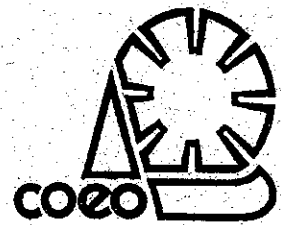


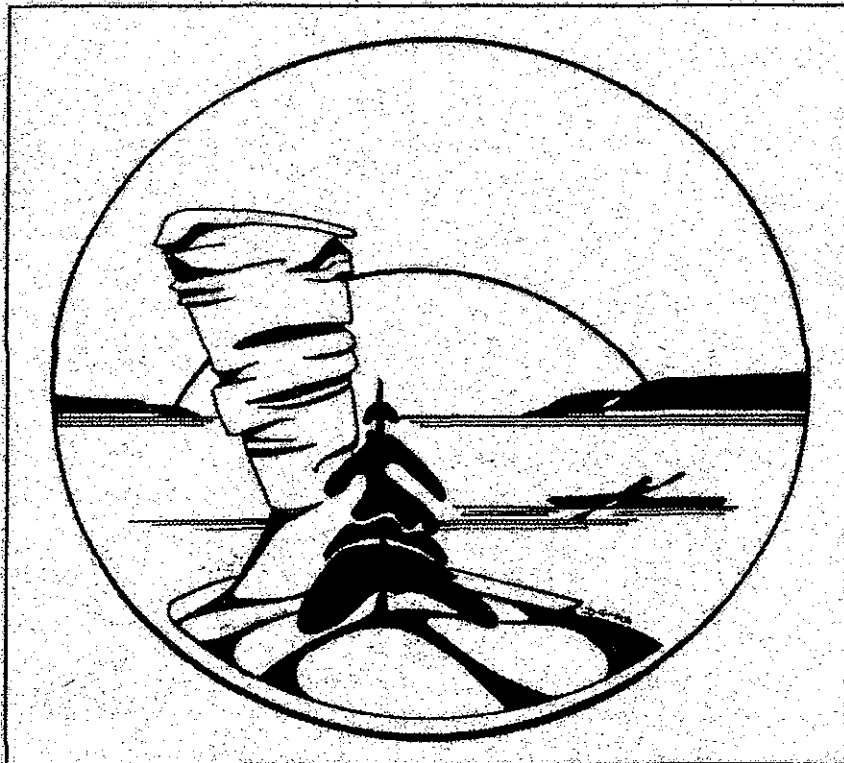
Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Conference 2002, 14 (5)

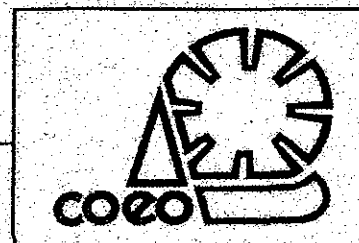


*By The Rocks of Tobermory:
A Touchstone
COEO Conference 2002
September 27 - 29*



Hosted at Tobermory Lodge

Presented by The Council of Outdoor
Educators of Ontario



Pathways

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CONTRIBUTIONS WELCOME

Pathways is always looking for contributions. If you are interested in making a submission, of either a written or illustrative nature, we would be happy to hear from you. For a copy of our submission guidelines, please contact Randee Holmes, Managing Editor.

If you are interested in being a guest editor of an issue of *Pathways*, please request a copy of our guidelines for guest editors from Randee Holmes, Managing Editor.

If you have any questions regarding *Pathways*, please direct them to either of the *Pathways* Editorial Board Co-Chairs, Bob Henderson or Connie Russell. If you'd like more information about COEO and joining the organization, please refer to the inside back cover of this issue or contact a Board of Directors' member.

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Pathways is published five times a year for the Council of Outdoor Educators of Ontario (COEO) and distributed to COEO members. Membership fees include a subscription to *Pathways*, as well as admittance to workshops, courses and conferences. A membership application form is included on the inside back cover of this issue of *Pathways*.

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Editors' Log Book

It is always a pleasure to work on and print a conference issue of *Pathways* following a successful conference with a diverse collection of keynote presenters and workshops. As you will see, within these pages, the central theme of the conference was wisely the attention to place, particularly Tobermory and the Bruce Peninsula. For many, it was exciting to both visit the Bruce and hear more from area outdoor educators and personalities. Thanks to the presenters and conference organizers who contributed to this issue. We also offer a guest feature on

ecopsychology and outdoor education.

As you will have noticed in the past few issues, we have begun printing more photographic images. Let us know what you think of the use of photographs in *Pathways*. Those appearing in this issue were taken by Bob Henderson; other art for this issue was provided by David Greig (cover), Katie Prince (pages 9, 11, 27 and 29) and Amy Gauldie (pages 7, 10, 16 and 22).

Bob Henderson and Connie Russell

From the COEO Board of Directors

The following awards were presented at the conference in September.

The **Robin Dennis Award** is presented to an individual or outdoor education program or facility that has promoted outdoor education in the province. This year's recipient of the Robin Dennis Award is the Outdoor Education Schools and Staff of the Toronto District School Board. The award was presented in recognition of their commitment to the delivery of quality outdoor and environmental education programs to learners for over thirty-five years. The Toronto District School Board operates day use and residential outdoor education programs across southern Ontario. Each year, these centres provide 85,000 students and their teachers with an opportunity to experience the natural environment first-hand and to integrate these experiences into the school curriculum. When students visit these outdoor education centres, memories are created that will last a lifetime and have an impact upon how each individual views their relationship with the environment. We extend to the Toronto Outdoor Education Schools and Staff our most sincere congratulations as this year's recipient of the Robin Dennis Award.

The **President's Award** is given to an individual who has made an outstanding contribution to COEO and to Outdoor Education. This year's recipient of the President's Award was Mary Gyemi-Schulze. Mary has been a long-time member of the COEO Board of Directors and the President of the organization for the past

three years. She has worked tirelessly in this capacity and also co-chaired the past two annual conference committees. Her dedication to the field of outdoor and environmental education has given many Toronto District School Board students and teachers experiences that they will never forget. Her enthusiasm is contagious. She has a magical way of helping students and teachers learn about their connections to the natural world. She also specializes in using the outdoor environment to help children learn to socialize with each other in cooperative ways.

The **Dorothy Walter Award for Leadership** this year was presented to Grant Linney. Throughout his career, Grant has worked tirelessly promoting outdoor and environmental education both at outdoor education centres and as a classroom teacher. He has written program and curriculum documents and used his skills as a photographer to bring outdoor education to life. He is presently working at the Upper Canada College Norval Outdoor School. During the past year, Grant guest-edited a special theme issue of *Pathways* entitled "Voices from Outside our Profession." This issue focused on memories of outdoor experiences from a number of articulate and prominent individuals from diverse backgrounds. The dedication, time and effort that Grant put into making this most important contribution in support of outdoor education in the province cannot be overlooked. The leadership that he has demonstrated in completing this project is gratefully acknowledged through the presentation of this award.

Welcome to a new COEO year. We have had an exciting beginning with the Annual General Meeting held in Tobermory, September 27-29, 2002. Successful events such as this one prove to be a catalyst for future events. As a result, the committees for both *Make Peace with Winter* (January 2003) and *Conference/AGM 2003* are well on their way.

The AGM ran as an extended meeting this year. The election of the Board of Directors for 2002-2003 created the need for additional meeting time on the Sunday morning. The new board members are listed on the front cover of this edition of *Pathways*. I am thrilled at the number of new faces as well as returning members. Of note is the return of Linda McKenzie as Past President and me as President. Both of us have completed three years in office and as a result of a motion that was put forth by members in attendance at the AGM, our term has been extended for this year only. We are both happy to continue in our positions, and look forward to supporting this year's Board of Directors.

COEO Annual Reports are available through the Secretary; feel free to request your own copy. We are excited that the organization is financially able to support some new projects this year. Most noteworthy at this point is the new Web site <www.coeo.org>. We are hoping that this will help COEO reach a wider audience than we have in the past. The site, *Pathways* and the upcoming brochure will help better market our organization.

We continue to receive requests, from across Ontario, for information regarding workshops and course offerings available through COEO. If you are interested in presenting sessions, please contact me via e-mail.

Please note below the Board of Directors meeting dates and locations. As always, members are invited to attend and their input is welcome. Simply let us know that you wish to attend and we'll find a way to get you there.

I am looking forward to sharing an active COEO year with our members across the province!

Mary Gyemi-Schulze, President

COEO Board of Directors Meetings 2002-2003

Date	Focus Area	Host/Location
January 23rd, 2003 7:30pm	Project Reports	Mary Gyemi-Schulze Conference Call
April 26th, 2003 9:00am-5:00pm	Executive Reports, Re-visit Goals, Project Reports and spend the weekend to save the fish!!!	Bonnie Anderson at Bonnie's Centre
June 12th, 2003 7:30pm	Project Reports	Mary Gyemi-Schulze Conference Call
September 11th, 2003 7:00pm	Budget Meeting	Brian Lisson TBA
September 27th, 2003	Annual General Meeting Executive Reports, Elections, Awards	TBA

COEO Submission to the Education Equality Task Force

Editors' Note: The following was COEO's submission to the Education Equality Task Force, which we believe will be of interest to COEO members. It was submitted on September 30, 2002 by Mark Whitcombe and Mary Gyemi-Schulze.

The Council of Outdoor Educators of Ontario

The Council of Outdoor Educators of Ontario (COEO) is a non-profit, volunteer organization that promotes personal growth through quality outdoor experiences, and acts as a professional body for outdoor educators in the province of Ontario. Founded in 1969, COEO has evolved into an important resource for people interested in all aspects of outdoor education and serves as a liaison between public and government organizations.

People who are interested in teaching quality outdoor education, expanding their personal environmental knowledge, and sharing outdoor experiences with others, are welcome to join the COEO network of outdoor educators, environmentalists, conservationists, recreationists, natural history and social interpreters, and people who share a love of nature.

COEO comprises five regions, which provide a focus through professional newsletters, teaching tips, outdoor skills workshops, and social events with others who share common interests.

Two Fundamental Ideas

1. It is essential to build into the funding of education that the classroom is broader than four concrete walls. Even the narrowest definition of "curriculum" must recognize that all curricular expectations cannot be met within the confines of bricks and mortar. This is true of work-related programs; it is also true of many other aspects of the curriculum that can best be learned through direct experience. For

example, how much better does a student understand maple sugar if, instead of just reading about it, they have tapped the tree, gathered the sap, boiled the syrup, finished the candy and tasted it? Additionally, how much deeper is the resultant understanding of our pioneer history, our aboriginal heritage, ecological cycles, the role of forest products in our economy?

2. It is also essential to return to funding possibilities that reflect community initiatives. The centralization of education funding through Bill 160 stripped school boards of the possibility of responding to local needs through local education taxation. Programs responding to the specific needs of students must be allowed again through control of significant local taxation possibilities.

At a time when there is a critical need for the people of Ontario to understand complex environmental issues, environmental science and outdoor education programs are being cancelled throughout the school system.

The Ontario Environmental
Commissioner, 2001

The Purpose of Outdoor Education

Outdoor education helps students develop a sense of place in their environment. It fosters the development of ecosystems thinking through direct involvement in both natural and built environments. Outdoor education helps students directly understand the effects of human activity on the environment and provides them with the background and knowledge to assume personal responsibility for their future. Outdoor education contributes to the triple bottom line of the economy, the environment, and civil society. These outcomes are essential to the sustainability of our future through smart growth.

Outdoor education provokes learning. Teachers and students involved in outdoor education programs are engaged in learning experiences that are unique and cannot be duplicated within the walls of a classroom, no matter what the grade level. Direct experience in the out-of-doors and beyond the classroom enriches and extends curricular experiences in a way that is not possible indoors.

Outdoor education schools are integral to the delivery of curriculum for students. The combination of unique out-of-doors classrooms with the more traditional classrooms, and the practice of developing programs jointly with visiting teachers, maximizes the curricular impact of a student's experience. This signifies the direct connection between the natural world, the students, and their learning that is at the core of outdoor education — that direct participation in reality that can only be approximated within school walls.

Outdoor education experiences are essential components of a learner's education that help build solid foundations for future learning. Opportunities for outdoor education experiences should be available to every learner at every grade level. There must be equity of access to outdoor education programs for all students. Every elementary learner must continue to have opportunities to participate in outdoor education learning experiences at day outdoor education schools as integral parts of school curriculum. Every adolescent learner must continue to have the opportunity to participate in an outdoor education learning experience at a residential outdoor education school as an integral part of school curriculum.

