxing. Spring seems to have been fast forwarded this year, although nobody thought to tell the biting insects. I hope that, as part of their food chain, we all fully appreciate the fact that without black flies, we wouldn't be able to enjoy the blueberries they pollinate.

As summer holidays unfold, I encourage you to get out and play and learn as much as possible. Make this the year you try sea kayaking, rock climbing, mountain biking, white water paddling, or caving. Take advantage of the discounts offered COEO members by some great outfitters and instructors. Check out the back cover for more details.

Great plans are underway for the annual conference in the fall. Thanks to all who sent in suggestions. Exciting new pre-conference options this year include an Ecoscope Workshop (see last Pathways for details) and a day at the

Haliburton Forest Reserve experiencing a canopy tour from their new ropes course and visiting the resident wolves. Highlight the last weekend in September on your calendar now and plan to be there. Bring your best outdoor shots and win some neat prizes in our second annual photography contest.

Our next board meeting is August 26th, at Eagle Lake. If you're interested in getting more involved in COEO, please join us for a day or two. Call any of the directors for more information. Meanwhile, have a great summer!

*Yours on the water,
Linda McKenzie, President, COEO*

Rationale and research method: possibilities for outdoor and experiential educators.

Simon Jimenez & Mel Bergin, Ph.D
University of Western Sydney, Nepean, Australia

The following article will present the rationale and research method conducted at an outdoor education centre in the Australian state of Victoria. This research was conducted towards the completion of a Masters of Education at the University of Western Sydney, Nepean in New South Wales, Australia in 1996.

Background

Within outdoor and experiential literature, there is limited research concerning Extended Stay Outdoor Education School Programs (ESOESPs). Within this limitation, there is a further lack of research that has as its focus, the process contributing to an overall outcome or change within a participant. The ESOESP is a term that was coined by Gray and Patterson (1992). It refers to a school that offers a rigorous outdoor education program combined with the standard curriculum for that particular year group. Primarily, an ESOESP runs for at least six months with a single year group, such as Grade Nine, at a location some distance away from the main campus or school. The ESOESP is a term that is often used by Australian outdoor educators and its usage may be strictly an Australian phenomenon. In a Canadian context, the ESOESP might be referred to as an integrated curriculum program, given the similarities in structure. For a full review of the integrated curriculum program, see Horwood (1994).

The research within outdoor and experiential education is both qualitative and quantitative; that is, some studies deal with anecdotal information while others deal with measure-

ment and statistical analysis. While each has its strengths and weaknesses, it is not the purpose of this paper to suggest which is better. Quantitative research has been described as beneficial to the research in outdoor and experiential education for its "scientific rigour" (Gray & Patterson, 1994), whereas qualitative literature reviews have been deemed insufficient as tools "for understanding the strengths and weaknesses of trying to measure change that results from adventure programming" (Cason & Gillis, 1994:p.40). In contrast to these views, Ewert (1987:p.5) has suggested that quantitative research in outdoor and experiential education often becomes an "exercise in data generation rather than the production of meaningful findings". In a similar view, Flor (1991) stated that quantitative studies offer empirical data in support of theories on self-concept, self-esteem, and motivation, among others; however, they do not seek to explain the process behind these favourable outcomes. Interestingly, Joplin's (1981) model of experiential education described experiential learning as an on-going process, which implies an approach that is not overly concerned with the end result and outcome. There is relative congruency between the goal of the present study and the literature that describes, in process-based terms, experiential education. Hence, this study examines and analyzes the process by uncovering perceptions of stakeholders. By allowing these perceptions to emerge, a constructed reality, as described by Guba and Lincoln (1989) can be uncovered and examined. The following paragraphs describe how this was done.

There is limited research concerning Extended Stay Outdoor Education School Programs.

Research Method

Where do you start? Based on a preliminary review of the literature concerning research methods, it was decided that a qualitative method would be most appropriate. Why? Qualitative research methods deal primarily with people's experiences rather than numbers and statistics. For example, an ethnography is a qualitative study that results in a description and understanding of a particular group of people and their social/political interactions. Another example of a qualitative study is a case study, where a particular site, group, or individual is investigated. The research investigation took the form of a case study of a particular ESOESP. I chose to conduct a case study for several reasons. Evans (1995) indicates that case studies are useful for preliminary investigations and for the generation of hypotheses and Burns (1990) suggests that case studies illuminate variables, phenomena, and *processes* that may deserve attention in future research. Hence, a case study, with its focus exclusively on one particular ESOESP, allows for a potentially more accurate understanding of that ESOESP. A further reason for conducting a single site case study was because of financial and time constraints.

What do you do once you have identified a research method within a particular paradigm? A location for the case study is an obvious necessity. Again returning to the literature and various data bases such as ERIC and APAIS, information concerning outdoor education centres was obtained. The criteria for the potential site included: a rigorous outdoor education program; an off-site location; and, an extended study stay at the off-site location of at least one month. From these very basic criteria it was decided that the ESOESP would be an ideal location for the case study.

Within Australia, there are several ESOESPs in both New South Wales and Victoria. After reading about the Timbertop school in Victoria, a campus of Geelong Grammar School, it was decided that this school was

the most appropriate. After establishing contact with the Headmaster, a small information package was sent giving details of the proposal: including interviews, observations, and participation. Establishing contact and formulating an agreed upon date of visit took between 3-4 months. Guest accommodation was offered at the school for the duration of the investigation, which was initially to last 14 days. Detailed preparation prior to the school visit was necessary, as this would be the only opportunity to collect the data and to observe and participate in the environment. In hindsight, it would have been ideal to be able to follow this visit to the school with another 3-4 day stay to refine the data collection process and observations. However, given the aforementioned time and financial constraints, this was not a feasible option.

I prepared nine interview questions for both students and staff and created a self-report survey for parents which I mailed one month prior to my stay at Timbertop. In order to minimize costs, 60 parents were selected from a school list of 206 students. Approximately 50% of these surveys were returned. With regard to the staff and student interviews, a semi-structured approach was followed. Bogdan and Biklen (1982) indicate that this type of interview provides the opportunity to achieve comparable data amongst a group of participants. Burns (1990) states a semi-structured interview encourages the perspective of the participant rather than that of the researcher. Since an aim of the research was to uncover the perceptions of the participants within an ESOESP, this particular style of interview was deemed the most appropriate, compared to the structured interview or the open-ended interview. Therefore, while nine questions were prepared and asked of each participant, I was able to "pursue" particular responses for clarification and elaboration.

The interviews were conducted in a neutral location so as to minimize any discomfort or negative feelings; this was done primarily to gain the most out of the student interviews and put them at ease. In total, eight students, nine

*Open coding
can be seen as the
first step in making
sense of data.*

staff members, and four assistants were interviewed over the course of the seven days. Coupled with the 25 returned surveys, there were 46 sets of perceptions, feelings, and thoughts concerning life and learning at Timbertop. The interviews were audio-recorded and resulted in approximately 11 hours of conversations with varying members of the Timbertop community.

The next step in the research process was to make sense of all this data. All the audio-recorded interviews were transcribed, which took an extraordinary amount of time (80 hours). The transcription process resulted in over 100 pages of information from the varying participants. At this point in the research process, a method of analysis was required. In order to promote credibility to the research, an accepted method of analysis within the qualitative paradigm is a necessity. Prior to conducting the interviews, a grounded theory approach to analysis was deemed the most appropriate. Grounded theory is a qualitative research technique and process developed originally by Glaser and Strauss (1967) and subsequently refined by Corbin and Strauss (1990). A grounded theory is one that emerges from the generation, interpretation, and analysis of a particular set of data, gathered from a particular area of study (Corbin & Strauss, 1990). The purpose of grounded theory is "to build theory that is faithful to and illuminates the area of study" (ibid., 1990:p.24). This technique of analysis was considered the most appropriate for the research as I was attempting to uncover perceptions of individuals within a particular learning environment. Hernandez-Gantes et al. (1995:p.4) view grounded theory as "an appropriate framework for understanding student voices and experiences", offering further justification to the approach.

Employing a grounded theory approach involves three main stages of analysis: open coding, axial coding, and selective coding. Open coding involves breaking the data down, examining, comparing, conceptualizing, and categorizing (Corbin & Strauss, 1990). Categories are developed from the data and are identi-

fied as similar responses or perceptions. For example, within the data there was frequent mention by students, staff, and assistants of the importance of living in communal housing (referred to as units). Reference to this particular notion was initially categorized as "unit life" within the transcripts. Open coding can be seen as the first step in making sense of data; it is categorized so that the data is compressed into a more manageable form. The open-coding procedure resulted in the creation of 13 categories; each category had properties and corresponding dimensions. Table 1, below, illustrated various categories that I found during the open-coding analysis.

Category	Properties	Dimensions
Teacher attitudes to learning	Emphasis Intensity Structure Style Rationale	process-outcome high-low individual-group didactic-laissez-faire experiential-traditional
Student role	Position Function Intensity Interaction between Students Reliance Awareness	leader-team member care giver-care receiver high-low harmony-disharmony individual-group self-others

Table 1: Categories resulting from open-coding analysis

The purpose of creating such a table enables the researcher to define and clarify the properties and dimensions of a particular category. According to Corbin and Strauss (1990) a category must have properties, and each property exists at some point along the dimensional continuum. This step in the analysis is essential as it facilitates the subsequent stages of analysis.

The next step in grounded theory analysis is axial coding, whereby connections are made between categories (Corbin & Strauss, 1990). Using the categories that were created through the open-coding procedure, an attempt is made

to connect related categories through the use of the "paradigm model". The paradigm model involves six stages and they include: causal condition, phenomenon, context, intervening conditions, action/interactional strategies, and consequences (Corbin & Strauss, 1990). The result of axial coding further compresses the data and provides a more clarified and refined version of the initial categories. This resulted in the creation of five new categories. In creating these five new categories, the original 13 were not disregarded. Rather, by employing the paradigm model, these 13 categories became sub-categories of the five new categories.

The concepts surrounding each sub-category were taken directly from interviews with and observations of students, teachers, and assistants, as well as from survey responses from the parents.

The final step involves selective coding, which involves the selection of a core category (Corbin & Strauss, 1990). The core strategy is referred to as the sun in systematic relationship to its planets, the categories (ibid.,1990). The core category is defined as "the central phenomenon around which all other categories are integrated" (ibid.,1990:p.116).

Throughout the entire analysis stage of the research, Corbin and Strauss (1990) indicate that theoretical sensitivity is a necessity. It is described as an on-going process involving the researcher and his/her ability "to give meaning to the data, the capacity to understand, and the capability to separate pertinent from that which isn't" (Corbin and Strauss, 1990:p.42). Theoretical sensitivity acts as a "check" on the researcher to question continuously the data and its analysis. Working, sifting, reading, analyzing, and rereading the data on a constant basis provides for a caveat from Corbin and Strauss (1990) and that is to avoid considering everything in your data as salient. There is a danger in considering everything to be relevant, particularly after spending months with a particular set of data. In order to prevent, or at least minimize this, an unbiased colleague or another researcher can serve as a check by reading and re-coding the data. In my research,

my supervisor constantly queried the analysis and resulting categories, providing me the opportunity to verbally justify how I had arrived at a particular category (through the use of the paradigm model).

The preceding discussion of analysis can be seen as a modified grounded theory approach, as the analysis did not follow the exact procedure and technique as described by Corbin and Strauss (1990). For a complete discussion and guide to such an analysis, refer to Corbin and Strauss (1990) or Glaser and Strauss (1967). From reading this article, a desirable outcome would be that the individual may come away with an understanding of a particular method of qualitative analysis and an understanding of the process involved in conducting research from a beginner's perspective.