Many outdoor education programs across the province also are integral aspects of development for teachers and other school board staff, through Summer Institutes, weekend sessions, and other professional development activities.

Outdoor Education as a Local Response

There is a long history of local grassroots development of outdoor education programs across Ontario, now lost because of loss of local



initiative and centralized taxation and funding. Blanche Snell, a high school biology teacher in the mid-1950s, convinced the just-founded Metro Toronto and Region Conservation Authority that, to properly meet their conservation mandate, they should include conservation education. Working at the grassroots level, she was responsible for the foundation of the Albion Hills Conservation Field Centre. Next came the Toronto Island Natural Science School, the first locally supported outdoor education initiative in the Toronto area. Rapidly, each of the Toronto area boards and other boards across the province set up outdoor education programs, again, based on local grassroots initiative. As one result, today the Toronto Outdoor Education Schools include five day centres and eight residential centres. Almost one hundred and sixty staff provide life-changing learning experiences out-of-doors to more than 85,000 students each year.

Elsewhere around the province, classroom teachers set up outdoor education programs to better serve the needs of their communities. Programs focus on local history, unique features of the immediate geography, and community issues. Under Bill Davis the provincial government specifically enacted legislation to allow school boards to purchase properties beyond their local jurisdictions to operate what were then called "natural science programs." In the 1970s, the Waterloo area boards set up exemplary outdoor education programs to provide day centre opportunities. Since 1972, the Bruce County Board has operated an outdoor

education program. Every student in Bruce County has both day and residential opportunities. Local taxpayers in this rural area have continued to recognize the integral importance of learning in and about the environment — which certainly contradicts the argument that outdoor education is only for urban students and enforces the idea that everyone needs to understand their relationship to the environment through direct experience. The former Northumberland-Newcastle Board has operated exemplary day centre programs for all of their students since 1967, due to the foundational work of Audrey Wilson, a classroom teacher seeking to expand her students' awareness. This is a story that has been repeated in Ottawa, Kingston, Thunder Bay, London, Muskoka, Peterborough, Peel, Halton, Durham, Simcoe, and many other areas.

Since education funding has been cut back, there have been serious losses across the province in these programs. The provincial funding formula is now undermining these community initiatives. One by one, boards have been cutting their now-unfunded outdoor education programs. Fewer than half of the formal outdoor education programs are offered today compared to ten years ago. Every one of the remaining outdoor education programs is now in jeopardy because the control of the local taxation base has been removed, and the boards are no longer able to support their community initiatives.

Do in the Outdoors That Which Can Best be Done There

There is a considerable body of research to support the value of the outdoor education experience for students. There is also a large body of relevant academic and professional literature. Tom Puk, of Lakehead University, has clearly demonstrated the relationship of education for the environment to the formal curriculum. He has given meaning to the early outdoor education position, "Do in the outdoors that which can best be done there." Leiberman and Hoody have also completed significant work, summarizing a massive multi-state study showing that using the environment as an integrating context for education led to remarkable positive development for students across the whole curriculum.

Local research into outdoor education includes that of Paul Eagles and his students at the University of Waterloo working at the school level. Most notable of the Ontario research has been Roy Cumming's work. Cumming studied the long-term impact of the residential outdoor education program at Boyne River Natural Science School in the Toronto board. All of the respondents had participated in a Boyne program ten or more years before the survey was undertaken. Based on a carefully designed questionnaire that built upon an earlier study, the data revealed that the outdoor education experience at the Boyne was very positive for the vast majority of students. More specifically, the data reflected that students increased their level of self-confidence; gained skills in outdoor activities; increased their ability to co-operate with peers; increased their respect for wildlife; formed valuable friendships; and were convinced that they could have a positive effect on their environment. Roy Cumming's Master's thesis has contributed significantly to the validation of the long-term value and effectiveness of outdoor education.

Conclusion

Education funding must reflect that the classroom extends into the whole environment of the student. Those who are responsible for proper financing must recognize that there is a considerable body of learning that best happens through direct experience beyond the confines of four concrete walls.

The sustainable future of our society depends on the recognition that the education of the whole child must include environmental literacy as well as the development of a civil society — both key outcomes of outdoor education.

Each school board must be given back the ability to respond to societal requirements through the support of local program initiatives. Outdoor education has a long history of grassroots development as an effective response to community desires.

Letter to the Education Equality Task Force

by Sandee Sharpe

Editors' Note: COEO's Glen Hester asked us to publish this e-mail from Sandee Sharpe for COEO members to read. It was submitted on September 20 to the Education Equality Task Force.

Members of the Education Equality Task Force,
Fellow Presenters and Concerned Citizens:

Thank you very much for the opportunity to speak here today.

You have in front of you a piece of maple candy from Forest Valley Outdoor Education Centre — it's sweet, with a hint of maple flavour, melts on the tongue and provides a needed boost of energy (particularly considering your schedule these days!). Think about how you would best learn about maple candy: Would it be by reading about it? Watching a video? Or would you prefer to learn about it the way students do at Forest Valley by tapping a maple tree the old-fashioned way? They are involved in every step of the process — even young students can experience the magic of tasting the first drop of sap from a freshly tapped tree.

Describing maple candy without ever eating it is like studying curriculum strands such as Growth and Changes in Plants in Grade 3 or Interactions within Ecosystems in Grade 7 without ever venturing outdoors.

Understanding maple sugar by eating what you've made with your own hands — that's experiential learning!

My name is Sandee Sharpe. I have three nephews — 11, 13 and 15 years old — who have learned their love and respect for nature through the teachings promoted by our outdoor education department. I am a product of the public school system — a system I believe in tremendously. I have the honour of being the Site Supervisor at

Forest Valley Outdoor Education Centre in the Toronto District School Board. Last year, 21,000 students at Forest Valley experienced the wonder and magic of the outdoors with their minds and their hearts. I have 21,000 reasons for standing in front of you today. Each year, 85,000 students across the Toronto District School Board participate in exemplary outdoor education programs at our day and residential centres, commonly referred to as TOES — that is Toronto Outdoor Education Sites (thus the label on your candy!)

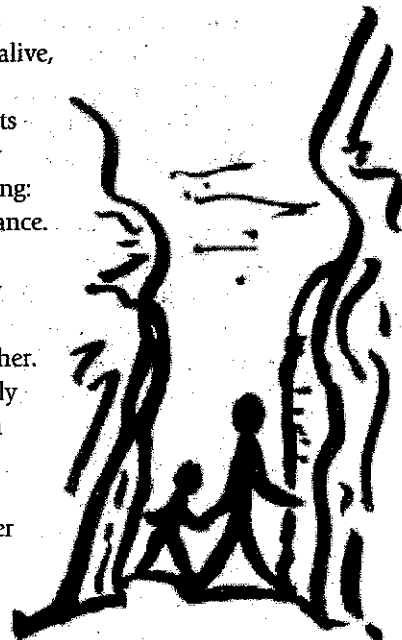
Outdoor education is

- Dirt under your fingernails. It's experiential education in the natural world. It's life skills and demonstrating respect for yourself, others and the world around you.
- Unique learning experiences that cannot be duplicated within the indoor classroom.
- Education that captures the mind and the heart, and it's fun.

Outdoor education is not camp — it's not recreation and it's not an extra!

The curriculum comes alive, experiences become meaningful and students understand the two key factors that drive learning: participation and relevance.

In an ideal world, every teacher would be an outdoor education teacher. Students would regularly immerse themselves in natural environments and the thought of causing harm to another human being or another species would



be abysmal, because the key understanding that everything is connected would be at the very foundation of education. "When we try to pick out anything by itself, we find it hitched to everything else in the universe" (John Muir, *My First Summer in Sierra*).

If we had a group of people together discussing educational theory and practise, and the topic of "Back to the Basics" came up, odds are the focus would be on reading, writing and arithmetic. Valuable—absolutely.

However, I would like to take us back one step further, to the point where the basics are the same for all species on our planet. All living things need food, water, shelter and space to survive. The future of our planet depends upon citizens who are knowledgeable about environmental issues. Educating students, immersing them in the natural environment, is a key component.

There is a critical need, for our students and our communities, to understand complex environmental issues. What is the cost to us, our society, our students and our future if we choose ignorance? How does one put a price on Walkerton and water issues? Waste disposal and landfill sites? Not in my backyard is the cry—yet where is the focus on education? The students of today will be our voters and taxpayers of the future. It's time for a long-term plan based on connections, for our schools and our communities, our students and our Earth.

The Ontario Environmental Commissioner (2001) stated, "At a time when there is a critical need for the people of Ontario to understand complex environmental issues, environmental science and outdoor education programs are being cancelled throughout the school system."

There are currently numerous outdoor education centres across the province. In addition to the 13 outdoor education centres in the Toronto District School Board, there are centres in York Region, Bluewater District School Board, the Ottawa-Carleton District School Board, Waterloo Count,

Trillium-Lakelands Board, Kingfisher Lake outside of Thunder Bay that are threatened like never before.

This is not about Toronto. This is about Ontario. I hold a vision of outdoor education across the province.

It is with great respect that I encourage and challenge you to

Incorporate Outdoor and Environmental Education into the new Education Funding Formula.

The Ministry of Education would set parameters within the funds allocated as they do in other areas. Individual school boards would have the autonomy of choosing what is best for their community.

Research by Lieberman and Hoody in 1998 revealed that academic achievement, teacher satisfaction, discipline and student engagement improve significantly when schools use the environment as an integrating context for learning (Source: www.seer.org). Howard Gardner revised his well-known research on Multiple Intelligences in 1996 to include that of the "naturalist" intelligence.

There are numerous other research studies, all with similar results. Think of an experience you had in the outdoors—quickly now. Could you have learned this the same way through a video or textbook? There are reasons why, ten, twenty and thirty years later people recall immediately their experiences at outdoor education centres or camping with their school.

From 341 B.C. Confucius reminds us, "What I see I remember; What I hear I forget; What I do I understand."

I challenge you to think outside the box. With this in mind, here are some innovative proposals for implementing outdoor education into the funding formula:

Propose collaboration between the Ministry of the Environment and the Ministry of Education.

In an age dominated by "reactionism," what a positive statement to be proactive. Explore the possibility of involving corporations, such as TD-Canada Trust, who have long supported outdoor and environmental education to supplement what is offered through the funding formula with a 5-10 year commitment.

Facilitate partnerships between the Ministry of Natural Resources and local conservation authorities providing land and/or access to outdoor education centres for school boards. Incorporate flexibility for local school boards to supplement provincial funding to continue long-cherished outdoor education programs.

For over 40 years, many outdoor education centres have existed and provided meaningful and relevant hands-on experiences for students. This is not a "new" idea that requires brand new funding. This is funding that has been removed, due to the current definition of education, a definition that limits learning within four concrete walls of a classroom. Yet we live in a world that extends far beyond — and therefore we should expand the definition of the classroom and learning well beyond the concrete blocks.

I respectfully challenge you to apply the Aboriginal philosophy

of leaving a good trail for others to follow. Every decision you make must be a good decision for those who are coming seven generations from now.

The time is now. The vision is ours.

I'd like to conclude with a Message from Ms. Mena: Teacher Reflections from an Outdoor Education Experience:

Once in a while,
only once in a while,
do you see a spark.
A brilliant flame of light.
I saw that fire.
I saw the light
burning in the eyes of my students
as they stood motionless
in the forest.
I watched them study, question, and interpret
the trees, the river and the leaves.
I watched them
and saw the flame of their
imagination take flight.

Sandee Sharpe
September 20, 2002



A Look Back

by Clive Card

"We must find our touchstones where we may."

One of the foundational concepts in organizing the COEO conference at Tobermory for 2002 was the notion that the location itself had so much to teach us. Consequently, the vast majority of decisions that had to be made were filtered through that founding notion. As a result, the four themes (Outdoor Activity, Outdoor Education, Human and Natural History, and Issues and Ideas) emerged almost by themselves.

As the end of September drew nearer, and the uncertainty of the future of outdoor education in Ontario loomed greater, the overall importance of having the conference at all became ever clearer. Clarke said it best on Sunday at the closing: Not only does COEO continue to provide opportunities for communicating; it is itself a "touchstone" for the values and ideals that drive outdoor educators, *despite* the political chaos. In the end, the renewal and the redirection were important aspects of the experience for many of the participants.