References

- Bogdan, R. and Biklen, S. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. Sydney: Allyn and Bacon.
- Burns, R. (1990). *Introduction to Research Methods in Education*. Melbourne: Longman Cheshire.
- Cason, D. and Gillis, H.L. (1994). A meta-analysis of outdoor adventure programming with adolescents, *Journal of Experiential Education*, 17, 40-47.
- Corbin, J. and Strauss, A. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. London: Sage.
- Evans, D. (1995). *How to Write a Better Thesis or Report*. Melbourne: University Press.
- Ewart, A. (1987). Research in Experiential Education: an Overview, *Journal of Experiential Education*, 10, 4-7
- Flor, R. (1991). An Introduction to Research and Evaluation in Practice, *Journal of Experiential Education*, 14, 36-39.

*An unbiased
colleague can serve
as a clerk by reading
and re-coding
the data.*

Gray, T., and Patterson, J. (1992). Unpublished paper presented at Knox Grammar School for the NSW Outdoor Education Conference.

Gray, T., and Patterson, J. (1994). Effective Research into Experiential Education: A critical resource in its own right. Proceedings Manual of the Annual International Conference of the Association for Experiential Education, Austin, Texas.

Hernances-Gantes, V., Phelps, L., Jones, J., and Holub, T. (1995). Voices of Diversity in Emerging Vocationalism: Students' perspectives on school climate. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Horwood, B. (1994). Integration and Experience in the Secondary Curriculum, *McGill Journal of Education*, 29, 89-113.

Joplin, L. (1981). On Defining Experiential Education, *Journal of Experiential Education*, 4(1), 17-20.

Simon is from Toronto. He is continuing graduate studies in Australia.

Editor's Note

This description of research into outdoor education programming, offers a valuable look at practitioner-friendly research design that we hope helps break down the barriers that tend to exist between research and practice.



JM

Saving the Seneca Outdoor Recreation Program: a case study in exerting political influence.

by *Clare Magos*

So . . . It's the last day of work before the Christmas break. Exams are finished. Semester grades are in. The students (clients) have left so they are not immediately affected by the announcement. Your program is one of several "announced for cancellation", primarily because of recent funding cuts to the college. It's all there in a concise eleven-page announcement from the College President. From January 12-20 appeal meetings will be held about the announced cancellation. By February 5 final confirmation of the cancellations will occur.

Whew! . . . The faintly anticipated cancellation threat has become real. You and your colleagues are not due back from Christmas break until January 6. It seems as though the announcement has been timed to minimize meaningful appeal efforts. It's a shock. What do you feel? What do you do?

*"Not everything that is faced can be changed,
But nothing can be changed unless it is faced."
- Anon.*

What follows is an anecdotal "success story" in terms of saving one outdoor program from funding and other perceived problems. It is told in a manner which tries to emphasize transferable principles and strategies of successful political influence. It is shared so that others might borrow (from the already borrowed) ideas and utilize them or adopt them if needed. It is told so that some measure of pro-action might be put in place if a similar threat looms in the future of a program or place you value. The methods and strategies were first learned by the author in the environmental movement and, when first explained, created his first real understanding and real empowerment in terms of political influence. The material may be scaled up to federal political influence or scaled down to intra-school influence. An "interactive illustration" is provided for those that are in a position to teach/share the principles and methods.

The Outdoor Recreation Technician Co-op (ORTC) program was relatively small in the Seneca College scheme of things. It developed competencies in outdoor skills instruction, outdoor leadership, environmental education, and outdoor business/professionalism. During the two years of the program, students had lots of experiential learning (on and off-campus), balanced with more traditional academic learning and summer and winter co-op work experience. It was one of those "little understood, fringe programs". It had already been profoundly altered by previous administrative decision-making. With earlier funding cuts and budget re-alignments, the intake was doubled from thirty students to sixty, with no increase in support (financial, personnel, or otherwise). There was no opportunity to be heard on that change.

The three full-time faculty reeled with the weight of sixty first-year students and forty second-year students when program structures existed for thirty and twenty. Lots of creative re-programming happened to try to maintain meaningful, quality learning with a new faculty/student ratio of more than 1:30. (Think of some of the competencies listed that depend on small group, experiential outdoor learning!) So, the faculty had already experienced three years of externally forced "change stress". For those years, success in program re-design was not measured in terms of "improving effectiveness of process and satisfaction of students", it was measured in terms of "combatting the rate of erosion of program quality". That's quite a paradigm change.

At a quick last afternoon meeting on that December day, the three faculty met with the very supportive Academic Chair (first level administrator) who had the ORTC program as part of her portfolio. The discussion cut right to these summary points.

*...transferable
principles and
strategies.*

There were some inaccuracies in the reasons cited for this program cancellation (part of the "little understood, fringe program" phenomenon).

The program, even diluted to its current level of quality, still had reasonable satisfaction expressed by current students, graduating students, and by employers.

Given the opportunity to rebut the decision and the value these four held for the program content, methods and outcomes, it was resolved that, even with more negative alterations (which a proposal must include), the group would attempt "the save".

The group strategized. How does one effect a decision such as this? The effect must be on the **people making the decision**. The group set out to learn who was on the ten-person President's Ad Hoc Advisory Council (P.A.A.C.) making the final decision and what values, motivations, connections, vested interests might be utilized in the "the save". The group determined to ferret out any hidden agendas that might be addressed informally in "the save" and to fully understand the official decision-making parameters and methods so the official rebuttal would shine in all criteria. As is often the case, the "official" and the "informal" were interwoven.

The PAAC group were high level public professionals whose personal integrity and decision-making would not be overruled by the President. (This refers to the Supervisor box on the accompanying illustration.) So it was the ten PAAC members that had to be influenced. But all members were not equal. In this case, there was a College Vice-President in charge of finance. If his financial concerns were not met, no other amount of worthiness would carry the "keep this program" decision. There was a Vice-President responsible for all academic programs. This person had fine working knowledge of academic realities and prided himself on positive human relations. Academic integrity would have to be present in "the save" and personal contact could be of real importance to this decision-maker. And, there was a member of the PAAC decision-makers who was a late 1970's graduate of an allied recreation program at Seneca's King Campus, who had been taught by one of the current ORTC faculty.

Each of the above were engaged in separate brief personal meetings to discuss strategies of

making a successful "save". Little insight was gleaned from either V.P., their positions were known. What did happen was re-establishing face-to-face contact with the faculty and re-acquaintance with the methods, values, and recent on-going adaptations of the ORTC program. One V.P. was a former summer camp owner and is still a recreational canoeist.

Personal links to program graduates were re-forged. The V.P. Academic was going to be targetted with a Fax campaign of support for the program. Why him? The President, the logical first choice, would have seen this as an inconvenience. This V.P. was part of the PAAC group and had been through similar Fax campaigns in recent years. The discussion with this V.P. shared the fact that a campaign would happen (to not surprise and alienate him) and resulted in a reinforcement of the faculty as people and the program as being valued and adaptable. The former 1970's recreation graduate willingly shared how pressured this PAAC group was going to feel and how important it would be to:

- meet all the decision-making criteria,
- be concise, clear and honest
- be business-like rather than emotional
- be early in the series of presentation meetings rather than later when fatigue and jadedness might set in to the PAAC group.

The faculty reached out to several other college administrators who were not directly involved, but who could share insight and wisdom in terms of the process. A few strategic insights emerged, chief of which was a probable unofficial agenda for cancelling the 100 student spaces in ORTC was to make some room for the Nursing Program being relocated from another campus. Throughout the series of person-to-person research/strategizing meetings another phenomenon occurred. Human empathy and support was generated. People felt the faculty were creating "a solid case". Validation and energizing was occurring.

A written brief was requested as part of the appeal process. Writing the brief was interesting. The content dealt systematically with each of the four reasons given for cancellation of the program.

"There was a poor unemployment record for graduates." Statistics for full-time career

*The effort must be
on the people
making the
decision.*

employment immediately after graduation were quite modest. However, graduates and co-op students were being placed at a 90%+ rate in contract positions. As it happens in the 1990's, the whole recreation industry had evolved to contract work being the entry point for college/university graduates. The rest of "the field" had caught up to outdoor recreation.

"There was high attrition." This program had always attracted a high percentage of students who were good people, had good outdoor capability, but were somewhat disaffected by any sort of formal education system. The program pattern was that a number of these "non-academics" did not get engaged with the academic part of the program and drifted out. The three-part recommendation for this concern was:

...institute mandatory English competency testing and use it as a key acceptance criteria. (This was easy to do with over 300 applicants for 60 first-year positions.)

...institute a mandatory "college success" course in first semester. This would attempt to deal with all of the keys to getting engaged and keeping engaged with college in general, and this program in particular.

...accepting "fast-track" students directly into third semester to fill positions created by first-year losses. These graduates of related college or university programs could successfully complete an adjusted program in one year because of Prior Learning Assessment credit they would receive.

"There was low graduation." This fact had a two-fold cause. One was that a number of students completed their relevant professional subjects, but failed to complete needed elective subjects taught outside the professional program. The new "college success" course would take aim at the value and need of these subjects. Two, was that a graduation requirement of achieving instructor-level certifications in at least two outdoor skill areas often was not completed. The brief recommended that ORTC could facilitate on-campus certification courses making these more accessible to the students and generating some new income for the program (This was a well-perceived entrepreneurial move.)

"The program was operating over-budget and could not withstand next year's 12% cut."

The over-budget operation was true. Larger programs at King Campus, operating on a "more efficient scale" had been subsidizing the relatively small, relatively expensive Outdoor Recreation program since its inception in 1977.

The working group of four (faculty and chair) presented a balanced operating budget that included the 10% cut-back enacted by the province and the 2% claw-back enacted by the College. The new budget showed two full-time faculty positions (instead of three), one part-time technologist (utilized at key outdoor experientially-loaded times of the academic year) and more inter-weaving with the Recreation Services Department of the campus, capitalizing on outdoor students' interacting with two highly-qualified personnel in that department. The new on-campus certification course income initiative also helped create a budget balance.

Here's the interesting part of the brief creation. Despite the writer's attempts to create an engaging but business-like document, when the "group of four" met to review the first draft, there was too much emotion in the writing. The writer's personal valuing of the program and his feelings were winking through in a (for this purpose) negative way. Several re-writes corrected this. Eventually a tight, readable, statistically-supported, illustrated, business-like twelve-page brief was ready. A carefully crafted one-page "Executive Summary" (again created with input from the group of four) was attached to the top.

The brief was created in a planned rush so that it would be in the hands of PAAC members in time for the ORTC appeal presentation to occur on the first night of their meetings (while they're fresh and open). The ten minute (timed) presentation to the PAAC group was rehearsed and business-like, yet personable. Questions that might be asked by the PAAC members were anticipated in advance and answers shared by all four ORTC representatives according to their planning and rehearsal. The meeting went well. The brief was solid. The real strength of this whole appeal though, was in the Fax campaign of support for keeping the program.

By the time the face-to-face presentation was made, over twenty Faxes of support for continuing the program had been received by the V.P. Academic. This happened within a six-

day working period in early January. By the end of fifteen working days, over fifty Faxes were received. These came from employers of program graduates and of program co-op students. They came from graduates who were now in significant career positions. They came from all the outdoor organizations and associations to which the Outdoor Recreation program related. This was a crafted campaign in which the faculty team sent out a Fax requesting support and providing just enough carefully-worded detail that the professional receiving it would "create" a personal Fax of support with ease. This quick and significant response, especially from employers, had a huge impact on the decision-makers.

Both the first and the second year of current students were counselled to create a single "year" letter and Fax it to the V.P. Their desire came through meaningfully, strongly, and showed class unity.

The result of the above influence attempt? Success. And continued gratitude from faculty to those who actively supported "the save" and gratitude felt by students who have experienced the O.R.T.C. program since that key decision.

In applying the above case to the "Influencing Political Decisions" illustration accompanying this text, the following is offered.

"x", the individual, was any one single faculty.

"Own group" was the close working team of three faculty and the Academic Chair. This was the team that worked diligently and thoroughly to create the outcome. Human energy is a key to success.

"Other individuals" were: 1) those sought out to provide strategy insight, 2) those individuals who provided Fax support.

"Allied groups" were outdoor employers and outdoor associations who provided Fax support.

In this case there were no obvious contradictory organizations. There was a sense of competing with other programs also slated for cancellation and ensuring that every aspect of "the ORTC save" would excel when held up to comparative scrutiny.

In this case a media campaign was not appropriate and, as mentioned in the text, there was no Supervisor taking the decision out of the

hands of the official decision-makers.

Also offered, in point form, are some transferable principles which serve as a summary to this story of positive influences.

Some Principles:

- Create goodwill — right from the start — long before there is a crisis.
- Research thoroughly. Utilize key contacts. Get outside perspectives. (You may be too close of the trees to see the patterns in the forest.)
- Be quick off the mark.
- Cover the official agenda with official, approved, impeccable methods.
- Cover the unofficial agenda(s) unofficially.
- Provide a reasonable alternative(s).
- Seek over-statement of the support of your position. Perception can be as important as reality.

Plan for, prepare form, and influence any media coverage.

"It is better to light one candle than to sit and curse the darkness."

- John Kirk

Acknowledgements:

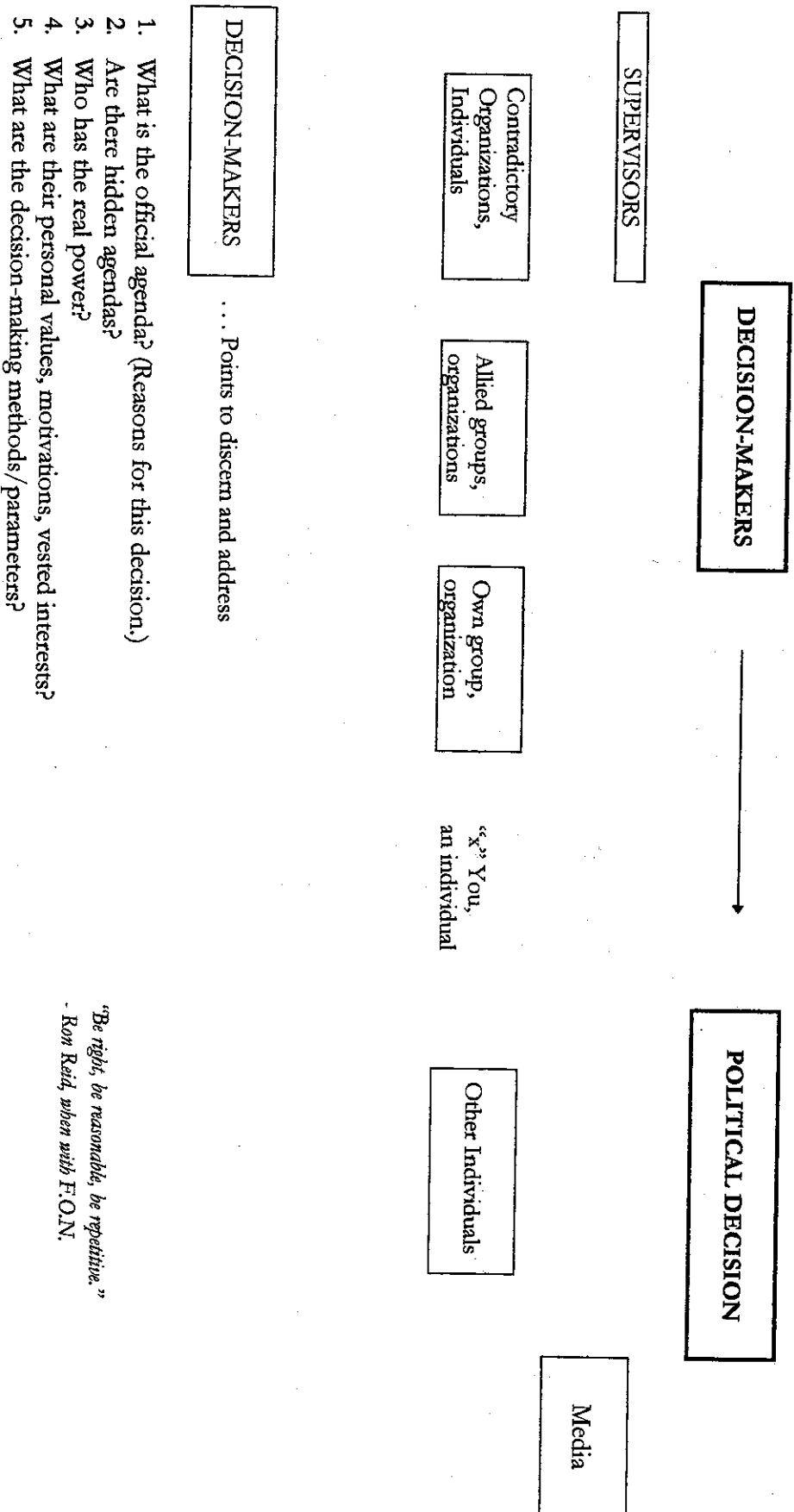
Many of the above ideas are recycled from Ron Reid, former Environmentalist with the Federation of Ontario Naturalists and from Bill Hammond, retired Florida Environmental Educator.

Clare Magee is a professor in Seneca's Outdoor Recreation program who can occasionally see the trees and the forest.

*You may be too close
to the trees
to see the patterns
in the forest.*

An Interactive Illustration

"INFLUENCING POLITICAL DECISIONS"



*"Be right, be reasonable, be repetitive."
- Ron Reid, when with F.O.N.*

Exerting political influence...

Influencing the decision-makers . . . How to multiply the power of "one".

On the accompanying interactive illustration, take a pen or pencil and circle "x"—that's you, the one.

1. Draw an arrow line straight to the **Decision-makers**. You have a number of ways of individual communication (personal visit, written brief, telephone, fax, e-mail, personal letter, etc.) However, you can greatly expand your influence by forming your own group.
2. Draw a line from "x" to **Own group, organization**. This becomes the close working group that strategizes, communicates, and continues to expand their influence. (In a local environmental decision, this is the local citizens group.) Draw an arrow from this box to the decision-makers. This group has an array of communication possibilities.
3. Draw a line from **Own Group** to **Allied groups, organizations**. (In an environmental issue, this would be other active, allied environmental organizations.) Draw line from **Allied groups** to the decision-makers. These groups can be guided to provide strong influence.
4. Draw a line from **Own group** to **Other individuals**. These are key informed, connected people who may help you strategize or may, on their own, help influence the decision-makers. There is an added line option then, from them to the decision-makers.
5. Draw a line from **Own group** to the **Contradictory** box. The decision-making process may have easily identifiable organizations, groups, individuals which stand opposite your desired decision outcome. These must be investigated and understood. The content and method of their influence should be anticipated and countered. (In an environmental decision, these commercial influences are generally easy to identify.) If appropriate to your situation, draw a line from the Contradictory box to the Decision-makers.
6. Media—Think carefully in your own group and get counsel on whether to conduct a media campaign (TV, radio, newspaper). There are risks. If you undertake one, be pro-active, balanced, and newsworthy in your approach. "Balanced" includes not alienating any of the Decision-makers. You may choose to connect your group with the media and add another line of influence from the media to the Decision-makers.
7. The **Supervisor** box is in the illustration as a reminder that sometimes the Decision-makers are not really making the decision. Draw an arrow from the Supervisor to the Decision-maker if your group's research determines that the supervisor is really in charge. Then—plan on directing a similar campaign of influence toward the supervisor.

If you have completed the above seven stages, you can see how the "power of one" has been systematically multiplied.

*"Diplomacy is the art of letting someone else have your own way."
- Anonymous*

Next Evolution of the Seneca College Outdoor Recreation Program

- one year of high level professional outdoor training and development for post-diploma/post-degree students.

By clare Magee

...to keep student/staff ratio relatively low.

For twenty years the Seneca College Outdoor Recreation Technician Co-op program (ORTC.) has evolved. From an early base of technical outdoor skill emphasis, it gained a much broader base of outdoor competencies and personal performance competencies. The title does not do justice to what the program is really about. A truly reflective program name would include these key words: outdoor, natural environment, recreation, education, leadership, instructorship, humanism, entrepreneurial, co-op. (Can you make a catchy title out of that?)

The case study article in this issue on saving the ORTC program from announced cancellation ends positively. But, "the save" happened at a cost. The student/staff ratios were now at about 1:40, an oxymoronic situation in terms of accomplishing the experientially-derived, small-group learning outcomes that were the program backbone. Creative re-programming options were used up. The two full-time faculty were running energy deficits in trying to maintain program integrity, student satisfaction and employer satisfaction. The situation was barely sustainable.

Recent success with "fast-tracking" college and university graduates through the two-year program in one year led the faculty to the realization that more mature, proven adult learners could assimilate the personal and professional competencies in one year. This realization came at the same time as a province-driven move to standardize the current college Recreation Leadership programs, give them a common title of Recreation and Leisure Services, and make them a pre-requisite for higher level specialized recreation study, such as outdoor recreation. This could be an opportunity.

Working with the supportive program Advisory Committee comprised of a cross-section of outdoor professionals who meet biannually to guide curriculum and structural improvements and with a focus group of selected outdoor employers, a two-part plan for sustainability and improvement was created and is now being enacted.

Step One is to phase out the high student/staff ratio two-year Outdoor Recreation Technician Co-op program and phase in a lower student/staff ratio one-year post-diploma Outdoor Recreation Certificate program (ORC) (first intake, September 1998).

Step Two is to phase in a high ratio two-year Recreation and Leisure Services program for the campus (first intake, September 1999).

The Recreation and Leisure Services (RLS) program will deliver the provincially-standardized curriculum, but will take some advantage of the campus lakes, woods, trails, initiatives and ropes course. It will use outdoor and experiential methods where appropriate. It will, however, **not** seek to develop specific outdoor competencies. A basic canoe trip in this program will be used as a group dynamics/leadership practical. There will be no frustrating attempt (with the higher ratios) to develop canoe-tripping and canoe trip leadership competencies to an employable level. In fact, some of the leadership on such a basic trip will be provided by appropriately prepared students in the post-diploma ORC program, while being mentored by an overall faculty-in-charge. The RLS program will help fill a niche for the outdoor-oriented secondary school graduate who wants to continue his/her education in a people-oriented program with some outdoor/experiential methodology. This program will also serve

as a partial feeder program for the more advanced ORC.

That leads us to the newly evolved Outdoor Recreation Certificate program. The plan is to intake only 30 and draw somewhat from the "economy of scale" of the RLS program to keep student/staff ratios relatively low. The plan also is to intake students who have a variety of specific outdoor competencies already developed. Peer instruction will be part of this compressed experientially-loaded, synergistic year of professional outdoor learning.