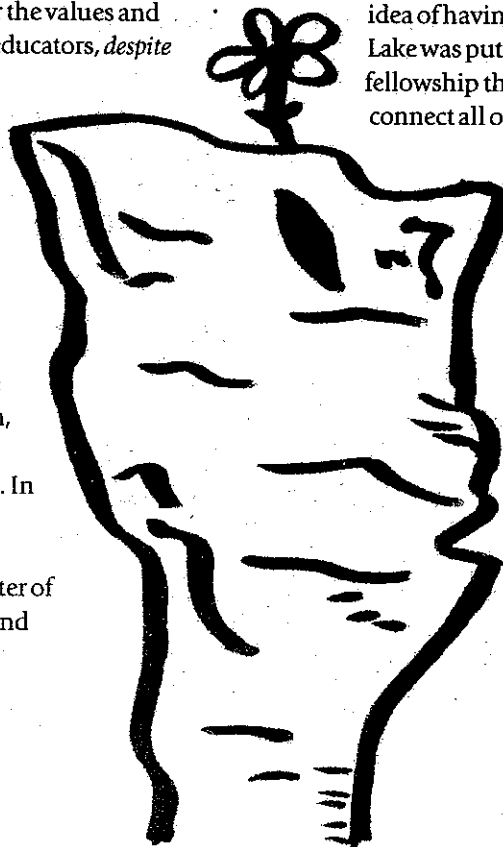
Dr. Graham White's visit, and subsequent invitation to become involved in the John Muir Award program, was one of the many highlights of the weekend. In fact, the COEO 2002 Committee remains most grateful to the fabulous roster of presenters, special guests and sponsors for a memorable

experience. Ultimately though, the success of such an event is driven not by the organizers and facilitators as much as by the participants themselves. Altogether, there were over a hundred conference-goers, facilitators and committee folk involved this year. Jack Broumton set the tone on Friday evening, and on Saturday morning, keynote speaker Dr. Doug Larson provided an amazing look at the flora and fauna of the Niagara Escarpment from snails to ancient cedars.

In addition to the speakers and the wonderful workshops, there was quite a bit accomplished for the organization as well. An enthusiastic new Board of Directors was elected. Constitutional amendments were made. The COEO submission to the Ministry's funding inquiry was drafted.

Another successful auction was held. The idea of having a conference at Paradise Lake was put forward. And as always, the fellowship that is COEO seemed to connect all of the above throughout the weekend. For those who attended, it is hoped that *By The Rocks of Tobermory: A Touchstone* provided a reference point, at least until *Make Peace* this coming January!

Clive Card is Principal of the Institute for Outdoor Education and Environmental Studies of the Bluewater District School Board.



A Visit to the Bruce Peninsula Bird Observatory

by Ted Cheskey

Two van-loads of participants at the 2002 Tobermory Conference drove across the top of the peninsula to Cabot Head at the extreme north-eastern corner of Bruce County. There lays the remote migration monitoring station of the Bruce Peninsula Bird Observatory (BPBO). The BPBO is a charitable, not-for-profit organization created to promote and foster the study, appreciation and conservation of birds and their habitats in the Bruce Peninsula area of Ontario.

BPBO operates the station out of a restored cottage, situated on a small peninsula flanked by Wingfield Basin to the south and Georgian Bay to the north. The station and lands around it are part of the Cabot Head Provincial Nature Reserve. BPBO tracks migrating birds moving south in the fall and north in the spring. BPBO staff and volunteers undertake standardized sampling of the migration, which includes operating 15 mist nets for 6 hours each day, and conducting mini-surveys on the small peninsula. Data from the observations are sent to the Canadian Migration Monitoring Network, where they are combined with data from other observatories across Canada. Data are analysed to track populations of species that are otherwise difficult to monitor. One such species is the Grey-cheeked Thrush.

This species breeds in the northern sub-arctic and arctic boreal forest and over-winters in Central and South America. Most of the world's Grey-cheeked Thrushes nest in Canada; from a jurisdictional perspective, then, we are responsible for this species' welfare. There is no effective way to monitor its populations other than intercepting it on migration. This fall, over 20 Grey-cheeked Thrushes were captured and banded at

Cabot Head Research Station, underlining the importance of this station.

During their all-too-brief visit, participants were able to listen to the heartbeat of a tiny Golden-crowned Kinglet (about 6 grams in mass), and take in the spectacular scenery of this remote station. We hope that some of our visitors return as volunteers. While BPBO has paid staff, we rely on both short-term and long-term volunteers to assist with migration monitoring, and help with efforts to maintain and restore the facilities on site. BPBO is also monitoring the migration of Saw-whet Owls at the Institute for Outdoor Education and Environmental Studies, and conducting educational outings for school groups and the public. BPBO is grateful to our sponsors: the Ontario Trillium Foundation; the Ministry of Natural Resources; The James Baillie Memorial Fund; the Community Action Fund of the Canadian Nature Federation; and the Community Fish and Wildlife Involvement Program of the MNR, as well as many private donors and our members. To learn more about BPBO, please visit us on the Web:

www.BPBO.ca

Ted Cheskey is President of the Bruce Peninsula Bird Observatory.



Ferns of the Upper Bruce Peninsula

by Nels Maher

It was a beautiful warm, sunny day when we visited Bruce Peninsula National Park to hike the Georgian Bay Trail to the Grotto caves. As we reached the shore, the deep water of Georgian Bay was the most brilliant blue, and the subject of many exclamations.

Our first fern was the Wall Rue. This, the smallest of our ferns, is evergreen with a frond approximately one centimetre in length. The particular specimen we visited grows in a crack in a large dolomite rock in the park, where I photographed it over 30 years ago. No visible changes in its appearance have occurred over that period of time, and visiting it is like returning to see an old friend.

As we hiked the rugged shoreline trail, we viewed some of the ancient cedars of the escarpment. Many of these trees are known to be over 500 years old. These cedars grow under the harshest conditions alongside Smooth Cliffbrake ferns: direct sunlight, the underside of rock ledges, and on the flat rock-face of the escarpment. Scrambling over the rocks, we saw other ferns such as Maidenhair Spleenwort, Bulblet Fern and Fragile Fern.

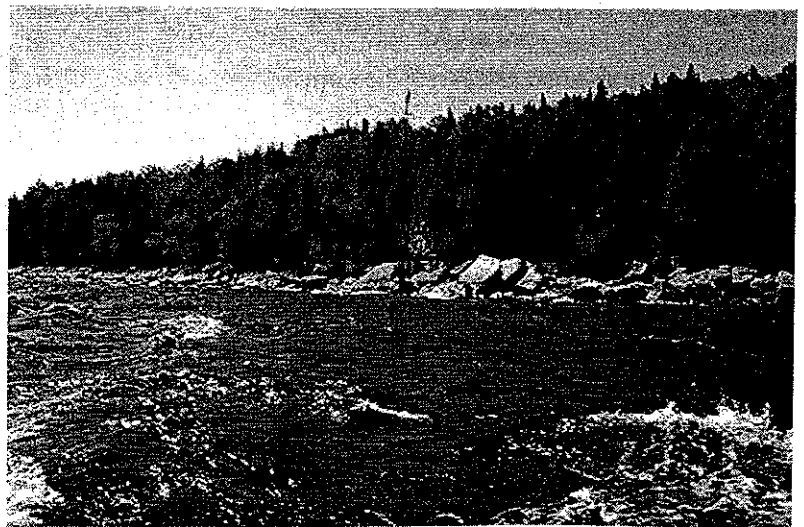
As we arrived at Halfway Rock, everybody's attention turned to the view of Indian Head Cove. This point provides one of the best views of the Peninsula shoreline, Georgian Bay and some of the Islands of Fathom Five National Marine Park. On this day we had an excellent view of a

German cruise ship anchored off the coast of Flowerpot Island. Halfway Rock is also the entrance to the Grotto, a large sea cave that is a popular attraction for park visitors. At the Grotto, visitor traffic increased as we met people coming off of the Bruce Trail to see the cave.

After marvelling at the interesting shapes of the cliff and Grotto, we returned to fern-finding. We counted about fourteen Purple Stemmed Cliffbrakes growing in the layered steps of the dolomite limestone near the park washrooms at the Grotto. It was amazing to see how these ferns cling to the rocks, and go virtually unnoticed and undamaged by the thousands of visitors to this site each summer.

As our time was drawing to a close, we made a hasty retreat back via the easier way along the Bruce Trail, leaving the other fern we intended to see at the Dyer's Bay alvar along Highway 6, the Robert's Fern or Limestone Oak Fern, for another day.

Nels Maher is the former owner of Stan Brown Printers in Owen Sound and a well-known fern enthusiast.



The John Muir Award

by Graham White

In September I was privileged to attend the COEO conference in Tobermory, having been brought over from Scotland by Scott Cameron and the Canadian Friends of John Muir. My mission was to promote awareness of Muir as a Canadian environmental hero and to explore partnerships to establish the John Muir Award (JMA) as an environmental scheme in Canada.

My September experiences of Meaford, Georgian Bay, Killarney and Tobermory remain etched in my mind. I hiked the Trout Hollow Trail in Meaford and visited the site of John Muir's cabin; I met John Burton and his students from Grey Highlands as they built an impressive bridge on the Bruce Trail; I cut trail on the Bighead River to prepare for the opening of the Trout Hollow/Muir Cabin trail.

With Scott Cameron and other "friends of John Muir" I had my first journey by Canadian canoe, for four days on Bell and Balsam Lakes in Killarney. We climbed Silver Peak and marvelled at the glacial erratics on the summit and the looming chimney of Sudbury Nickel on the Northern horizon. To Scott, I owe these first encounters with loons, raccoons, sugar maples, campfires, peameal bacon, white water lilies and cedar-strip canoes. In those four short days, I took the briefest sip of the heady vintage that is the Great Canadian Outdoors, and tasted the voyageur tradition to which you all are heir. Now I too can say that I have paddled the dancing waters of Killarney in the morning sun; lain under canvas and watched dry lightning the whole night long; heard the mournful calling of the loons at dusk and watched the sun rise, like the palest lemon disc, through a mile-wide lake of mist. Finally, we enjoyed a ten-hour voyage with Jack Morgan on "Miranda" from Killarney to Tobermory and thence via Cabot Head back to Meaford. It was a wonderful introduction to Canada and I am truly grateful.

As the founder of the Environment Centre in Edinburgh I have worked as an environmental educator since 1980. In 1994, I proposed the creation of the John Muir Award, which was launched as a national UK scheme in 1996. It is free, non-competitive, open to everyone, and centred on the personal and social development of participants. It has attracted about \$1.5 million of funding over the first 5 years and more than 10,000 people have completed the award so far.

Why Do We Need the John Muir Award?

During the World Environment Summit at Rio in 1992, Sir Crispin Tickell wrote: "Without the mass-involvement of young people in conserving the environment, there is no earthly hope for the survival of the planet's threatened species, including possibly ourselves." If Crispin is right, we have a really big problem. Because, by and large, our young people are *not* involved in the fight for conservation and I suspect our situation mirrors yours in Canada and all of North America.

Scotland has 5 million people, of whom 90% live within the Glasgow-Edinburgh-Stirling triangle. Increasingly, Scots are raised in towns, have only sporadic contact with the countryside and virtually no experience of anything Canadians would recognize as "wilderness." In microcosm, we share the same paradox as Canada: a vast, "empty" countryside with an overwhelmingly urban population.

Eight thousand years of farming and 500 years of the British Navy have reduced Scotland's forests to just 1% of their original extent — a situation I saw echoed in the second-growth woods of Killarney. Habitat destruction has impoverished our wildlife: the brown bear, the wild horse, wild ox, giant deer, moose, caribou, beaver, lynx and wolf are all extinct in the UK while the otter, white-tailed sea eagle, peregrine, polecat, pine marten and red



squirrel were almost wiped out by 19th century gamekeepers.

But loss of habitat does not merely affect wildlife; it impoverishes our human quality of life as well. In Edinburgh, during the 1980s, the majority of 12-year-old kids that I taught had never even climbed the green volcano that dominates their own city centre. Just 20 minutes' drive from Edinburgh, we have the pristine beaches of East Lothian with their eiders, guillemots, shelduck, seals and skylarks, but these children had rarely seen them. A half-hour away, we have the teeming bird life of the Bass Rock with its 60,000 gannets, 50,000 guillemots, puffins and Atlantic grey seals. For most of these students such things were as alien and distant as Antarctica. Wildness is something these kids only ever experience through the box in the corner of the room. They drift like plankton in an ocean of electronic media: television, film and computer images that are overwhelmingly commercial, often sexually explicit and increasingly violent. More and more, the natural world is remote from these children's experiences.

Of course, if you are middle-class, the picture is radically different. The professional classes of Edinburgh enjoy a quality of diet, life and environment that is pre-eminent in the UK: yachting on the Forth estuary; hiking and climbing in the Pentland Hills; trout fishing on

the River Almond; and frequenting the 1500-foot volcano that overlooks a thousand-year-old street in the centre of the capital. All of this is yours as an Edinburgh citizen, but not if you are working-class, unemployed or just poor.

We tackled this deprivation in different ways: in summer, we led hundreds of kids out from the city to the seaside or on forest walks;

we helped teachers create wildlife gardens in school playgrounds, tearing up the asphalt to plant trees, digging ponds, creating bird and butterfly gardens. We worked closely with outdoor education teachers to get kids out into the "green stuff."

In 1994 we carried out a study of young people's involvement with the environment, which showed that, of 1.4 million young Scots aged 10-25, more than 500,000 were regular members of youth clubs, Guides, Scouts, or the Duke of Edinburgh's Award. However, less than 15,000 were members of *any* conservation body and the number *actively* involved in conservation was a mere 5,000 — barely a tenth-of-one-percent of all young people in Scotland. This is not an optimistic scenario for conserving our environment.

Faced with this, we decided to create a national award scheme aimed at people of all ages. It would be free, open to all, non-competitive and would challenge people of all ages to celebrate the "wildness" of landscape, birds, animals, plants, rivers and forests. Challenge, adventure, and enjoyment must run through it, since without these it would not appeal. So far, the evidence is that people of all ages have enjoyed doing the John Muir Award, and almost 10,000 have completed it in the last 4 years.

How Does the Award Work?

The John Muir Award is offered at three levels: Discovery, Explorer and Conserver. Each demands progressively greater effort: the Discovery Award requires 15 hours of effort over 3 months; the Explorer requires 30 hours over 6 months; the Conserver requires 60 hours over a year. At each level, the same four challenges are repeated:

- Challenge 1: Discover a "Wild Place"
- Challenge 2: Explore its "Wildness"
- Challenge 3: Help to Conserve This Place
- Challenge 4: Share Your Experience with a Wider Audience

This schema has been designed in such a way that it can be adapted for use in schools, youth clubs, Scouts, Guides, the Duke of Edinburgh's Award, colleges and universities; it is equally open to families or individuals.

Can You Establish the Award in Canada?

Scott Cameron and the Canadian Friends of John Muir are looking for support in establishing the John Muir Award in Canada. We are seeking partnerships with schools, outdoor education centres, environmental education organizations or agencies; these bodies would become "Providers" of the John Muir Award in Canada. I hope that this can become the first Commonwealth project of its kind between the UK and Canada.

On the simplest level, you could take up the challenge to do the John Muir Award yourself; all you have to do is visit the Web site www.johnmuiraward.org and download the guidelines and proposal form. If you are a teacher or youth worker, you could do the award with a group of students as part of the school outdoor education curriculum; many of you already have a very similar educational agenda and many of your projects would automatically qualify.

If any of you would like to organise a summer student-exchange with us here in Scotland, David Picken, the Award Director in Scotland, would be interested in hearing from you (manager@johnmuiraward.org); likewise, if any of you fancy a working placement/ internship with one of our summer Highland expeditions, get in touch with David. Please visit the John Muir Award Web site, and if you think you would like help us pioneer the scheme in Canada, please contact either David or Scott Cameron in Meaford (scameron@bmts.com).

Graham White is a writer/broadcaster who lives in Coldstream, Scotland. He would like to thank Clive Card and Deborah Diebel (the gal with the duck on her head) for inviting him to speak at Tobermory, feeding him whitefish, plying him with Ontario wine, enabling him to hear David Archibald singing "On the Babylon Shore" and to participate in Jack Broumpton's wonderful drumming workshop. If any of you come to Scotland, he will try to repay the gift with interest. Graham can be reached by e-mail at gw@broxmouth.freeserve.co.uk.

For More Information

The John Muir Award: www.johnmuiraward.org
The John Muir Trust in Scotland: www.johnmuirtrust.org
Canadian Friends of John Muir (CFJM): www.johnmuir.org



The Puzzling Implications of the “Urban Cliff Hypothesis”

by Doug Larson

Restoration ecology offers hope to the world that we will be able to return large portions of the Earth’s surface to an ecological structure and function that reflects habitats that were once present and that can, once rebuilt, support us indefinitely. Humans have redirected the energy flow and nutrient cycling on the planet to benefit our species (Vitousek, 1994), and most governments appear committed to allow this trend to continue. In contrast most restoration ecologists that I know would like to reverse this trend. Urban and suburban landscapes and the municipal policies that control their development are some of the favourite targets of criticism by restorationists. We generally have a low regard for urban or suburban environments because these are landscape units that have attracted a cosmopolitan weedy flora and fauna that threatens to take over the entire terrestrial surface of the planet (Quammen, 1998).

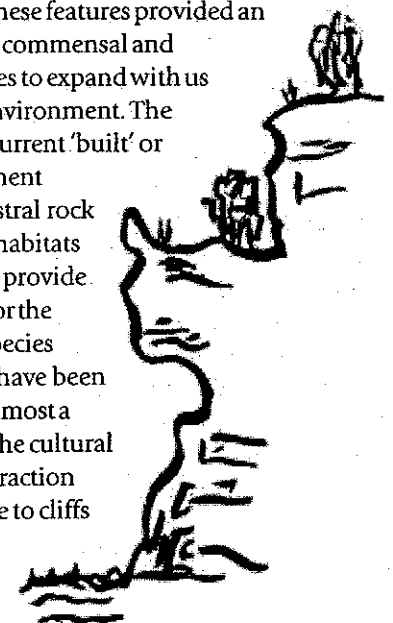
But what if the built environment, or more broadly, the human-modified environment was actually a habitat type of its own that functioned well in its own way that we simply do not recognize or cannot admit? The research associates and graduate students in the Cliff Ecology Research Group have been wondering out loud about these issues over the past two years and the discussions have led us to some intriguing — if disturbing — thoughts. Some of us presented oral papers on these topics last fall at the 14th meeting of the International Society for Ecological Restoration in Niagara Falls, and we are currently working on a book dealing with the “Urban Cliff Hypothesis.” Here I summarize some of the conundrums, but I need to make it clear at the outset that we haven’t been able to resolve the contradictions that are discussed below.

In its simplest form, the Urban Cliff Hypothesis is this: The physical and ecological characteristics of early hominids resulted in the temporary or permanent use of rock shelters at the bases of rock outcrops or cliffs. While it is generally

understood that early hominids exploited the savanna biome, the smaller-scale landscape units used for dwellings and refuge on savannas were mostly such rock shelters in close proximity to grasslands, rivers, lakes, and open forests. This pattern of land use permitted access to tool-making materials and permanent predictable shelter from biophysical elements. Also taking refuge in these rock outcrop environments was an array of plants and animals that were intolerant of competition and extremely opportunistic in their life-history characteristics (Larson et al., 1999).

From the time of *Homo ergaster* to that of *H. neandertalensis* and early *H. sapiens*, this pattern of use continued for 950 kyr. and this long co-occurrence created commensal and mutualistic bonds between *Homo* and the large array of other rock outcrop species. This long period of time also reinforced, we believe, an evolutionary-based psychological association of rock outcrops with safety, food, shelter, and home:

As modern humans developed a capacity to produce a ‘built’ environment, features of rock outcrops were included into the design of structures and these features provided an opportunity for commensal and mutualist species to expand with us into the built environment. The features of the current ‘built’ or urban environment reflect the ancestral rock outcrop or cliff habitats and continue to provide opportunities for the same array of species with which we have been associated for almost a million years. The cultural and spiritual attraction that people have to cliffs possibly reflects that these habitats



have been sites of refuge and dwelling for most of our recent evolutionary history. The human habitat is now predominantly one in which the once endemic rock outcrop organisms are now cosmopolitan and have effectively displaced the flora and fauna from other habitat types.

Despite our affection for this hypothesis, so far it is only an idea. And admittedly it is one that might be difficult to carefully test since it is largely historical and therefore unfalsifiable. From it emerges a corollary, however, that can be tested directly: Are urban environments currently supporting populations of plants and animals that were once endemic to rock outcrops and cliffs and do the assemblages of species living in these environments function as normal cliff ecosystems would? There is a generally large literature on the topic of urban biota or of wall vegetation and wildlife, but few people have attempted to make the connection between the wall-inhabiting biota and the question of the biogeographical origins of that biota (Jim, 1998; Lisci and Pacini, 1993a, b).

The Urban Cliff Hypothesis predicts that wall vegetation in any biogeographical region will attract a flora and fauna of species that occur spontaneously on cliffs. We have come to the conclusion in *Cliff Ecology* (Larson et al., 2000) that a significant component of the cosmopolitan urban biota is in fact endemic to cliff and talus slope ecosystems somewhere. Included in the long list of species or whole genera that have functioned well in rock outcrop habitats in our evolutionary past are the following: a large number of crop plants and weeds including species of *Brassica*, *Allium*, *Geranium*, *Solanum*, *Lactuca*, *Centaurea*, *Silene*, herbivores and granivores such as black rats, house mice, rock doves (pigeons), house sparrows, starlings, goats, sheep, German cockroaches, carnivores such as house cats (wildcat, *Felis sylvestris*), dogs (*Canis familiaris*), peregrine falcons and the most cosmopolitan of all raptors, the Barn Owl. Our analysis of 115 species recruited into agriculture or associated with us as mutualists or commensals shows that 52.4% of these taxa are native or endemic to cave/cliff/talus slope habitats despite the fact that these habitat types represent much much less than 1% of the available land surface area. In contrast, densely

forested landscapes world-wide have yielded 7.7% of the species on the list despite an area of 38.8% of the landscape. Many of these species such as pigeons and rats are ones on which humans currently spend an enormous amount of money to control or eliminate from urban landscapes. Pimental et al. (2000) estimate that the total of losses, damages and control costs of crop and pasture weeds, rats, cats, dogs, pigeons and starlings is roughly \$70 billion annually in the United States alone. But these expenses may reflect something that may not have been considered before.

Now things begin to get messy: What if the weedy or "filthy" species that surround us in urban environments are simply species with a high degree of dependence on rock outcrop habitats that select for stress tolerant but opportunistic taxa? The high cost of removal of such species might simply be reflecting the high degree of ecological integrity that the urban cliff environment has. Perhaps it will just as difficult as removing algae and macrophytes from wetlands! Further, what if these weedy cosmopolitan or alien species have sibling taxa that are still regionally endemic but could be established in the urban environment if we gave them half a chance? This is certainly true for the rock dove (*Columba livia*) for which there are several companion species in India that are still strict endemics to rock outcrops and cliffs.

If this view has any validity it challenges immediately the view that the urban environment is fully degraded and it replaces the old paradigm with the view that it is (or could be made to be) fully integrated if sufficient access to native propagule rain is encouraged. There may well be certain regionally rare cliff or talus slope endemics that are excluded from modern day cities by water- or airborne pollution, or because seed sources are very distant. But once sufficient resources are allocated to the clean up of such contamination, and once propagule sources can be found, the cliff endemics should return provided the habitat is not subsequently disturbed. In the meantime their cosmopolitan alien brethren may not be as damaging to the development of ecological "structures" within urban landscapes as we have thought.

Permitting urban landscapes to reclaim some of the natural features of rock outcrop and cliff habitats while also allowing people to live productively may require that such habitats be represented in the urban landscape in the same proportions that cliffs occur in natural landscapes. We have found that cliff surface area is much less than 1% in natural landscapes, but in cities such as New York and Chicago the vertical surface area is probably ten times larger than this in the central core. The balance between true cliff habitats and other landscape units such as savannas, lakes, rivers, and marshes is important because some cliff species such as humans use the rock outcrops as home-bases and forage for resources in other neighbouring productive habitats. Large urban cliff environments such as London or Paris depend absolutely on the health of surrounding landscapes to maintain their own productivity. They are net importers of matter and potential energy.

So what does the Urban Cliff Hypothesis suggest that we do? If the replacement view is viable, it suggests that urban restoration should be organized around central questions such as, Has sufficient habitat heterogeneity been included in the design of building facades, plazas, rooftops, parks, farmlands and natural areas to allow the complete native cliff ecosystem to develop? Has an opportunity been provided for natural seed rain to migrate to the city? Is there a seed rain at all? If this replacement view is viable, it also suggests that restoration or conservation efforts world-wide might have to be redirected. Instead of human beings being responsible for an attack on other species one taxon or one habitat at a time, a more apt description of the effect of humans on natural landscapes world-wide is to replace forest, riparian, or prairie habitats by cliffs.