The content of the program is planned around a core of competencies that develop one as an outdoor generalist (adaptable and useful in all seasons and in a range of outdoor work). There is also an expectation to specialize via extra involvement in one or two of the **four competency streams**.

Skills

Traditional Ontario summer and winter skills are developed beyond the level of personal competence to readiness for instructor-level certification. Two different outdoor instructorships are a graduation requirement of the program. There is obvious choice in instructor specialization.

Leadership

Outdoor instruction, outdoor group management, group development, and trip leadership are all progressively developed. Ropes course facilitation and special population leadership are logical specializations in this stream.

Environment

Following acquisition of a foundation of practical field ecology knowledge, students develop abilities in outdoor environmental education methods and techniques. This set of core competencies distinguishes graduates from "just another trip leader".

Management

Risk management is interwoven into all streams, but is a strong component here. Other outdoor management topic areas are: financial, staff, facility systems, equipment, professionalism, entrepreneurship, the future.

A program design opportunity . . .

Having previously received a diploma or degree, the students have no academic accountability other than to this professional program. This has allowed the program to be designed around key, progressively-sequenced, on-campus and off-campus experiences. Subjects have then been built around the outdoor experiences. In the fall semester, students will spend twelve days living in tents or under flies, base camping on-campus and having "classes" at and around the site, then tripping, then solo camping. They will have a one week field placement at a year-round outdoor operation. In the winter/spring semester, students will experience on-campus winter camping, then a winter camping trip. Winter skills instruction will be loaded early in the term so they can take their winter skills to a two-week work/learn placement (ideally at the same centre as the fall for consistent mentoring). Students will participate in a small group extended trip in early May, followed by on-campus sharing and closure.

Full use will be made of the environment of the 700-acre King Campus. Developmental leadership/instructorship opportunities will occur in conjunction with the day outdoor centre on campus. (See An Enduring Outdoor Centre, in this issue.) Certification opportunities will be facilitated on campus and on off-campus extended trips.

A graduate will have a solid core (see illustration) and some personal specialization. The pattern of employment is expected to continue thus:

"The specialization gets one their first outdoor contract position, the generalist competencies keep one employed full-time."

*Risk Management
is interwoven into
all streams...*

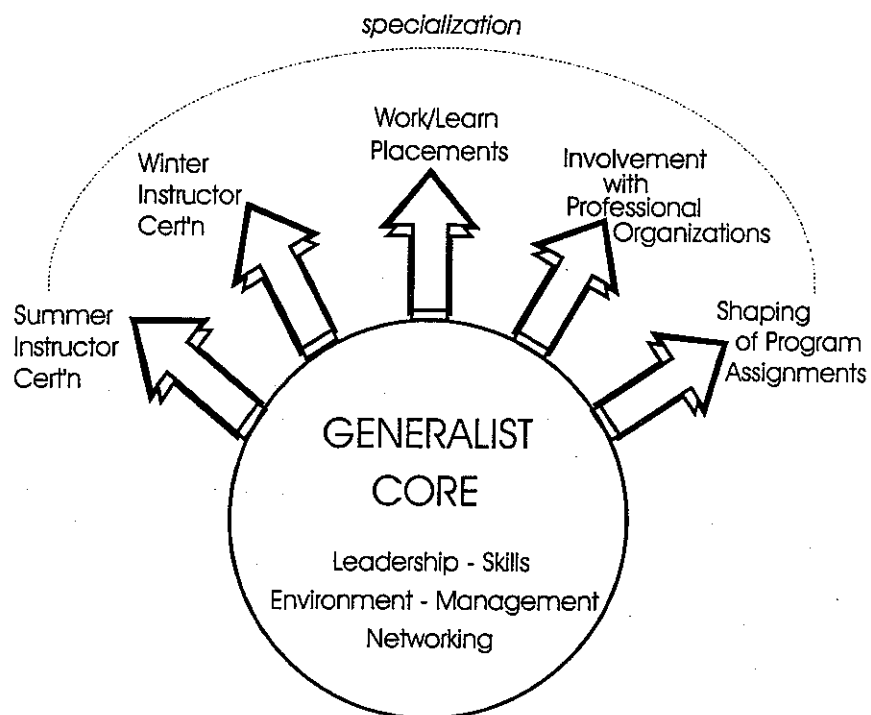
It's exciting to be part of this change process. Most new students (for the fall of 1998) have already had an early June "connecting meeting" on campus. They have arrived from a range of college and university programs from all over the province. They have come with aptitude for "people work" and "the outdoors". They have come with enthusiasm and high expectations. This promises to be good.

Acknowledgements

Bryan Blain, Outdoor Recreation Faculty of Seneca College, used a partial teaching leave to work with the advising professionals and create the first concept draft of this program.

Outdoor Recreation Certificate Program

A CONCEPT MODEL



Group Building Activities

Partner, sweet partner

Aim: an introductory/get acquainted technique.

Buy candies before the event. Buy a variety and arrange an identical pair of candies to total one candy for each in the class or group. When the group first meets, each one gets a candy with instructions to NOT eat it yet. Each person must find their partner (the one with the identical candy). Then they may eat their candy while getting acquainted with one another. The "get-acquainted" questions asked can be tailored to the group and the event.

Sample 1st Day of Class Questions:

- What is your partner's name? (first and last)
- What was your best experience of last summer?
- What are you specifically looking forward to in this month of school?
- When the group gathers, each person introduces their partner. (Note: Be aware of food allergies in your candy choices.)

Yurt Circle

Aim: to build a higher level of comfort and trust in a new group.

Have group stand in a circle, shoulder to shoulder. Number off as "one's" and "two's". Explain that everyone will grasp hands securely. On the word "Go!" the "one's" will gradually lean forward, into the circle and the "two's" will gradually lean back. The first attempt should be gentle until the idea and the movement becomes learned. Then they can come "Up!" to neutral, reverse the leans and really lean out, feeling the support of the others.

The concepts of support and co-operation can be applied in whatever metaphor seems appropriate to the group and to the next experiences planned for them.

Networking

Aim: to share individual goals and desires and to create an environment of sharing, support and synergy. (A coil of rope is needed for this activity.)

Participants stand in a circle facing inwards. The leader introduces the activity proposing that individual goals and desires for the upcoming event are probably best achieved if they are publicly shared. Others may have the same goals and some group goals may develop. Each person (in any order) states his or her personal goals and desires. As each shares, a coil of rope is passed across the circle to that person. Each speaker holds on to the rope. When all have shared, the rope forms a web.

At this stage questions can explore how the rope represents group dynamics, e.g. connections, similarities, a "common thread", etc.

Starting at one end of the rope, the slack is then drawn out. Depending on the group size, the participants move close together and lower the rope to the floor in front of them. One member at a time is invited to lay on the rope and others will grasp the rope and raise that person off the floor. The applications of this exercise to a synergistic group are many.

Path to the Future

- Aim:*
- to promote intra-group sharing, co-operation, and problem-solving.
 - has many metaphoric applications, e.g. "Road to Wellness"

Equipment:

Acquire a 6ft x 8ft plastic utility tarp and mark it into squares with extra wide masking tape to look like the grid or game board pictured below.

Leader

Group

The leader has a pre-determined route going from where the group starts to where the leader is positioned. (Have this sketched on a cue card so it is incontrovertible.) Each block on the grid is one step forward in the route. Steps may go forward or sideways, but will not go backwards in relation to the start.

The aim is for the whole group to cross the tarp as they collectively discover the "Path to their Future". Only one participant is allowed on the tarp at a time. While a person is on the tarp no-one is allowed to speak. No one is permitted to touch the tarp at any time unless it is their turn to try to move "along the path". Lastly, the person on the tarp must retrace their steps off the tarp after their try is over.

One person steps on to a square of their choice. If it is incorrect, the leader nods his/her head in the negative and a retreat happens. The next person then tries. When a correct square is landed on, the leader nods in the affirmative and the group makes a mental note before the participant retraces his/her path. Collective memory develops and is shared between turns. Once the path has been solved, the entire group must proceed one at a time in silence across the tarp.

Many metaphors can be applied to this activity, e.g. individual forward movement is enhanced by group involvement, incorrect steps

are learning experiences, individual risking and sharing enhances achieving a group goal.

Mosquito Bites (fun Backpocket information)

"Mosquito" is Spanish for gnat, a diminutive of mosca (fly) and originally applied to many small species of blood-suckers.

Worldwide, there are about 3,400 species of mosquitoes. Canada has at least 77 species. The tropics have the most varieties, but the farther north you go, the greater the number of individual skeeters. Northern mosquitoes buzz louder, land harder and itch more.

Canadian researchers in the Arctic have reported a rate of 9,000 bites a minute. That would drain a person's blood in two hours.

It is the females who bite, to get sustenance for their eggs. Male mosquitoes feed entirely on plant juices. Activity peaks at dawn and dusk. It takes 90 seconds for a biter to become fully gorged. A well-fed female can fly carrying twice its normal weight in blood.

Hungry mosquitoes will attack a warm billiard ball, but they prefer people. They are attracted by carbon dioxide, lactic acid, moisture and warmth; nervous fidgety people are twice as likely to be bitten as calm individuals. (Hence, the facetious advice "don't breathe, don't move".) Mosquitoes are twice as attracted to blue as to any other colour, and have an attraction to people who eat bananas. Accumulated sweat is also a turn-on. In 1986, a swarm of 3,000 starving Indian mosquitoes at a London publicity stunt ignored their intended victim, they were to have hovered in frustration over a model smeared with repellent, and made straight for the crowd of journalists.

Some species prefer to attack birds or reptiles. Charles Hogue, an entomologist at the University of Southern California, has said that only ten percent of the world's species bite humans.

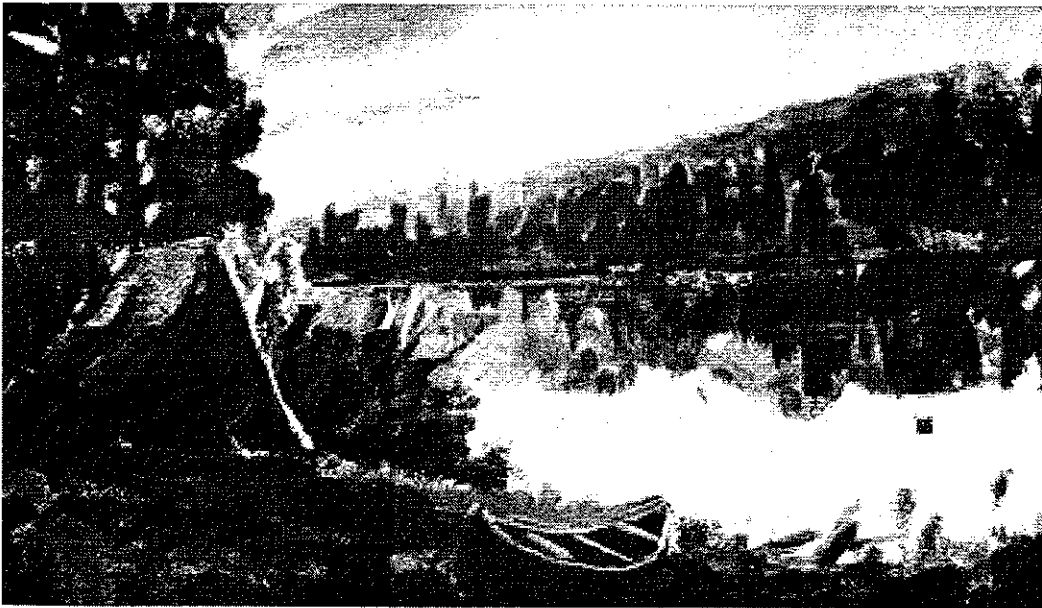
Mosquito bites can transmit serious diseases such as encephalitis, dengue fever and malaria. However, in 1940, Dr. George

Campbell of Ottawa reported that a mosquito had apparently vaccinated a child. The insect bit a recently inoculated youngster, then moved to a fresh victim and left a bite that had a characteristic vaccination mark.