As long ago as 950,000 years, *H. ergaster* may have lived in rock shelters but they foraged much more broadly and depended on the primary and secondary productivity from a very wide variety of habitat types. Similarly, ecologists believe that modern humans still have a dependence on a wide variety of habitat types to sustain their individual lives as well as the ecological functioning of the planet. An overdominance of the cliff/rock shelter/talus slope habitat to the exclusion of other habitat types may ultimately

prove fatal even if there are six billion humans right now. Restoration ecology proceeds on the assumption that the conservation of natural biotas and habitats has already been achieved. Clearly, if urban (cliff) environments are still expanding at the expense of other habitat types world-wide, then restoration cannot even be considered until the encroachment of the cliff faces is stopped.

We're not sure that we like where this argument has taken us. As scientists who love and value cliff ecosystems, we in the Cliff Ecology Research Group find ourselves arguing that something should be done to stop cliff habitat expansion world wide. If this goal can be achieved, then real and potentially successful habitat restoration can begin in earnest. If it cannot, then humans had better learn more about cliff and talus slope environments and species, because they might be the only entities left!

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What's Next? Opportunities After Retirement

by Clarke Birchard

This article is based on notes prepared for the COEO Conference 2002. Due to low attendance, the seminar was not given at the conference. It appears here for the benefit of readers anticipating their retirement.

"You must be busier than you were when you were working?" "What do you do to fill your time?" "Are you travelling a lot?" These are but a few of the questions you may hear frequently after retirement. I will suggest answers to these and then move on to the more significant issues.

First, you can be as busy as you want to be, but remember that research on retirement clearly shows that those who keep busy, active and challenged live longer and are happier than those who are idle and bored. To the second question, I used to answer that I fill my time with all of the jobs that once were hurried through during evenings and weekends but that now I do them at a more leisurely pace and enjoy them more. A retired elementary school principal told me that in his first months of retirement, he thoroughly enjoyed raking the leaves for the first time in many years; it was no longer a chore to be rushed through. As to the travel question, just think of the mathematics: if one were to take three major trips a year, each a month long, there would still be forty weeks left to do other things.

This article will discuss opportunities for retired environmental and outdoor educators to continue to make use of the knowledge, skills, experience and passions acquired over a career in new, challenging and enjoyable ways while continuing to make a contribution to nature and to others. It will not deal with the myriad of other opportunities for volunteer and paid work in the community and private sector.

Teaching

If you wish to continue teaching, you might try teaching a different level or sector of the formal or informal education system than that in which you spent most of your career. You might supply teach, teach part-time or volunteer in schools,

universities, colleges, night school classes, outdoor centres, parks, conservation authorities, and museums, or with adult groups such as Elderhostel.

Adjusting to a new level or client group can be challenging, interesting and rewarding. A new staff member at the outdoor education centre that I supervised for a number of years nervously asked one morning, "I have been a grade seven and eight teacher for several years but today I am to do the survival game with a grade twelve biology class. What differences should I expect?" My tongue-in-cheek answer went something like this: "Anything that can be taught to grade sevens in forty minutes can be taught to grade twelves in about an hour." Those that have taught both elementary and secondary students will know what was meant by the comment. However, good teaching methods work with any type of group.

Leadership Opportunities

Experience in teaching has provided opportunities and experience in working with varying groups of people, helping groups to make decisions, weighing and evaluating alternatives, and so on. Community and special interest groups rely on volunteer leadership. One can participate in any of a number of roles in environmental organizations such as the Federation of Ontario Naturalists, The Bruce Trail Association, local naturalist or trail clubs, and cottagers' associations, or can lead and assist with nature tours or adventure tours.

Environmental Causes and Projects

"Stewardship of nature" is a rewarding activity for retirees that can be formal or informal. As an example of a formalized activity, one may join or start an Environmental Advisory Committee (EAC) to assist a municipality with decisions on environmental matters, especially in smaller municipalities that may not have the staff to assist elected officials with decisions on such issues. Most counties have Stewardship Councils supported by the area offices of the Ministry of

Natural Resources whereby volunteer residents assist private landowners to preserve, protect or improve on wetlands, woodlands and marginal farmland.

For less formalized involvement there are opportunities to work outdoors helping to develop, monitor or care for nature trails, cross country ski trails, parks and nature reserves. Most national and provincial parks now have "Friends of ..." organizations that rely on volunteers. One of the great things about involvement in such activities is that they do not take up a lot of time, allowing volunteers to contribute in ways that are enjoyable and not too demanding.

Citizen Science

If, during your undergraduate and graduate work, you were involved in environmental research that has been put aside for many years, or if you have an interest in research, you might rekindle that flame of curiosity and discovery by getting involved in some of the opportunities for volunteer data collecting on natural science questions. A number of organizations and universities depend on data collected by well-informed amateurs using nationally and internationally accepted protocols.

Information on a sample of these opportunities can be found by checking out the Association for Canadian Educational Resources (ACER) <www.acer-acre.org> and the Environmental Monitoring and Assessment Network (EMAN) <www.eman-rese.ca>. For Wildlife Watcher Project descriptions and contacts such as the Christmas Bird Count, Marsh Monitoring Program, and the Ontario Breeding Bird Atlas, contact the Canadian Wildlife Service by e-mail (Wildlife.Ontario@ec.gc.ca), or on-line <www.on.ec.gc.ca/wildlife>.

Writing, Editing, Publishing

Have you ever thought that you would like to write but couldn't find the time? Gain some experience by volunteering as the editor of the newsletter of a local outdoor or nature club, write and submit an article, art work or photographs to COEO's own *Pathways*, or the Federation of Ontario Naturalists' *Seasons* magazine. Better still, remain connected to COEO by offering to join

the *Pathways* editorial board. The task is not onerous and the intangible rewards are great.

Hospitality Industry

A few retired colleagues have opened Bed and Breakfast Homes or Country Inns and are enjoying it. Who would be more capable than those who know and appreciate the local area to arrive in the breakfast room in the morning, greet the guests and tell them about or offer to lead them to some of the natural, cultural and recreational highlights of an area? Tourist lodges are glad to learn of "experts" in their area that can be called upon from time to time to provide leadership to groups of guests with special interests.

If you wish to try eco-tourism in a small, low-risk way, leave your name or card with local tourism establishments. You might try it as a volunteer first and then, if you enjoy it, move up the ladder by asking for expenses, and later as you get busier, set a fee schedule. When ready to go bigger, advertise through tourist offices, pamphlets and brochures. Find out which bus companies offer tours and tour packages. I offer one caution: Whether you work for yourself or someone else, it is important to know where you stand with respect to safety, liability and insurance.

Unfinished Business

I am certain that many of us retire not having finished all of the things we had on the "to do" list and not having developed all of the great educational ideas, programs and activities we could have. There will always be plaques to erect, trails to build, workshops to run, conferences to attend and speak at and new pathways to explore.

In Closing

A friend outside the profession summed up the challenge and opportunity of retirement nicely when he said, "People who have curiosity and imagination have no trouble with retirement."

Clarke Birchard is an honorary life member of COEO who retired in 1992 and enjoys dabbling in a number of the activities described in this article.

Campfire Programs

by Clare Magee

Memories of campfires are often among the most vivid ones of a visit to an outdoor centre, a camp or a park. The intimacy of being around a fire in the dark seems to deeply imbue the laughter of a rowdy game, the pleasure of singing in harmony, the visions in a well-told story. Many aspects of social recreation and social development can be blended effectively and enjoyably into campfire programs. Campfires are inclusive. Campfire programs create and extend community. They are fun. There can be wonderful informal campfires where "stuff just happens." But if a large group is attending, a planned and organized program is needed to ensure positive outcomes.

An organized campfire program draws from a number of proven components or "ingredients." These ingredients may be structured into some logical flow so that there is unity to the whole program. If one is new to this, a sample "flow model" is offered below. It traces the energy level expected of the group during the program. It is certainly not the only approach, but is a proven starting point for novice planners.

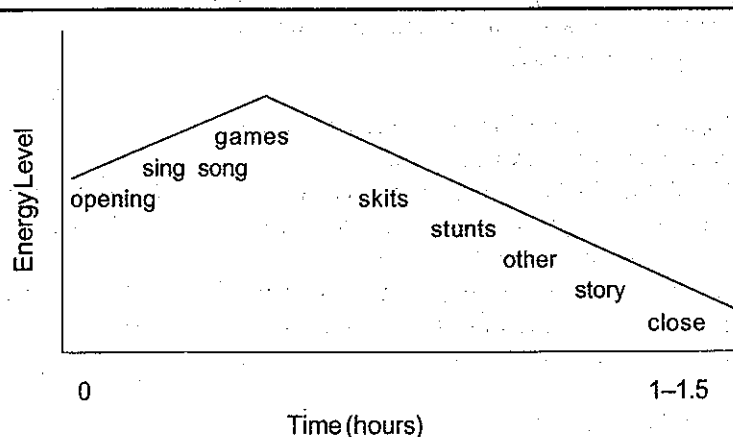
The Fire Itself — Choose the location. Consider seating. Prepare the area. Prepare ample dry wood. Lay the fire carefully. Tend the fire throughout the program; the brightness of the fire may follow the graph. Put out thoroughly at the end.

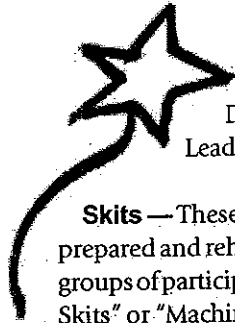
Opening — A definite opening helps to establish a "community" feeling. Here is an example opening for novices to an organized

campfire: Welcome the group, talk through an acronym for FIRE to set shared expectations (e.g., F: friendship, I: inspiration, R: respect, E: enthusiasm). There are other special fire-lighting ceremonies that can be prepared and used effectively.

Singsong — People come to a campfire ready to participate. Although people may not be used to singing, they can be led into it through a series of easy participatory group actions and chants. Clap or foot-stamp or finger-snap some group rhythms and you are underway. A progression from simple chants, to action songs, to quieter songs totalling four or five selections is suggested. Singsong leadership is a fulfilling acquired skill. *Examples* — Chants: Hello, My Name is Joe; Jay Bird; Apples, Peaches, Pumpkin Pie. Action: My Bonnie (move up and down on the "B's"); Father Abraham; There was a Tree. Quiet: This Land is Your Land; Michael, Row your Boat; Kum bayah

Games — These must be planned to fit the campfire site. Initial games may emphasize total participation and socializing. Follow with funny relays and quieter games.





Examples — Simon Says (active, with no elimination); Dress/Undress Relay; Find the Leader.

Skits — These are funny presentations prepared and rehearsed in advance by small groups of participants. Consider "Paper Bag Skits" or "Machines" as methods of organizing a full group into several small groups for skit presentation. Skits may be enhanced with costumes and props. Adequate preparation time and support/coaching must be given to novices doing skits. Positive group dynamics and positive recognition and fulfillment of presenters are the aim.

Examples — If I were not on staff here; Any trains today?; Elevator skit.

Stunts — These are thoroughly planned and prepared by the leaders but draw on "volunteers" from the audience. Sometimes careful pre-selection and pre-agreement with the volunteer is done in advance. Take care to ensure that stunts do not cause emotional harm to anyone. There are good, funny, safe stunts . . . and some not worth that risk.

Examples — Airplane Ride; Motorcycle Riders; Suckers on the Line.

Other — This is an opportunity to include (or not include) "other" program items. Consider this time for talent displays, a "magic" game, some nature interpretation, or a brief chat with a special visitor, as managed additions to the campfire experience.

Story — The preceding, enjoyable, energy-laden components help create a special "group" feeling by this time in the program. Night has fallen. The fire glows quietly. A story well-told can be one of the fondest campfire memories.

Examples — Spoonerisms (a fairy tale with initial consonants turned around like "Rindercella"); Native legends; tall tales; local lore.

Closing — A definite closing is appreciated by all. It is wise to end quietly so that people can flow to their next activity or to bed. Consider a quiet summary thought or action or song to close the program.

Examples — Repeat the F-I-R-E acronym and acknowledge a successful experience; Teach and sing "Taps"; Have all cross hands and do one group handshake while saying "Thanks for being here and being who you are."