A mosquito bite begins to itch after about three minutes. This allergic reaction can diminish over the spring and summer as a person develops a tolerance. However, moving to a new region and being bitten by a different species means building a tolerance all over again.

Reprinted from M. Kesterton, Globe and Mail.

Above Backpocket activities are used regularly in the Seneca College Outdoor Recreation program.



Campground at Mysty Lake, Algonquin Park



JM

Getting Started: An Integrated Curriculum Programme

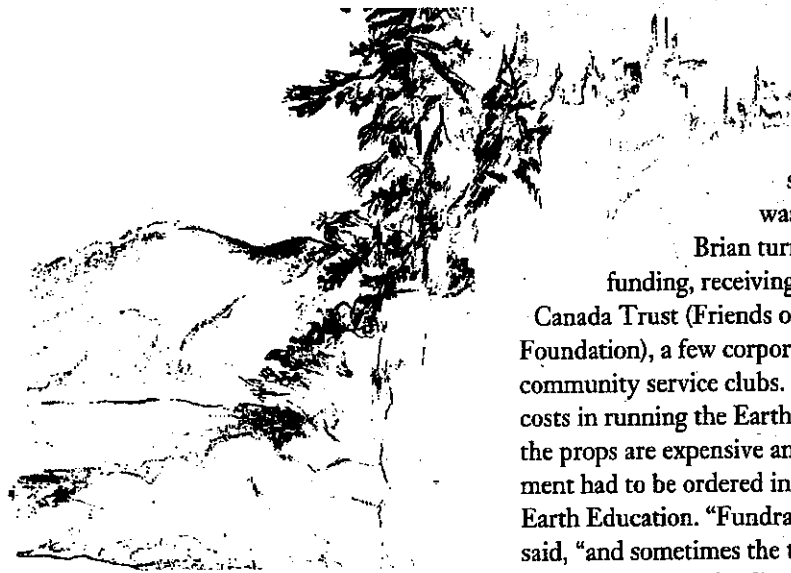
by Colleen Ashton

Integrated curriculum programmes, specifically those in secondary schools, are a great way for committed educators to produce well-rounded students who thoroughly enjoy their high school experience. In Ontario there are 25 of these programmes, with Outdoor Experiential Education as their theme, run by teachers who have a vision to give their students a semester where they can find a sense of community and learn valuable life skills. How does one go about starting a programme such as this? I interviewed Brian Lennox, a geography teacher at Orchard Park Secondary School in Stoney Creek, who had started up an integrated curriculum programme of his own last year. With a passion for the outdoors and a desire to see kids learn more about their environment, Brian and a friend attended a weekend retreat up at Bark Lake in the summer of 1994 to learn about integrating school subjects. (The programme co-ordinator was none other than COEO's beloved Bert Horwood!) Here, Brian met other teachers seeking the same goals and learned about integrating experiential learning into schools. He also met Mike Elrick, a teacher from Centennial High School in Guelph, who was starting up his own integrated programme in the spring semester of that year. Eager to start an integrated programme of his own, Brian returned to school in the fall semester and made a proposal to his department head and his principal with his idea. He made them aware of (1) the principles of integration and how they bettered education, and (2) how an integrated programme would fulfill the philosophies of the Ministry of Education and Wentworth County Board of Education (these philosophies were included in his proposal).

Having the necessary support from his principal, Brian then looked at what type of courses to offer, as it was typical in these programmes to offer four credits to grade 12

students. He wanted to base his courses on five principles he believes to be the "foundation stones" of Orchard Park's Integrated Environmental Studies Programme: (1) developing community skills, (2) developing relationships with the natural world, (3) leadership and responsibility, (4) individuality and (5) risk. Having these skills in mind, he decided upon English, Environmental Studies and Physical Education (emphasizing outdoor recreation and leadership), all at the grade 12 level. In April of 1996, he presented this material to the department heads and the staff at Orchard Park. The following year of the same month, he submitted a formal proposal to the head of guidance, in order to run the programme in the 1996/97 school year, beginning in the spring semester. Once this was approved, it went into the course calendar ready and waiting for students to sign up.

It wasn't until after Brian had submitted his proposal to the Board and it had been accepted, that he decided to add a key element to the community aspect of his programme: the running of the Earthkeepers Programme created by the Institute of Earth Education. He got the idea from John McKillop, who runs a similar programme at Bronte Creek with his grade 12 students from Lord Elgin High School (Halton Board of Education) and has his students run the Earthkeepers programme to local elementary schools for children in grade six. Brian thought that this would be a great way for his students to give back to the community, as John's students had great success and much appreciation by teachers and parents. By running this Earth Education programme, his grade 12 students are able to teach children about the Earth, and offer the Hamilton/Wentworth County Board of Education elementary schools a valuable outdoor educational experience to take back to their schools and



homes, something Hamilton/Wentworth has been lacking.

His programme was very successful last year, beginning in February of 1997 and continuing until the end of June. I volunteered with his class one or twice a week and saw the tremendous team building that went on among the students. Seeing them lead the children through the Earthkeepers programme was also a fascinating experience. These dedicated students couldn't have done a better job, and the 300 elementary school children thoroughly had the experience of a lifetime.

Brian did mention to me a few of the obstacles he had, and still has to overcome with starting up an integrated programme such as his. The first he mentioned dealt with the marketing of his programme and his ideas. Getting word out to the kids in the high school, and convincing elementary school teachers of the valuable programme being offered for their students, was, and still is, a challenge for Brian. He told me that it takes lots of personal involvement and time dedication, such as one-on-one meetings, presentations, and a ton of patience. The second is an obstacle that I think every outdoor educational programme is facing, that of funding cutbacks in education. There were additional costs to each student who signed up for his programme (\$450 per student, this included first aid training, ORCA certification, and trips to Temagami, Algonquin Park and Tobermory). There were also costs to the

elementary students and teachers who participated in Earthkeepers, as the site, Canterbury Hills, was privately owned.

Brian turned to corporate funding, receiving a large amount from Canada Trust (Friends of the Environment Foundation), a few corporate donors and community service clubs. There are also large costs in running the Earthkeepers programme as the props are expensive and most of the equipment had to be ordered in from the Institute of Earth Education. "Fundraising is tough," Brian said, "and sometimes the task seems too big to handle. Extended funding from the community was an integral part of the programme."

Yet the rewards have certainly outweighed the struggles. For Brian, seeing kids come through the programme and dedicating their time and energy to doing community service was well worth the time spent on his part. I attended his final farewell get together with his students and their parents in the end of June, and was amazed at how close the group had become over the five months they were together. There seemed to be little separation between the teachers and the students in the group, "They were all friends". They shared the good times and the bad times, and this was evident in the tears that appeared in each of their eyes, students and teachers alike, as they said good-bye.

Integrated programmes should be an integral part of every high school. But it takes hard work and dedication, and a teacher who is willing to put a lot on the line to make it work. If we want to produce citizens who will respect the earth and take on jobs in the future to make this world a better place, then sending kids through this programme is the way to go. I wish in high school that I had a teacher who was willing to take the time, as Brian did, to offer this programme for me. As I aspire to teach elementary school, I hope to take on a project like this, and it is a comfort to know those who have gone before me, and those who I can count on to be good mentors and leaders in the field of Integrated Programmes.

An Enduring Outdoor Centre Recreation Island, Seneca - King Campus

By Barb Weeden

"Where have all the outdoor centres gone?" This is a frequently asked question in today's outdoor education circles. Fiscal pressures have taken a toll. "Recreation Island", run by the Recreation Services Department of Seneca College, King Campus is an interesting one that has endured. It continues to provide a range of outdoor, experiential learning to visiting day-school groups.

Located on the lake of the 700 acre King Campus, the facility consists of a large Pavillion, two portable classrooms, a large boathouse/storage house and offices. The lake is a major focus for spring and fall outdoor education. On



Smiles of accomplishment at Recreation Island

it, students can learn canoeing, kayaking, and sailing from a "first-time experience" (where personal accomplishment is the main goal) to a more sophisticated skill level (where acquisition of a lifetime outdoor skill is a main goal). The trails and varied woodland habitat of the campus are utilized for orienteering and for ecology study. Staff encourage curriculum tie-in by providing information for teachers to do pre-planning, pre-visit classroom information sessions and in-class follow-up sessions.

One of the most popular programs for secondary school visits is team building and leadership development. As part of the learning progression utilized in these programs, students spend time on low initiative elements, then tie into a high ropes course or a new three-faced climbing wall.

Visiting schools attend from a geographic area spanning Brampton in the west, Markham in the east, and Bradford in the north. The Centre operates as a fiscally independent arm of Seneca College. Rate fees are set for school groups in an attempt to break even in terms of staff and support costs. A steadily evolving, highly-successful summer day camp has become the financial cornerstone in the Recreation Services operation. The positive income flow from the July/August season permits the modest fees charged to school groups in the other three seasons.

An interesting co-operative and synergistic tie-in to the campus is the utilization of Recreation Services programs as a professional learning "laboratory" for students in the Outdoor Recreation Program. The Outdoor Recreation faculty and the Recreation Services staff progressively and carefully prepare the Outdoor Recreation students to team-teach some of the visiting schools' activities. The teaching team of three have a very meaningful learning loop of guided preparation, monitored instruction, and professional feedback on their developing outdoor teaching competencies.

In its third decade of operation, visiting teachers are highly supportive of this outdoor education centre. The staff have continuously identified the internal college pressures and the external pressures on outdoor education and outdoor recreation and have evolved the centre successfully. Along the way, they have enriched the lives of hundreds of thousands of visiting students.

Barb Weeden, Co-ordinator of Recreation Services has been active in COEO and a range of professional outdoor organizations

AN EXTENDED TRIPPING MODEL ... for the year 2000 and beyond

This is an expression of the extended tripping component of the Seneca College Outdoor Recreation program.

The following are 5 major areas of professional competency development and personal growth for which the extended tripping experience is planned and managed.

**CAMPING
and
OUTDOOR LIVING
SKILLS**

- These are individual and group skills.
- They are transferrable to other modes of travel
eg. anticipatory layering of clothes, efficient fly-pitching.

**TRIPPING
TRAVEL MODE
SKILLS**

- These are individual and group skills.
- They are specific to the method of travel.
eg. backpacking, sea kayaking, w.w. canoe tripping.

**GROUP
LEADERSHIP
METHODS &
TECHNIQUES**

- These are related to the travel mode but many are transferrable.
eg. attentive to others, motivating, consensus building, debriefing/pre-briefing.

**RELATIONSHIP
BUILDING WITH
THE LAND
(and local culture)**

- connecting with natural life, with natural systems, with local culture.
- personal connections and techniques to share with others.
- These are transferrable.
- There is a bias toward environmentally gentle travel modes.
eg. exploring the ecology of a tidal pool or a bog, a solo on a hilltop, meaningful talk with a local resident.

**TRANSFORMATIONAL
EXPERIENCE**

- Deep, personal growth resulting in life change (or opening to life change).
- The transforming is personal. The techniques/transactions used are transferrable.
eg. recognition of becoming more organized, pro-active, capable, "empowered" by trip experiences.

These are not discrete, separate goals. They overlap and intertwine and spiral to higher levels of personal and group performance. For each there are purposeful transactions/experiences blended into the whole trip experience to help the goals of that area unfold. Serendipity is seized.

No one competency area is treated as being incidental. No one (or two or three) growth areas is allowed to hijack the others. (The obvious "hijack" is a long, arduous route turning the trip into one totally dominated by travel skills and camping/outdoor living skills.)

This model provides a framework for:

- eliciting "buy-in" to a balanced trip experience,
- matching a tripping group to a route,
- pacing the overall trip (occasional non-travel days or short-travel days are part of this model),
- planning and pacing each day for key transactions/interactions, for key "time out" experiences,
- planning option days (½ group does long, tough travel day while ½ does an "on-the-land" day),
- providing an open group vocabulary for balancing the 5 cornerstones.

*"The greatest portage you'll have to make
is through the forest of your own identity."*

Poems by Maggie Baerg

Dawn

Silently . . . the shadows flee
Silently . . . the darkness dims
Silently . . . the night retreats
Silently . . . the day begins

paddle and canoe
sun, sky, water, and breezes
new life awaits me

—Missinaibi '98

Redeemed

Rush of wind in tall trees
Wandering, looking, searching
Moving branches, shaking leaves
Laughing playfully in the tree tops
Joyfully proclaiming "Life is good."

—Missinaibi '98

Reality Check

Testing, testing, one...two...three
Check! Check!
Testing! how is it out there?

Happy people, loving families.
Children starving, crying, dying.

Testing, Testing, check...?

Grizzlies lumbering, osprey soaring,
Babbling brooks clear and clean.

Clear cuts, strip mines, urban sprawl.
Stinking oceans, brown thick air.

Testing...is anyone out there?
Does any one care...?

Maggie Baerg is an adult student who "fast-tracked" the two-year Seneca Outdoor Recreation program in one compressed year. An elective course in poetry writing unearthed a new form of expression for her. All these poems are 1998 creations, some inspired while on the two-week Upper Missinaibi River canoe trip with ten students and two faculty.

Excerpts from a Reflective Trip Journal

By Ben O'Hara

This (late October) trip experience for me started with the solo. Everybody in our group quickly met before departing to our individual solo sites around the lake. We participated in a final quick pre-trip briefing where we stated our goals and expectations of the night ahead, fifteen different people with different goals and expectations. In pre-trip thinking and reflection I determined that I was going on this trip to solidify my solo outdoor skills and find those introvert qualities within myself.

I found my solo site after paddling around the lake. It jumped out at me with the tall white pines and a rock beach jutting out into the lake. It's hard to put my solo experience into words. The chance to be on my own for 24 hours was something that at first I thought might change things in my life, yet as the time approached I determined that I would have to look at the experience on a more subtle scale. This subtlety of the solo experience makes it hard to put into words.

*"At Night make me one with the darkness
In the morning make me one with the light."
—Wendell Berry*

Many unusual things happened during the solos. One, and the most dramatic, is that it was the first snowfall of the year. This was great. I was out on a little walk when it started. I did not have a light so I couldn't figure out what was happening. Once I determined that it was snow falling, I felt really good. I laid down and let the snow fall all over me. A celebration of the coming winter was needed. I welcomed the snow and asked for ol' man winter to be king. Seeing the season change overnight was a neat experience.

Profound experiences were few, except for the snow. Not using light to penetrate the darkness, to add that extra bit of security, was a big step for myself. Allowing the natural environment to surround me and speak to me is something I have always loved, but without other people, nature got closer and the voices got louder. The change in temperature heightened my awareness of being outside. Almost all

of my camping has been done in the summer months; the crispness of the air made this camping experience different from all those other days.

Too much to think about in one night. Thus far in my life, I think I have determined my place in nature, to ultimately have a balance with nature to which I will not know where nature ends or I begin. It will be a part of me. To answer these questions and many more I have about my connectedness to nature, I could not answer too little time, too controlled an environment. But now I have the skills in which to go out by myself and find this and other questions about myself. One thing I did learn about myself is that I am definitely an extrovert. No matter how much I loved being on my own, I really do love the company of others.

The solo experience put me on the road to thinking. Thinking of times to come, times gone past, and the time right now. I thought a lot about my place in the ORT program, friends gone by, and the adventure-packed life I am leading. It was good reflection on what I am doing and where I am going. I think solos are important, as it puts everything into perspective.

What's important to me? Wow!!

Take away all those comfort things, take away all the surface stuff, take away all the crap and junk around me and it really came down to one thing—

Nature.

Now, where to begin. I have to change habits I've acquired that are no good. I have to educate myself to protect what is important to me. I always knew it was there, but when I narrowed it down to why am I in ORT, why do I want to pursue a career in the outdoors, why, oh why? It goes on and on, but the reason was Nature and all its splendour.

The solo was good and the time could have been longer. Yet my time was up and it was back to base camp world and group interaction. I really couldn't wait to talk. Twenty-four hours was like a lifetime for me not talking, Blabbermouth Ben. Back we paddled across the misty morning lake. The mist rose as the sun lighted the newly-fallen snow. What a sight.

The debrief of the group found that the

*Many unusual
things happened
during the solos.*

The last leg of my navigation took me across some beaver dams and through a very thick and long stretch of forest.

solos all went well and that everybody had a story to tell. Goals were accomplished and expectations met. The fact that snow fell had different impacts on everyone in the group. To some it was spiritual and to some it was a royal pain in the butt. All in all, I think everyone learned something about themselves, which is really cool. The chance and opportunity to do something like this is something that very few people get to do in their lifetime. I am glad to have done it and accomplished my goals and met my expectations.

Navigation . . .

So here I am again, writing about an adventure, days later, reflecting back upon my navigation experience. This is a skill that I have always wanted to improve, my ability to walk through the bush and get to a desired place/location. I have had some experience with compass navigation. Bushwacking with all our gear through the seemingly impenetrable northern bush. Tough!

I was excited to get the chance to focus on the task of going to various check points by myself. I requested a tough route in order to challenge myself, also I think, a little personal ego pushing through. Off I went, trekking off through the bush with my compass and intuition pointing the way.

The snow was great, a virtual winter wonderland. I was close to another navigator so I decided to take a rest and let them get away. I wanted have the sense of being completely alone. I got close to the ground, under a big white pine. I looked closely at some moss that grew there and tiny mushrooms growing up through the needles. I realized that we (humans) are so removed from these smaller unnoticeable things. We see the big trees, the big cliffs, mountains, lakes and forests; yet very rarely see the tiny workings of the ecosystems around us. I want to learn, the Earth can teach me.

On my adventure I ran across some fresh wolf tracks and scat. This was neat as I love the wolf and the mysterious presence they invoke. Another break by a lake got me thinking about the northern spaces I've seen. Oh, how I would have loved to be putting in my canoe and taking off to some unknown corners of the Canadian Wilderness. Thoughts of the boys from the summer ran through my mind and how I should keep in touch with them

¾Rambling, sorry!

The last leg of my navigation trail took me

across some beaver dams and through a very thick and long stretch of forest. Seeing someone else's tracks, I moved my bearing a bit in order to get away from them, the feeling of being alone was somewhat disturbed by that. Soon, well not so soon, well, I started wondering where the road was. At that moment I saw a car go zooming by. Well navigation was over. I just had to follow the road back to base camp. Easy enough. I rejoined the group and we traded our various navigation adventure stories.

For me, the navigation was the best part of the trip. I am the type of person that has to keep moving, and the non-moving part of the solo drove me crazy. I loved trekking through the bush with a destination in mind and an objective to shoot for.

*"There is a road, no simple highway
Between the dawn and the dark of night
And where you go no one may follow
That path is for your steps alone."*

—Ripple by Jerry Garcia.

*"Where I sit is holy
Holy is the ground
Forest, mountain, river
Listen to the sound
Great Spirit circle
all around."*

—Anonymous

Ben O'Hara (Seneca Outdoor Recreation '98) is fully immersed in his next life adventure. With partner Frank Wolfe, he is crossing Canada by canoe from the west coast to the east. If completed it will be the first such crossing in one season. Ben and Frank have survived a 7+ km swim down the brawling Babine River in B.C. Their gear did not. It has been replaced by their sponsors and they are continuing east crossing and promoting the boreal forest of the northern prairie provinces - Ontario, Quebec to salt water at Saint John. One can follow their Canadian Quest 1998 at two web sites where there are some frightening and inspirational journal postings from the two.

Canadian Parks and Wilderness Society:

www.cpwos.org/quest98

Royal Canadian Geographical Society:

www.regs.org

Essential Zen, Castle Books, 1996, Kazuaki, Tanahashi and Schneider

by Angi Goodkey

*Watermelons and Zen students
grow pretty much in the same way.*

*Long periods of sitting
till they ripen and grow
all juicy inside, but
when you knock them on the head
to see if they're ready-
sounds like nothing's going on.*

By Peter Levitt

The word Zen has descended from the Sanskrit language of ancient times, meaning meditation. Essentially, that is the meaning of Zen. Zen is a branch of Buddhism, an Eastern religion that revolves around the teaching of their great one, Buddha. This form of religion has been in our world for twelve centuries and its popularity seems to be growing strong within North America during the last few decades.

Essential Zen contains an interesting array of information. Within the first chapter, a detailed description of the way of Zen is covered; leaving the remaining parts of the book to be devoted to the learnings of great Zen masters and current works from North America. This is interesting in itself since teachings of Zen have never included works from North America. The reason being that many Zen masters believe it takes centuries of meditation and teacher-student guidance to understand enlightenment, something that North America does not possess. There are fourteen "chapters" within the book and the authors stress the fact that they have only divided the book for easy interpretation, and in fact state that if they were writing a book to understand Zen, they would have left all the pages blank. If you do not understand, perhaps you will when I try to fully explain Zen in the following paragraphs. But for now the fourteen "chapters" are as follows: Journey, Skillful Guidance, Just Sitting, Chopping Wood, Cloud Water Assembly, How to Cook Enlightenment,

Daily Reminders, Death Great Death, Grandmother's Heart, Great Doubt, Aesthetics of Emptiness, The Knot, Mountains and Waters, and finally Circle. Each chapter contains poems and short stories so that the reader can understand the *theory* of Zen.

Now I wanted to say the *meaning* of Zen in the last sentence. But I can positively say that it is not possible to obtain the meaning of Zen by reading this report. Traditionally, men have spent their lives seeking the enlightenment of Zen. Yes, just men, not women since this religion has been specifically followed by Chinese and Japanese Monks that live high in the mountains. The followers of Zen need to spend endless hours, for endless days sitting cross-legged with eyes closed, meditating. These people are aiming to go inside their minds and shut off all logical thought, to find the positive emptiness. The student-teacher relationship is essential to the teaching of Zen since it can help the student hurdle over the problems that meditation brings to mind. In fact a trend has occurred throughout the centuries; the thought of social and environmental injustice seems to arise when trying to meditate and for that that reason Zen students and teachers devote their spare time to helping others as well as the surrounding environment. "The message of pioneers in the understanding of deep ecology reminds us that we cannot fully experience each moment with positive emptiness unless we participate in changing the social situations that are harming living beings and the environment." (pg. IX)

In our day and age, we *need* people that follow the Zen way of life. True Zen followers understand the interconnectedness that our world depends on. If we intend to keep living on our planet, we need to understand our relationship with other living and non-living things. The art of Zen is going within, understanding where you fit it, understanding what you can contribute to help the pain and injustice and then taking it one step further and letting your mind be free of everything that has been absorbed in your lifetime and finding true enlightenment. I believe that everyday people

*It is not possible to
obtain the meaning
of Zen by reading
this report.*

can follow this path to a certain degree and find true value and meaning in their lives. I strongly believe that people within the outdoor education/recreation field can use Zen philosophy in their everyday approach to life and within their curriculum that is being taught to others. Share the word, teach people to take time away from everything that has been taught to them and ask them what is precious to them deep inside. I think almost everyone, deep down inside, values their relationships with the people and/or the environment that earth offers. And if more people can come in touch with that interconnectiveness, maybe, just maybe, we as a species will avoid extinction.