Theme

Consider planning the whole program around a theme. Is there a general message of friendship or magic you want? Is there learning about lumberjacks or ecology and environment you want to reinforce?

Linking

Linking the various components of a program can be done by a host who gives brief "thank yous" and introductions. Or, a number of participatory cheers may be developed to acknowledge each contribution; e.g., watermelon cheer, a round of applause, a small round of applause, a big hand, or a standing O.

Basic Principles

1. Planning and preparation are key. Consider the group and the "ingredients" that will be appropriate. Use human and written resources. Have an alternate ready in case of rain.
2. Participation, full and fun, generates a positive community feeling. That is the goal. One does not have to be a skilled musician, actor or orator to do this. You just have to lead others into participation from which you'll all share the enjoyment.

If you can learn to laugh at yourself, you can look forward to a lifetime of humour.

Mark Twain

Suggested Resources

- McCutcheon, J. & Jorgenson, J. (1988). *More Campfire Programs with Jack Pearse*, Camp Tawingo Publications.
- Pearse, J. (1996). *Campfire Programs with Jack Pearse*, Camp Tawingo Publications.

Clare Magee is an avid outdoor educator and a long-time supporter of COEO and Pathways.

Creating Best Guess Stories

by Ric Driediger

A Note from Bob Henderson: Ric tells me he is in the habit of telling his kids bedtime stories both on the trail and from the trail. While this story of Sam and Martha isn't necessarily a true tale, it certainly is a good guess and was, at bedtime, the best guess for that darn old rusted sewing machine that Ric and Vic did discover one summer's day.

Creating "best guess stories" for odd discoveries from the trail makes for a fun and possibly quite thoughtful evening campfire activity. Students can learn to create "good fit" stories like the following, that, though fictitious, highlight the old ways of the north when canoe and snowshoe travel linked people to the land directly.

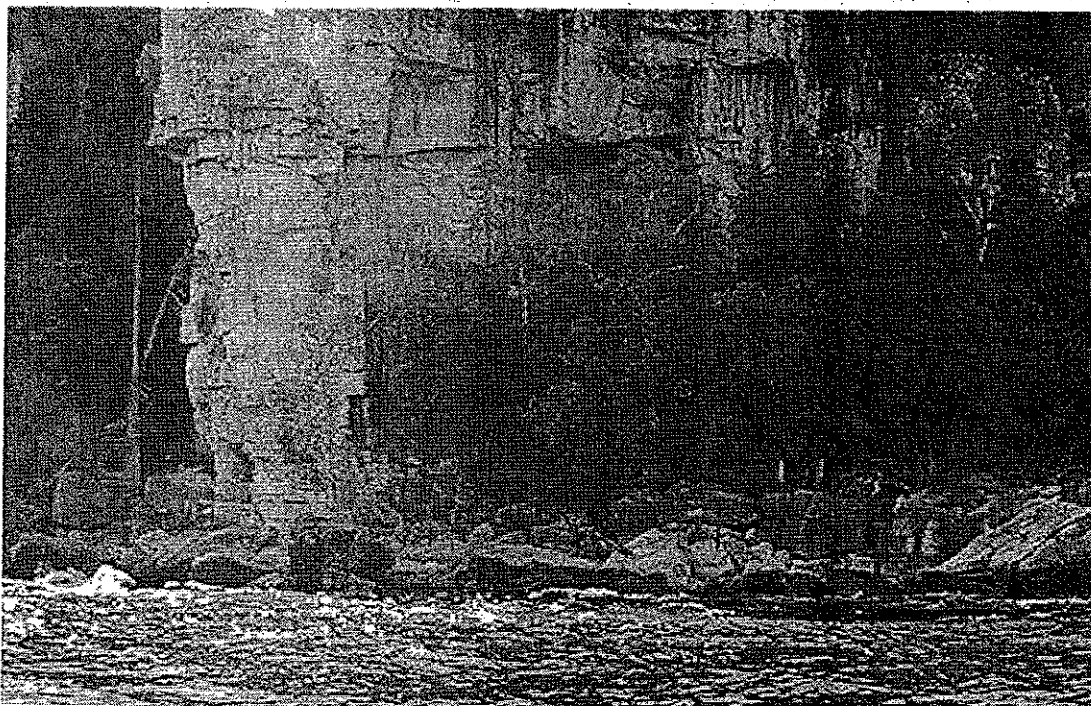
Creating possible explanation stories helps bring students to these other times. Gaining a feel for past traditions of travel and lifestyle helps inform and enhance the present, awakening the imagination to a richer reality. Great story, Ric!

"The water is pretty clear in this lake," said Vic.

Vic and I were on a canoe trip from Missinipe to La Ronge. We had just finished portaging around Nistowiak Falls into Iskwaitikan Lake.

"This lake is incredible," I said. "Let's go swimming before we load up and leave." After playing in the water for quite a while, I asked Vic if he'd brought his mask and snorkel on this trip. He said he had it in his daypack and he soon was swimming along the bottom. After several dives, Vic came up, pulled off his mask and said he had found something at the bottom.

"Bring it up," I said. Vic told me it was too heavy for him. I put on the gear and dove down following his directions. I soon found what Vic had discovered. It was something heavy and metal. I slowly worked it up the rock bottom. Finally it was out of the water and up on shore. It was an old rusted sewing machine.



Vic and I sat and looked at it. "I wonder how it got down there," Vic pondered.

It had been a good winter. Sam and Martha and their three young children had their canoe packed high with furs. They were heading to La Ronge from their trap line on the Drinking River. Martha sat in the front of their freighter canoe. She was enjoying the ride, as the five horsepower motor they had purchased the spring before from their trapping earnings pushed them towards La Ronge. Life was good!

When they arrived in La Ronge, Martha helped Sam carry the bales of furs to Robertson Trading Post. Alex Roberts greeted them warmly. Later the men sat in front of the stove smoking their pipes and telling stories of the winter trapping. Martha wandered through the Trading Post dreaming of the purchases she would make.

One of the many animals they had trapped that winter was a rare cougar. Martha had worked tirelessly preparing the pelt to perfection. Sam had promised her that she could purchase anything she wanted with the credit they got from that cougar. Now she was dreaming of all the different things she could buy as she wandered through the post.

She heard Sam calling her from her dreaming. They headed back down to their canoe. She helped Sam set up their tent in a clearing in front of the Trading Post. While Sam set up the stove inside the tent, Martha pulled out the blankets for her, Sam and the children.

The area was filling up with tents of others returning from the trap line. There were children everywhere. Men were smoking pipes and talking. Women were tending fires, cooking meat, smoking whitefish and completing various other tasks. Martha soon became absorbed in this. It was good to have some female company again.

The next afternoon, Sam found her by one of the fire sites. He took Martha aside and told her, with a big smile on his face, what their winter's catch of furs was worth. Martha was proud of Sam. He had done well again that winter.

"But Sam," she said. "What about the cougar? How much for it?" Sam laughed. "Alex said it was the best cougar he has seen this spring." Sam told her what it was worth. It was more than she had dreamed! Martha ran to the Trading Post. She knew what she wanted. Martha had tried not to think about it because it was far more expensive than she believed the cougar was worth. She had to check the price. Martha couldn't believe it, she would even have some credit left over. The sewing machine would be hers! She told Alex that was what she wanted for the cougar. He held it in the back of the Trading Post for her.

Martha and Sam stayed in La Ronge for ten more days. They set up a fish net and smoked whitefish. When they had enough fish stored for the return trip to their Drinking River home, it was time to go. They packed their new supplies and Martha's new sewing machine into their canoe. They said good-bye to all their friends and headed out across the lake.

Martha often glanced back at her new sewing machine among their supplies. She still could not quite believe her good fortune! Two days later they arrived at the Nistowiak Falls portage. While unloading the canoe, Martha slipped. She dropped her prize! Her sewing machine fell into the lake. Sam tried to get it, but he wasn't a swimmer and the water was deep. Sam made a large hook from a poplar tree. Sam tried for more than a day to hook onto Martha's sewing machine.

Finally Martha told Sam to stop. It was time they kept moving on. She cried for her loss as they portaged around Nistowiak Falls. But life was good. There would be more cougars and other sewing machines.

"I guess we will never know how this sewing machine ended up on the bottom of the lake," I said.

Vic and I got up and loaded our canoe and continued on our trip. We left the sewing machine on the shore of the lake.

Ric Driediger is a canoe tripping guide and the owner of Churchill River Canoe Outfitters.

K

Keepers of the Trail

Clare Magee

by Jillian Herfurth

Author's Note: This article is based on an e-mail interview with Clare Magee. Clare is a long-time COEO member and contributor. He has presented many workshops over the years at conferences on a variety of topics such as canoeing, kayaking and schoolyard ecology activities for teachers and students.

JH: When did you become involved with COEO and what prompted you to join?

CM: In 1973, my good friend (and former major COEO contributor) Stan Talesnick and I were relative neophytes working in the new and unfolding field of Ontario outdoor education. Stan was the general director and I was the program director at the Tawingo Outdoor Centre near Huntsville.

In January 1973, I went to a weekend of development for outdoor-minded people at the Leslie Frost Centre, near Dorset. This was a COEO-organized event in which registrants took one in-depth workshop for two days and mixed and mingled at meals and during bits of free time. I took a first aid course that had an outdoor focus. My good friend Stan took a two-day cross-country ski skills course. Other workshops covered winter camping/backcountry winter travel, animal and bird adaptations to winter, and snow studies for any teacher/leader who wanted to know and teach about that cool topic. Although I envied Stan's excited mealtime descriptions of his skiing sessions, I learned and confirmed lots about outdoor first aid and enjoyed myself. The professional development and person-to-person networking strength of the one-year-old COEO organization was obvious. I joined at that event.

JH: Describe some of your first experiences in Outdoor Recreation and Education.

CM: I grew up on a rural property near Clinton. (Clinton was also the childhood home of long-time Ontario environmental/outdoor educators Frank Glew and Bill Andrews.) As a child, my parents got me involved in their activities raising

chickens, ducks and geese, gardening, birding, wildflower walks and outdoor excursions. This led to a teenage stage of passionate fishing, hunting and trapping activities, which were ultimately living lessons in ecology and animal behaviour.

In grade eight, my school principal, who was also my homeroom teacher, loaned me thirty of his muskrat traps to run a spring trap line on the river near my home. Some mornings I'd be late for school because of having to make two trips to carry the catch. Mr. Gray would be in the middle of a math lesson and just carry on as I entered. At a break, he'd make a beeline to my desk to ask with a smile how we did that morning. There was no penalty for being late, just implicit acknowledgement of good alternative education.

At university, my first read of the book *Silent Spring* by Rachel Carson started a quick personal evolution from consumptive to non-consumptive outdoor activity and appreciation. The hunting and trapping turned into wildlife and natural habitat advocacy. As they did for many others, the ideas and sensibilities of the early environmental movement made sense. I changed.

I am one of many outdoor personnel who developed outdoor leadership through the intense, varied and positive work at children's summer camps. When Camp Tawingo winterized part of their facility to operate a year-round outdoor education and outdoor recreation facility, the movement for me into year-round program leadership was a "nice fit."

JH: What roles have you played in COEO?

CM: In COEO, I have cycled in and out of board positions and conference contributions and some *Pathways* support.

JH: What's the best part of COEO?

CM: COEO has a set of values that are positive for our society. It includes human growth and development through outdoor, environmental,

experiential, nature, travel, and outdoor recreation activity. I love the inclusive value set. It is also mine. There are sister organizations in Ontario that have similar values such as the Ontario Camping Association and the Ontario Society of Environmental Education. I keep a membership connection to them, too.

Early on, COEO helped me broaden and deepen my knowledge of Ontario outdoor education and of professionalism in the field. It provided lots of professional development through workshops, conferences and the idea sharing in journals. Now, attendance at conferences and the wonderful idea extension and sharing of *Pathways* create an affirmation of values and create re-energizing to sustain efforts to do quality outdoor education when work barriers increasingly appear. The experience of working as part of a volunteer team on behalf of a COEO project continues to be enriching, enjoyable and sustaining.

JH: What's your favourite memory of a COEO moment?

CM: I have a mental canvas of early wise mentoring and support from Dorothy Walter for conference '79, of Bert Horwood telling a perfectly-themed story on a night hike on the shores of Lake St. Nora, of being enthralled by Mark Whitcombe inside his black plastic star-learning sphere, of the energy and creativity Bob Henderson brought to each *Pathways* planning meeting, of the continued hyper-energized initiatives of Alice Casselman, of being assigned to the women's conference accommodations ... one of the delights of being named Clare!