The Essential Zen is a great book for understanding the theory of Zen. I have also found value in it as a teaching tool. There are many poems and stories that relate to the environment and I can see them being useful as a tool in debriefing. Offering a poem or story as a theme or focus to students before participating in a solo experience could be another useful idea for the information found within Essential Zen. Zen teaches simplicity and walking lightly on our world; within this book you can find ways to express the importance of that type of lifestyle and share it with others by reading the stories and understanding the means.

*Awakened within a dream
I fall into my own arms.
... What kept you so long?
Lou Hartman*

Angi Goodkey (Seneca Outdoor Recreation '98) did this book review to share with her final semester seminar group, which studied "spirituality and the outdoors". She was thrilled to attend the 1997 COEO Annual Conference. She is now working several jobs saving for continuing her education via travel.

Buffalo Woman Comes Singing, Brooke Medicine Eagle

by Shanna Tator

Buffalo Woman Comes Singing is a book which goes far beyond the scope of simply explaining the "Native Way". It is a true account of Brooke Medicine Eagle's experience of searching for, and thereby creating, her own path.

Brooke Medicine Eagle introduces her story from the time of her childhood and carries us towards and through the enlightening experiences which led to where and who she is now: a psychologist, teacher, poet, earthkeeper, and the director of her own wilderness retreat centre in Montana.

As we begin to follow Brooke along her sacred path, we are brought towards a higher awareness of the ways of the native people and their deep connection to the land. Brooke



describes the methods she feels are powerful ways of achieving this connective understanding, and does so in a way which is inclusive and accessible to people of every cultural background.

"Whatever the name used for the form that in modern times is called Vision quest, it is an ancient cross-cultural practice. In every religion I have studied, among all the peoples of the Earth, there is a practice of going alone into the beauty and solitude of nature to touch deeply within oneself and open to the Great Mystery. Whether it is a young Australian aborigine on walkabout, a Lakota fasting at Bear Butte, a devout Catholic getting in touch with the Spirit at a retreat centre, or Jesus fasting forty days in the wilderness, it is the same basic form and it is a good one."(pg.86)

Following Brooke's description of her first vision quest, she guides the reader along their own pathway of spirit by providing the necessary steps one must take in order to be prepared and partake in their own vision quest. This is but one example of one of the most exceptional aspects of this book: throughout her entire story, Brooke provides numerous exercises for the reader to complete.

"These exercises I offer you in each chapter are an opportunity for you to deepen my story by making it yours as well."(pg.27)

When one actually attempts some or all of these exercises, the process of active learning occurs, and an all-encompassing understanding of Brooke's teachings, within one's body and spirit, is reached.

There are many situations which directed Brooke to receive the message of her "true calling", being a spiritual leader within the realm of Mother Earth.

"As Mother Earth and Father Spirit have been my most powerful teachers, I want to gift others with the opportunity to learn from them directly."(pg.304)

Brooke created a nature wilderness centre which is the foundation and location of "Eagle Song Camps".

"The purpose here is aimed at: 1. Guiding people to create a greater connection with our

finest teachers': Mother Earth and Father Sky; 2. to develop a spiritual community which will continue together in work of service; and 3. to enhance our ability to share this work with others in our area."(pg.469)

Brooke describes the different pathways which each of her camps follow, all of which have an individual way of creating a higher awareness. One such program is based almost entirely on wilderness survival. Brooke explains how she studied with Tom Brown. She realized how important it was to pass on to others some of the skills which he taught. Not only by helping one to stay alive in a survival situation, but more importantly, helping her students understand that Mother Earth offers a safe and nurturing cradle for all.

"Although we may love being in the wilderness, too often in our ignorance of Earth ways we feel unsafe there without the excess baggage of equipment and food we feel we must bring there. Tom offers an incredible range of skills given him by his Lipan Apache teacher, Stalking Wolf, to make us truly at home in the arms of our Mother the Earth. *In the Cradle of Mother Earth* is designed to give students a beginning knowledge of some of these attitudes and skills, as well as the philosophy of wholeness that is part of all the camps."(pg.366)

To help heal this planet, one must begin by reading the source of the sickness, the state of the human mind. Brooke is providing an incredibly deep service by sharing her teachings within this book and throughout her camps. *Buffalo Woman Comes Singing* is a powerful initial step for those who choose to learn by, and/or lead, others along a pathway of greater connectedness to Mother Earth.

Shanna Tator (Seneca Outdoor Recreation '98) also studied in the "spirituality in the outdoors" seminar group in her final semester. Shanna is now working at a spiritually based outdoor education centre and retreat in New York State.

She guides the reader along their own pathway of spirit.

Poems by Maggie Baerg

Power

Majestic trees
Standing tall in the noonday sun,
Reach for the sky
Proclaiming your regency.
For all to see.

Pine and spruce
Old before we were young
Older still and wiser
Than anyone can know
Life blood of the Earth.

Fire-scarred, wind-bent
Your history is written in every branch
Agonizing over the hand of man
Helpless, defenceless
Unable to hold him off.

Towering authority
Rulers of the wild
Claim your kingdom
All will return to your providence
If we are no more.

— Missinaibi '98



Outdoor Discovery

Department of Athletics and Recreation
MCMASTER UNIVERSITY

Offering outdoor activities such as...

- Canoe trips
- Canoeing instruction
- Wilderness first aid
- Survival skills
- Rock climbing
- Interpretive skills
- Sea kayaking
- Whitewater rafting
- Horseback Riding
- Youth camps
- Cycle repair clinics
- Sailing courses
- White water kayaking
- Adventure programs
- High ropes
- Intro. to boating
- Hike Ontario courses
- Mountain biking
- Experiential learning
- Nature Study



For program and registration information, contact the Outdoor Discovery program at (905) 525-9140, ext. 23879 or 24464 or ...
The Adventure Attic, 1056 King St N. in Westdale, 528-3397.

We need words to displace duality and psychic numbing. We need words that open our spirit toward a “developing way of conceiving” linking our psyche with the earth. In each future issue we will select words from other languages that can help us express that which is poorly expressible (in English anyway). We can use these words as openers and closers, or share them along the trail in spontaneous moments. We can share them one per day over the time of a trip or residential stay. Ideally, these primal words can be incorporated directly into our daily speech and “expanding” reality. The point is that they are most appropriately used with the best translation possible. They are taken mainly from the out of print delightful book, *They Have a Word for it: A Lighthearted Lexicon of Untranslatable Words and Phrases* by Howard Rheingold. But please feel free to send in your own examples of words you use or should be using in your Outdoor Education practice.

“Finding a name for something is a way of conjuring its existence of making it possible for people to see a pattern where they didn’t see anything before. I gradually came to realize that the collective human world view is far larger than any of our individual languages lead us to believe.” Howard Rheingold

***sabsung* (Thai): To slake an emotional or spiritual thirst, to be revitalized. [verb]**

Have you every returned home from a stressful and exhausting work day, listened to some favourite music, and felt a sense of psychic and spiritual revitalization, as if the music had poured extra life into your soul? Have you experienced a strangely similar sensation in a very different context, where a few precious words from a special person seemed to soak into your being the way rain soaks into the parched ground after a drought? The Thai word *sabsung* (SOB-soong) serves to describe both kinds of revitalizing experiences, a *slaking of both the mind’s and the heart’s thirst*. Have you ever felt that something is wrong in your life, but you

can’t quite state what it is? Recognizing that one has certain spiritual and psychological needs is something that can make life richer. *Sabsung* is both the act of quenching metaphysical thirsts and the feeling that comes with the fulfillment of these hard-to-define but all-important needs.

The literal meaning of *sabsung* refers to the physical act of immersing in liquid something that has become dry. But the personal connotation points to a kind of spiritual emotion, a specific reaction that comes from one’s soul in response to the slaking “substance”, whether it is literally a drink of water, a kind word, or a beautiful work of art. You can use the word for special moments when you encounter a great painting, or else see your family after a painful separation, or reread a favourite poem. You can also do yourself a favour by seeking or demanding it when the stresses and complication of the world threaten to overwhelm you: “I badly need to *sabsung*. I’m going for a walk in the woods with my day pack and my journal.”

They Have a Word for It
Howard Rheingold
Jeremy P. Tarcher
Los Angeles, 1988.



Transitions; the annual conference. It's already a success. We asked what programs you would like to see this year and we received over 100 ideas. Fantastic! Our informal poll at Make Peace With Winter and response from the Pathways readership has given us a gauge which has helped us define a number of "best bets". If you suggested an idea, take comfort in the fact that there are like-minded people out there; others read your ideas and said, "Yah!". Thanks to all who sent in a submission.

outdoor strategies for secondary students, OE entrepreneurs, and OE and the new curriculum are on our short list

Knowing The Land

Back to basics identification skills to help you build your natural history knowledge. This group of programs will help you reconnect with concrete, tangible components of the outdoor environment. Examples of programs we are investigating include aquatic entomology and edible plants.

Technologies For Outdoor Education

The emerging role of technology and the changes and challenges that it presents. Participants will gain ideas on how to apply new technologies to better portray concepts and motivate students. Infrared night hikes and the pros and cons of virtual nature on TV are among the program possibilities.

Outdoor Education and the Arts

This program strand recognizes the beauty of our natural world and the avenues through which we can connect with it. These sessions will showcase ways to create magic with your students. Examples include ecological story telling and mask making.

Outdoor Education In Motion

Ways to enjoy the land for personal growth and as a teaching tool. Investigate a new way to explore the outdoors with your students. Examples include teaching cycling, kayaking, and the art *and* science of fly-fishing.

Special Features

The Pre-conference

Two new activities will be offered on the Friday prior to the weekend conference.

A Walk in the Clouds –Walk the tree tops along the new Canopy Trail plus tour the Wolf Interpretive Centre at the Haliburton Forest and Wild Life Reserve.



The conference title "Transitions" evolved from "The People's Choice" and the excellent list of program ideas that we received. The submissions helped affirm the state of flux that the educational community, and more specifically, the outdoor educational community continues to find itself in. Transitions suggests that new realities have emerged and that old principles, albeit not forgotten, must be meshed with the new.

We are investigating over 25 program ideas. These are the bases upon which a relevant and enjoyable event is being fashioned. We'd love to do them all; we're going to try! Within this roster of program suggestions, the conference committee has recognized five strong program strands;

Opportunities In Outdoor Education

Ideas and strategies for embracing changing times. These will be programs that will lend insight into relevant issues from presenters who have 'walked the walk'. Programs such as

Ecoscope - A wetlands education program for secondary students. Receive hands-on training and the full package of materials.

Featured Presenters

Our Keynote Speaker; Heather Jane Robertson - of the Canadian Teachers Federation and author of *Class Warfare* and *No More teachers, No More Books* will provide a global and national context for outdoor education given current politics and issues such as the MAI agreement, and the Thessaloniki Declaration (The International Conference on Environment and Society: Education and Public Awareness for Sustainability); changes in the education system; and new technologies.

Mark Whitcombe - will provide "A Mud Between the Toes" perspective of Outdoor Education in Ontario and the challenges facing COEO. Mark has provided critical leadership in outdoor education at his centre, in his board, in COEO and beyond.

Back Pocket Resources - Presenters and participants will share activities and materials that are invaluable tools for outdoor education and can be used on Monday morning.

The First Ever (?) COEO Auction Sale - Bring along an item for the auction sale and join us for an hour of fun and laughter and contribution to a worthy cause.

Open Stage - the whole conference and facility will be an open stage where guests and participants anytime and anywhere will perform. A song, a tune, a story, a poem, a role, a painting, a back pocket activity are all possibilities.

3rd Annual COEO Photo Contest - new categories, new prizes; Humour In The Outdoors, Abstracts, Plants, Landscapes, Doing It Outdoors. Get snappin'.

The People's Choice Awards - in addition to the traditional COEO awards - members and peers will register their vote for those demonstrating excellence in outdoor education.

The setting for the 1998 COEO conference is the Leslie M. Frost Natural Resources Centre

located in the scenic Haliburton Highlands 11 km south of Dorset on Hwy. 35. The hills will be ablaze with colour for this event. The Frost Centre provides comfortable accommodation (dormitory style - double occupancy) and great food.

The conference committee is offering a very flexible fee structure for this conference. Options include student, member, non-member and day use fees for both pre-conference and the weekend conference. Pass it on that non-members can become COEO people and attend a great conference for a terrific price. VISA, Mastercard, and personal cheque are all now payment options. Please refer to the brochure insert in this issue of Pathways for full option descriptions and registration form.

We are also providing an early bird registration offer for a draw for a FREE weekend conference and a FREE preconference of your choice. Register by July 31 and your name will be entered into the draw.

Last year's conference was excellent; we have a hard act to follow! But it is that standard of excellence that will keep COEO vibrant and of value to all that it touches. As we go through more transitions, COEO becomes more special all the time. Come and contribute to another great event. *Let's celebrate.*

If you have any questions, ideas or would like to lend a hand, give a conference committee member a shout. This year's conference team;

- **Bonnie Anderson** 613-475-5829 (h),
bonnie@connect.reach.net
- **Kelly Anger** 705-766-0555 (w)
anger@surenet.net
- **Dennis Eaton** 705-324-4210(h)
deaton@tortoise.oise.on.ca
- **John Etches** 705-766-0578 (w), 705-766-9396
(h) etchesjo@epo.gov.on.ca
- **Barrie Martin** 705-766-0548(w),
martinb@gov.on.ca
- **Linda McKenzie** 705-386-0503 (h)

Roots of our Future

Roots of our Future (ROF) is a ten day, intensive, international seminar (or learning circle) which uses the lens of environmental sustainability to explore connections with culture, democracy, gender, race, economics, indigenous and social issues. Participants will explore dimensions of global equity for the new millennium through presentations, speakers, film and video, and participatory workshops.

"Practical Ways of Sharing Equity: A Workshop of Teaching Traditional Knowledge" is also at Trent University on August 20-22, 1998. It will be attended by ROF participants as a bonus. This workshop explores dimensions of teaching/learning ecosystemic living and management through bridging the gap between "expert" and naturalized ecological knowledge as practiced by Indigenous communities today. Again, resource people are coming from across Canada as well as Ecuador and Mexico.

Please use the on-line application at the web site below or enquire by e-mail to:
Linda Slavin, INSTRUCT Manager,
Trent International Program,
Trent University, Peterborough, ON,
Canada, K9J 7B8.
Tel: 705-748-1314, Fax: 705-748-1626,
E-mail: tip@trentu.ca
Web site: <http://www.trentu.ca/tip/instruct>

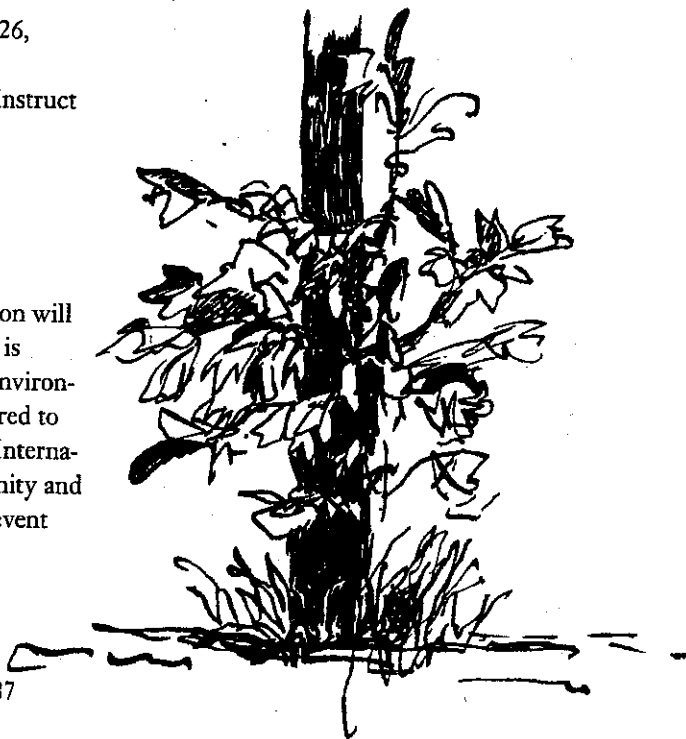
Environmental Values Education

Harmony Foundation, in co-operation with Mono Cliffs Outdoor Education Centre, is conducting an engaging, wide-ranging Environmental Values Education experience geared to personal and professional development. International speakers, a living/learning community and personal action plans will highlight this event July 25-30 at Mono Cliffs.

Contact: Harmony Foundation,
1183 Fort Street
Victoria, B.C. V8V 3L1
Tel: 250-380-3001, Fax: 250-380-0887
E-mail: harmony@islandnet.com

Geo Rendezvous 98 August 7-9, Frost Centre

A weekend workshop for adults, educators and youth 12 years of age and older who are looking for an introduction to minerals and earth sciences. Geo Rendezvous 98 will be held August 7-9, 1998 at the Frost Centre near Dorset, Ontario. A great opportunity for teachers to prepare for the earth science topics in the new Science and Technology curriculum. Programs will include mineral identification, introduction to geology, geomorphology hike, gold panning (real gold!) and the art of shaping and polishing mineral specimens (lapidary). Additional activities will include canoeing on beautiful Lake St. Nora, campfires and an incredible slide show on the magnificent canyons of the southwest United States. Registration is \$230 + tax for adults, \$198 + tax for ages 12-27. Cost includes two nights accommodation, six meals and all programs/activities. For more information or to register, call John Etches at 705-766-0578, fax 705-766-9677 or email: etchesjo@eop.gov.on.ca or Rick Keevil at 705-789-8751 or email: mikey@vianet.on.ca



This Year's Categories...

☞ *Humour In The Outdoors*

Situations, shapes, happenings in natural settings that tickle the funny bone

☞ *Abstracts*

Capture the designs of nature to create something new

☞ *Landscapes*

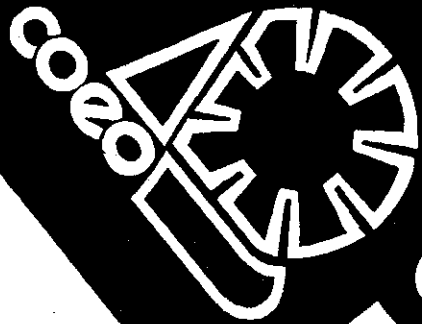
The land, no geographic restrictions

☞ *Doing It Outdoors*

People participating in outdoor activities

☞ *Plants*

Focus on the beauty of native plants



3rd Annual COEO Photography Contest

*It's
Getting
Bigger
& Better!*

Last year's contest at Gananoque was terrific. So were the prizes. Both promise to be even better in '98.

Photographs will be displayed and judged at Transitions, the COEO Annual Conference at the Frost Centre, September 25-27, 1998. Prizes for 1st, 2nd and 3rd place entries in each category to be determined. All formats accepted.

Submit entries at the Registration Desk at the conference or send to John Etches, R.R. #2 Minden Ontario K0M 2K0 by September 24th. (*Please do not submit photos entered other years.*) Limit submissions to three photos per category. Clearly indicate the category(ies) being entered. For more information, call John Etches at 705-766-0578.

*Get Those Cameras Out This
Summer & Capture The Beauty.....*

M. DAVID BROWN

On Friday, April 10, 1998 a whisper went through the trees and amongst the animals of the Westdale Ravine in the Royal Botanical Gardens "The old man is gone". The old man, Dave Brown, who had for over a quarter of a century introduced children and adults to the wonders of the out of doors, had succumbed to one adversary he could not beat, leukemia.

Dave Brown was a naturalist, a teacher, a camper, a collector supreme, a pack rat, a canoeist and a friend to many of us who had the pleasure of knowing and working with him. Dave came to love the out of doors through his summer camping experiences. Later he would go on to share his love and knowledge of the out of doors working on the staffs of Camp Comox (formerly located near the Frost Centre), Camp Kandalore, and at Bark Lake. Dave loved to "paddle his own canoe" in more ways than one. He often set out on his own to explore Algonquin Park that he knew as well as the back of his hand. Often he would return with his canoe loaded to the gunwales with an old logging campstove, or pieces of logging equipment which he added to his extensive collection of artifacts from our Ontario past. (A practice that is now truly historic.)

Dave became a teacher with the Hamilton Board of Education in the late 1950s and distinguished himself as a science teacher extraordinaire. His science room would be full of live animals such as a skunk, a raccoon, or a fox. The smell from his room led him to be the first teacher ever to have a ventilation fan mounted in his room. Often known for his tricks, he once mounted a stuffed alligator on a board and floated it in the school pool one night much to the horror of the physical education teacher the next morning. Dave was noted for his display prowess and facilitated science displays which would showcase the science work of students from across the Hamilton system for all the public to see.

In 1969 Dave was invited, along with fellow science teacher, John Aikman, to initiate an outdoor education program for the Hamilton Board. Two Centres were eventually put into place. Dave operated the Glen Road Centre in

the Westdale area from 1969 until 1995. Here Dave would introduce most of the primary and junior students to the out of doors. He strongly believed that it was important that all students have a basic grounding in Science and he felt he could be the best one to do it. Over 10,000 students would experience one of Dave's hikes through the Royal Botanical Gardens each year. Dave's gruff exterior hid a very compassionate person. He would often sit down with a child and carefully explain some intricate detail in nature. On one occasion, on a cold, wet February day, Dave, feeling sorry for a little grade one girl who had soaked both feet, picked her up and carried her back to the Outdoor Centre. He later remarked that part way back he felt a warm wetness of appreciation down his back. Dave was known by generations of students. He once recalled that while he was standing at a major downtown Hamilton intersection he heard some children call out to him "There's the man who lives in the swamp."

Dave was one of the founders of COEO back in 1969-1970. Although he despised committee work and never served on the Advisory Board of COEO, David was always a ready volunteer to help with conferences and workshops. He was a tireless worker in helping to facilitate the locations for the First International Conference in Outdoor Education, "Without Boundaries" in 1972.

His interest in local history as well as collecting a lot of artifacts, documents and books, led him to help establish the Archives for the Hamilton Board of Education. Retiring in 1996, Dave spent much of his time in adding to his collection of 65,000 books and other memorabilia. Dave was a person who lived simply. He had very strong opinions and lived by his principles. His educational touch helped hundreds of thousands extend their knowledge and relationships with Ontario's outdoors

*Contributed by John Aikman, former
COEO President and Membership Secretary,
colleague and friend.*