I have a lot of good feeling about the 1996 annual conference. A group of wonderfully capable COEO stalwarts conceived and conducted a conference themed "First Nations Contributions to Outdoor Education." We wanted a true conference partnership, not just a few First Nation speakers. We conducted a complex but highly successful event at the village of Ohsweken, blending our culture with Six Nations. It felt very good to leave COEO money and good will while receiving good hosting, good education and good will in return. There was wonderful serendipity. That was the 25-year celebration of COEO. In an old, character-laden, Six Nations community centre

building, 150 folks gathered for a catered Saturday evening banquet and celebration. Alice Casselman was at her energized best in chairing the evening's recollections.

JH: What developments in COEO have you seen over the years and where do you see the organization going?

CM: I'm pleased with the increased co-operation and sharing with our "sister organizations." With increased general "busyness," there is generally less time to devote to professional volunteerism. More sharing of human energy and resources to the point of partnered conferences and partnered projects makes sense. I was on the board when a contentious review of the COEO mission and goals took place. It was resolved that COEO was an education organization and not a political one. It would not take political action on environmental issues of the day. The fear at the time was having the organization hijacked by rabid, environmentally focussed members. I've always been disappointed in that decision. I think astute organizational executive leadership can balance some political action on behalf of COEO members on prioritized environmental issues that are of significance to the membership and values of the organization. We are one of very few similar provincial organizations that do not do so.

JH: What do you do in OE outside COEO?

CM: I've been a faculty member in the Seneca College Outdoor Recreation program for a few decades. I'm an instructor, trainer and examiner in several different outdoor skill disciplines (canoeing, backpacking, cross country skiing) and keep organizationally involved with them. I seem to be known as a "skills guy," but I love the word "holistic" and try to function that way, much like the Seneca program and like COEO itself.

JH: Thank you Clare for sharing your history and insights with me. It's always fun to hear other people's perspectives and ideas.

Jillian Herfurth is a former member of the Pathways Editorial Board.

Finding our Ecopsychology

by Alison Dunning

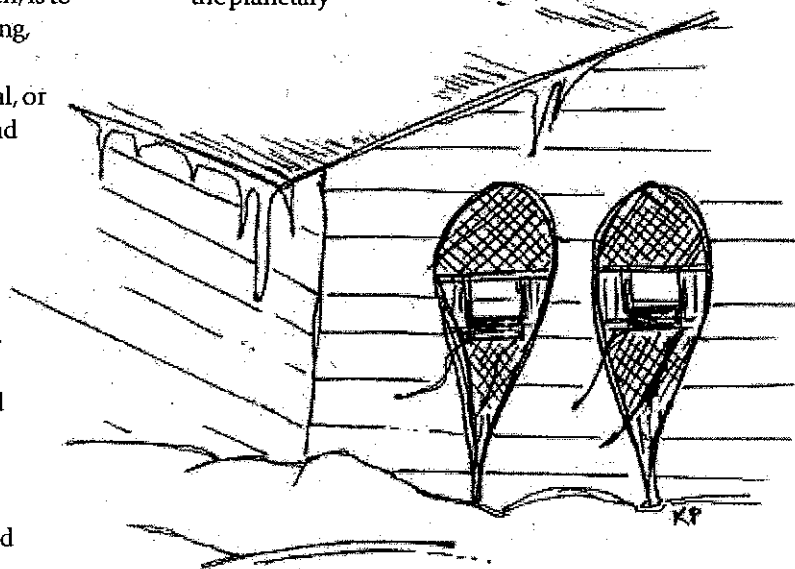
There is a new vision — well, not exactly new. It has been inside of us animals as long as we have existed. To the old hunter-gatherer societies, it was too obvious to be a vision; it was the reality that they lived. To the fox, the hawk, or the dolphin, it is clear. We, as animals, are part of nature. We are one with nature. But to the modern-day human, it takes a change in thinking or a rewriting of our story to see this 'vision.' This vision was named "Ecopsychology" by Theodore Roszak and has become an academic discipline of sorts. At the Prescott College for the Liberal Arts and the Environment in Arizona, undergraduate students have the option of specializing in ecopsychology. The school describes the discipline in the following manner:

Ecopsychology is a rapidly developing field in which psychologists are currently working to articulate the relation between human behavior, consciousness and our current environmental crisis. The basic premise of the field suggests that at the core of the mind is an ecological unconscious, such that our true identity includes awareness of interdependence. The "goal" of an ecopsychology, then, is to bridge our culture's long-standing, historical gulf between the psychological and the ecological, or to see the needs of the planet and the person as a continuum.

Despite the lengthy nature of this definition (and I use the word 'definition' loosely), it fails to capture the whole of ecopsychology. Tim Boston (1996) argues that ecopsychology "can not (and should not) be didactically defined in too bounded a manner" (p. 72). Ecopsychology is a way of understanding and thus can be talked

about and acted out in a number of different manners. While Prescott College calls ecopsychology a "field," an outdoor educator might refer to it as an "adventure" (Henderson 1999, p. 444). The question that hovers in our minds and that will be explored in this article is this: What do we do with our new vision of ecopsychology? This exploration will begin by showing that there is an ecopsychology, or a latent spiritual impulse, in every one of us that is already familiar. It will go on to examine ways of finding it as well as looking for its place in outdoor education.

Ecopsychology is deeply rooted in the past and in cultures that still exist in harmony with the environment. Across time and space, people have realized that we are fundamentally a part of nature. We have an ecological unconscious that drives us to seek the health of the environment and *all* of its elements. In the cultures of the Western world, it may not appear as though we each have an ecological unconscious. It is suppressed by the way we live. Even one of the most published writers on the subject, Roszak (1992), asks: "How did a psyche that was once symbiotically rooted in the planetary



ecosystem produce the environmental crisis we now confront?" (p. 306).

It seems as though we may have lost our sense of interconnectedness with the Earth. However, Janet Pivnick (1997) suggests that our "sense of connection to the natural world" may have been covered up rather than lost (p. 3). Paul Shepherd (1995) believes the covering keeps us from being "fully human." He goes on to say, "We have not lost, and cannot lose, the genuine impulse" (p. 40). Outdoor educators might well agree with both Pivnick and Shepherd. The idea that we are not only part of a self (our own individual being), but also part of a Self ("everything that exists over time and space, both natural and supernatural," Boston 1996, 74-75) lays dormant in the unconscious. When I, for one, first heard the word "ecopsychology" and found out what it meant, it felt as though I was waking up, not as though I was learning something new.

Our unity with nature has not always been clouded over by culture. For the majority of time, humans lived by their ecological consciousness: "For more than ninety-nine percent of the experience of Homo Sapiens on the Earth, human culture was in the palaeolithic gatherer-hunter-fisher stage" (Hughes 1991, p. 113). People lived in a self-sufficient manner based on their needs. J. Donald Hughes has found evidence of ecological consciousness in pharaonic Egyptian texts, Greek philosophy, Hinduism, and Taoism to name a few (Hughes 1991, p. 114). There are still many cultures today that are based on a deep respect for and a feeling of connection to nature. Indigenous Okanagans use language that acknowledges oneness with the earth — they use a common root syllable in describing both the land and their bodies (Boston 1996, p. 75).

Our language provides a significant part of the cover that keeps us from realizing our deep association with nature. Shepherd points out that we talk about "going out to" nature even though we are a part of nature and can thus never leave it (as quoted in Henderson 1991, p. 134). Pivnick (1997) points out that the language in the environmental movement is just as imbued with

the idea that there is some psychological distance between humans and nature. She cites several examples: The language of environmental education is laden with an urgency to "learn how to connect with nature," "instill in people deep and abiding emotional attachments to the earth and its life," "produce ecologically concerned citizens," "help social groups and individuals acquire a set of values and feelings of concern for the environment" (Pivnick, 1997, pp. 5-6).

Ecopsychology assumes that this "emotional attachment" already exists and that people "connect with nature" by instinct. However, even Prescott College overlooks this natural connection in describing a course called *Ecopsychology and Wilderness Rites of Passage*. The description claims "rites of passage have played an integral role in establishing and deepening the bond between humans and nature." There is no need for "establishing" this bond. It exists within us. Language has a taken-for-granted twist to it that nonetheless influences thinking.

The self/Self relationship can be uncovered by focusing our attention on it. Using language that reveals and highlights our bond with nature can accomplish this. Another way of focusing is to experience the more-than-human world, because, as wilderness-based ecopsychologists would agree, wild nature has healing powers. We must experience it and immerse ourselves in it. When guiding wilderness trips, it is useful to plan a few unconventional pauses early in the outing that encourage the adventurers to "notice — deeply — where they are." The guide may pull out a guitar "at that critical, 'let's get there moment' [in] an effort to disorient people" or hold a "silent tea ceremony" in the middle of the group's early bonding stages (Henderson 1999, p. 442). With this subtle push, people reach their own realizations of where they are and reach what Pivnick (1997) calls "moments of heightened consciousness" (p. 5). Because these realizations come from within, surfacing is an apt metaphor here. Indeed, "surfacing" in this manner was precisely what Margaret Atwood captures in closing her 1972 novel of the same name. Robert Greenway, a Western educator/travel guide

(1995), talks about similar outdoor travel-guiding experiences, particularly about the loss that adventurers feel once the trip is over and they return to the rat race. He sees meditation as an "important key to minimizing re-entry problems" (p. 133).

The fact that people do tend to face hardships upon re-entry indicates that they have opened their minds to their bonds with nature. There is a feeling of leaving nature behind when one gets back into society. However, we cannot ever leave nature, perhaps only become more psychologically distanced from it. Henderson (1999) lists the experience of wildness as one of many of the methods of ecopsychology (one eminently well-suited to the outdoor educator). However, ecopsychology may also draw on the traditional healing techniques of primary peoples, sensory awareness activities, and nature mysticism as expressed in religion and art.

Laura Sewall (1995) has developed five perceptual practices to help us find that bond after it has been covered up by our culture. These practices include (1) learning to attend, or to be mindful, within the visual domain; (2) learning to perceive relationships, context, and interfaces; (3) developing perceptual flexibility across spatial and temporal scales; (4) learning to re-perceive depth; and (5) intentionally using imagination (p. 204).



These all help us see the nature around us on a deeper level. With perceptual flexibility, one can see a small stream of water and conceptualize the drainage system of a river or shift one's concept of time from minutes of a day to the lifetime of a tree (p. 211). This appreciation of different perspectives can lead to a more rooted sense of being. To re-perceive depth means to recognize that one is "*within* the biosphere as opposed to *on* a planet," which can lead to a conscious understanding of one's dependency on the environment (p. 212). Exercising the imagination can lead to the development of vision or images of the way one would like to live (p. 214). All five of Sewall's perceptual practices are most effective when performed in a natural space. A common outdoor education ploy for exploring the bond with nature is one from summer camp — the idea of having a magic spot or a non-human place that a student or camper returns to for reflection. It is useful to have the student or camper ask permission from nature to be there, as this can lead to re-enchantment. Sewall's five practices can be used by outdoor educators to enhance any type of outdoor experience and to help students gain conscious awareness of their bonds with the natural world.

By realizing the unity that we have with nature, we may experience both distressing and positive results. Sewall (1995) puts the first of these effects simply: "Full awareness hurts" (p. 202). In some ways, ecopsychology is an answer to this. The more traditional environmental awareness approach is to throw facts and statistics at people about how we are destroying the Earth. This is all-too-often an attempt to scare people into action. Ecopsychology recognizes that these scare tactics cause anxiety and do not often change human behaviour. Instead, ecopsychology fosters or reveals the self/Self relationship and ideally increases one's respect for nature to a point where one might choose one's actions with the Earth in mind. The positive results of full awareness do outweigh the negative results. From guiding many wilderness adventures, Greenway (1995) has

observed that "people often are quite explicit about how their minds feel 'open' and 'airy' in the wilderness, as contrasted with 'turgid,' 'tight,' and 'crowded' in urban culture" (p. 132). Using any kind of applied ecopsychology, anything from meditation to experience in the outdoors, we can open our minds and lighten the pressure on them at the same time. These only provide breaks from the 'turgid,' 'tight,' and 'crowded' mind; this is not enough — we need to be able to stay sane in our insane world. With more and more people becoming aware that we have a bond with nature, ecopsychology can affect society as well as the individual: "Open access to the ecological unconscious is the path to sanity" (Roszak 1992, p. 320).

The negative effects of our psychological distance from nature are countless. Leslie Gray (1995a) argues that "you can't have sanity without a sane relationship with the world." Through ecopsychology, we can redefine psychology and find new solutions to old problems of human behaviour. Within ecopsychology there are different explanations of some psychological problems, such as anxiety. Perceptual ecopsychologists believe that we experience anxiety when our senses are suppressed by our lack of self-awareness (Boston 1996, p. 73). Other ecopsychologists argue that it is sensory overload that causes anxiety in our society (Duncan, 1998). According to *Business Week*, "the average American is exposed to about three thousand ads a day" (quoted in Kanner and Gomes 1995, p. 81). Perhaps our senses are overloaded with the consumer monoculture and undernourished in the natural domain.

Anxiety is only one of the problems that can be attributed to the repression of ecological consciousness. Shepherd (1995) lists problems that he attributes to the "arrested development" that results from our lack of emphasis on the ecological consciousness: Because of this arrested development, modern society continues to work, for it requires dependence. But the private cost is massive therapy, escapism, intoxicants, narcotics, fits of destruction and rage, enormous grief, subordination to hierarchies that exhibit this

callow ineptitude at every level, and perhaps worst of all, a readiness to strike back at a natural world that we dimly perceive as having failed us (p. 35).

There is much academic work to be done in the discipline of ecopsychology. Academics and educators want "to know how to free people from the addictions of the shopping mall and to encourage the values that serve the life of the planet rather than imperilling it" and seek "to redefine sanity within an environmental context" (Brown 1995, p. xvi). These are lofty goals. We have whole societies to cure of their consumer addictions.

Psychology has taken over a century to define sanity in a human-centered context and ecopsychology may take just as long. So why is it that when I said "ecopsychology" to a fourth-year Psychology student at the "innovative" McMaster University, the student had never before heard the word and the concept had never been discussed in her classes? Why did a professor interested in environmental inquiry get a quick dismissal when he mentioned ecopsychology to a philosophy professor? There are forces that hold back the inclusion of ecopsychology in some academic circles. One of these is that some manifestations of ecopsychology may seem less than academic. Fortunately, this will not be a factor in outdoor education circles. Perhaps it is here, in outdoor education, that ecopsychology can find a home.

In an on-line interview, Roszak said: "[It is] the amount of change that the environmental movement is demanding of all of us, that we're demanding of ourselves, that makes it urgently important to find the right approach — the right way to address peoples so that they will bring about [change]. I don't think fear and guilt alone will do the job" (1998, part 1). The "right approach" will depend on which people are being addressed. Outdoor education students begin with a worldview that is at least somewhat environmentally minded. It is thus less of a conceptual leap for them to understand that they are one with nature. With this larger picture in mind, these students can be inspired to live with

the Earth in mind and take action to stop environmental degradation.

Ecopsychology is a mindset that can be used as a framework for outdoor education. The ecopsychology approach endeavours to bring the relationship between the individual self and the holistic Self into our conscious minds through both practical and spiritual methods. This requires an examination into the culture that has buried this relationship into our unconscious minds, a more careful selection of the language we choose to use, a dedication to spending time out-of-doors, and a slowing down of our pace of life to allow time for reflection. Outdoor education may be the vehicle that can make ecopsychology a more widespread way of thinking.

If we, as a society, were to develop our ecological consciousness, we would have more respect for the natural world and we would be more likely to take responsibility for caring for the Earth. Ideally, we could experience more of the 'open' and 'airy' feeling and less of the 'tight,' 'turgid' and 'crowded' feeling. Outdoor educators should embody spiritual ecopsychology and encourage it in their students with the use of applied ecopsychology methods such as meditation, Sewall's perceptual practices, and the devotion of time for reflection. If this is done, outdoor education can help to make the ecopsychology vision a reality. Then we, just like the animals, would not need a name for it.

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Camp Photos: The Girls' Canoe Brigade Returns after 50 Days

Written for Linda Leckie, Teacher and Guide
by *Garrett Conover*

Look to the photos
of the Girls' Brigades returned.
There is openness there.
No guile or inscrutable cool.
Just fierce confidence.
A knowing joy
too big to be concealed.

They were girls on earlier trips.
Shorter terms to earn their way
to the Bay and back, or the Barrens.
Returned now as young women.
Shoulders showing brown and strong
where sun and work
reduced their shirts to tatters.

Each cradles her paddle
with profound firm grace.
Protective of accumulated magic there.
Some carved with dates
or totems.
Symbols of passage
that can never be erased.

Nowhere to hide sweet vulnerability
that informed good sense.

The camera could see there were
terrifying winds on monster lakes,
rapids that frightened all to shore
to find or cut
the carry trails.

Somehow each image spots the spice
of discipline rewarded.
Discerning routes within rapids run.
The grinning rush of success
those moments when skill
slipped beyond practical technique,
became artistic finesse.

No shyness in loose linkage of arms
or each lean upon one another.

Nimble fingers know too well
knots for tarps and tumplines;
tricks to release knotted muscle
or heartstrings
those coldest hardest days.

This has to do with love.
Not the kind reserved for one,
but big love, tribal love.
That bestowed on a wild whole world,
on those who share the loads,
know some difference between
journey and trail.

Even those who will not stray
from toilets and shampoo
suspect secrets too big to tell.
Too much power to hide behind level eyes
and smiles slightly enigmatic.
Something can't be described or told
to those who would not go.

These pictures ache with praise.
This sweat, this mud, and sometimes fear
paint the flavors of freedom and joy.
Mysterious unfoldings show
that steps and strokes along the way
eclipse fleeting glories of grasp and goal.
Dance unabashed in every frame.

Garrett Conover runs Northwoods Way, a summer and winter travel guiding operation and can be contacted by post at R.R. #2, Box 159A, Willimantic, Guilford, Maine, 04443, USA or by phone at 207-997-3723. He wrote this poem for Linda Leckie, a COEO member who teaches outdoor education at Bishop Strachan School, Toronto, guides summer and winter trips, and is a Level III ORCA canoe tripping instructor. This poem was previously published in Wooden Canoe, Summer 2002 and is reprinted here with permission.

The Haliburton Highlands Water Trails Committee

(Excerpt from the *HHWT Newsletter*, 2(1), Summer 2002)

As of spring of 2002, the Frost Centre Area Co-ordination Committee (FCACC) was renamed the Haliburton Highlands Water Trails (HHWT) Committee. The HHWT Committee remains dedicated to providing assistance to the Ministry of Natural Resources (MNR) in the protection, preservation and management of the canoe routes, campsites and access points of the 24,000 hectare area of Crown Land in Haliburton County. This area of Crown Land has been identified as an Ontario Living Legacy (OLL) area for "enhanced management," in part to recognize the significant back country recreational values.

The objective of the HHWT Committee is to foster a positive atmosphere of co-operation and understanding between the various interest groups and the MNR through the exchange of information and "on the ground" initiatives related to the management of the Haliburton Highlands Water Trails.

As campers, please be aware that there are recent restrictions issued for the area regarding the number of campers allowed at designated campsites. There is a maximum of 10 people/3 tents unless stated otherwise on signs at the campsites. The HHWT committee would like to emphasize that if you find all campsites full on a lake, please move on to the next lake.

Here are the HHWT's accomplishments to date and the status of current projects:

- Recreational Land Management Options. How to minimize and prevent environmental impacts and to preserve the area of Crown Land in Haliburton as pristine while not to impede on the rights of people to access public land? This is the big question and the reason why the FCACC (now HHWT) was established.
- Public Information and Discussion Forums
- Information Management Project. The intention is that each summer, a package will be handed out to people who use this area of Crown Land in Haliburton County for canoe and camping trips, which will consist of a copy of a camping information form to be filled out by users before each trip, and recommendations on back country etiquette. The package can be found at access points or by contacting the HHWT committee. The completed information forms will inform the HHWT committee when and where groups/individuals intend on camping overnight, and will help track usage and assist developing an information database to aid in management recommendations and decisions. Up-to-date information about campsites, portages and canoe routes for users will soon be posted on the HHWT website pages.
- Inventory and Usage Level Project. In Phase I, an inventory and assessment of campsites, portages and canoe routes and the installation of vault toilets at Big Hawk and Little Hawk access points was completed in the summer of 2001. In Phase II, campsite and portage signs were installed this summer.
- HHWT has partnered with the Frost Centre for basic canoeing and tripping educational workshops.

The HHWT committee is always looking for new members and has an open-door policy at meetings for the general public. If you have interests or concerns, the HHWT committee strongly encourages you to participate in the meetings or become an active committee member. For information on projects or dates and locations of the meetings please contact the committee by post (Haliburton Highlands Water Trails, c/o Township of Algonquin Highlands, R. R. #2, North Shore Road, Minden, ON, K0M 2K0), or visit our websites <www.frostcentre.on.ca> or <www.county.haliburton.on.ca>.

Raccoon Circles: A Handbook for Facilitators

by Jim Cain

Greetings everyone. A few years ago, I had the opportunity to see Dr. Tom Smith present his Raccoon Circle activities at a conference at Bradford Woods. In a 4-hour session, we participated in many activities, using only a 15-foot long segment of tubular climbing webbing. I was pretty impressed.

For the past few years, I've been collecting activities using the Raccoon Circle, and have created something that I hope will be useful to the entire adventure-based learning community. It's free; you can link to it on the Internet, you are welcome to download it and you can make as many copies as you like. You are welcome to include this information in newsletters, staff manuals, college course notes, your dissertation, etc. These activities were freely shared by the folks credited in the back of the publication, and we felt that you should all have the right to share them as well.

On the Teamwork and Teamplay Web site, I've created two free downloadable 18- and 22-page handouts of Raccoon Circle activities in PDF format, complete with illustrations and descriptions. If you don't yet have a PDF reader (i.e., Adobe Acrobat Reader), you can download it free-of-charge for your PC or MAC. You can access the Web site at www.teamworkandteamplay.com/raccooncircles.html or visit www.teamworkandteamplay.com and follow the Raccoon Circle links. If you would simply like a hard copy, you can get one for US \$10 from Adventure Hardware (1-800-706-0064).

Courtesy of Jim Cain, PhD, Teamwork and Teamplay (phone: 585-637-0328; e-mail: jimcain@teamworkandteamplay.com; Web site:

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The Black Box

by Simon Beames

Alan Ewert once said that outdoor education is a black box: We know it works but we don't completely understand how it works. I am curious about what is inside the black box of British overseas youth expeditions.

These expeditions usually involve half a plane full of people in their late teens and early twenties journeying to a far-off land for a few weeks and taking part in any combination of adventure, scientific research, and community development. In most cases, there are concurrent aims of helping those in need and "growing" as a person. In the UK, this is a growing industry, where last year over 12,000 young people travelled overseas with organizations offering challenging and possibly life-changing experiences.

I have joined such an expedition in Ghana, where I am investigating how participants are influenced by their experience and determining what elements are critical to these expeditions. In other words, I'm trying to pry open the expedition black box and have a peek inside. Initially, two clear themes are emerging, although I must stress that at this point they are nothing but romantic conjecture, as I haven't rigorously analyzed the interviews I've conducted.

The first theme is the power of the diverse mix of people within the groups. In most teams of 12 there are at least two Ghanaians, six British

youth (of which two are youth-at-risk who received funding), and one international participant (e.g., Australian). The differences in language, education, culture, religion, hopes and fears all present additional challenges to the group's overall functioning. Though it seems obvious that a rich mix of backgrounds will present greater opportunities for learning, it made me realize that the majority of the groups I had worked with over the years had been remarkably homogenous, such as young offenders or privileged international school students. Cool realization number one: Diversity within groups is good.

The second theme, and cool realization number two, is that the focus of the activity itself is secondary. On this expedition, some people are trekking and canoeing on a journey from Point A to Point B. Others are at static sites, where they might be building latrines or school houses for rural communities. What the activities all have in common is that they are physically demanding, have defined start and finish points, and involve primitive living conditions without luxuries, requiring self-reliance. Each of the nine projects in Ghana appears to have the same capacity to yield learning about self, others, and place.

I like to think of experiential education as a black box to which we bring our varied personalities and from which we take different learnings. Our job as educators is to manage that black box, provide a supportive environment, offer challenges that suit the different individuals within our groups, and help people make connections between their experience and their life back home.

Simon Beames is a Canadian working towards a PhD in adventure education at University College Chichester in England. He writes this from West Africa where he is spending three months on



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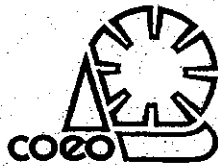
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