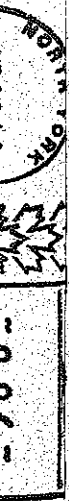
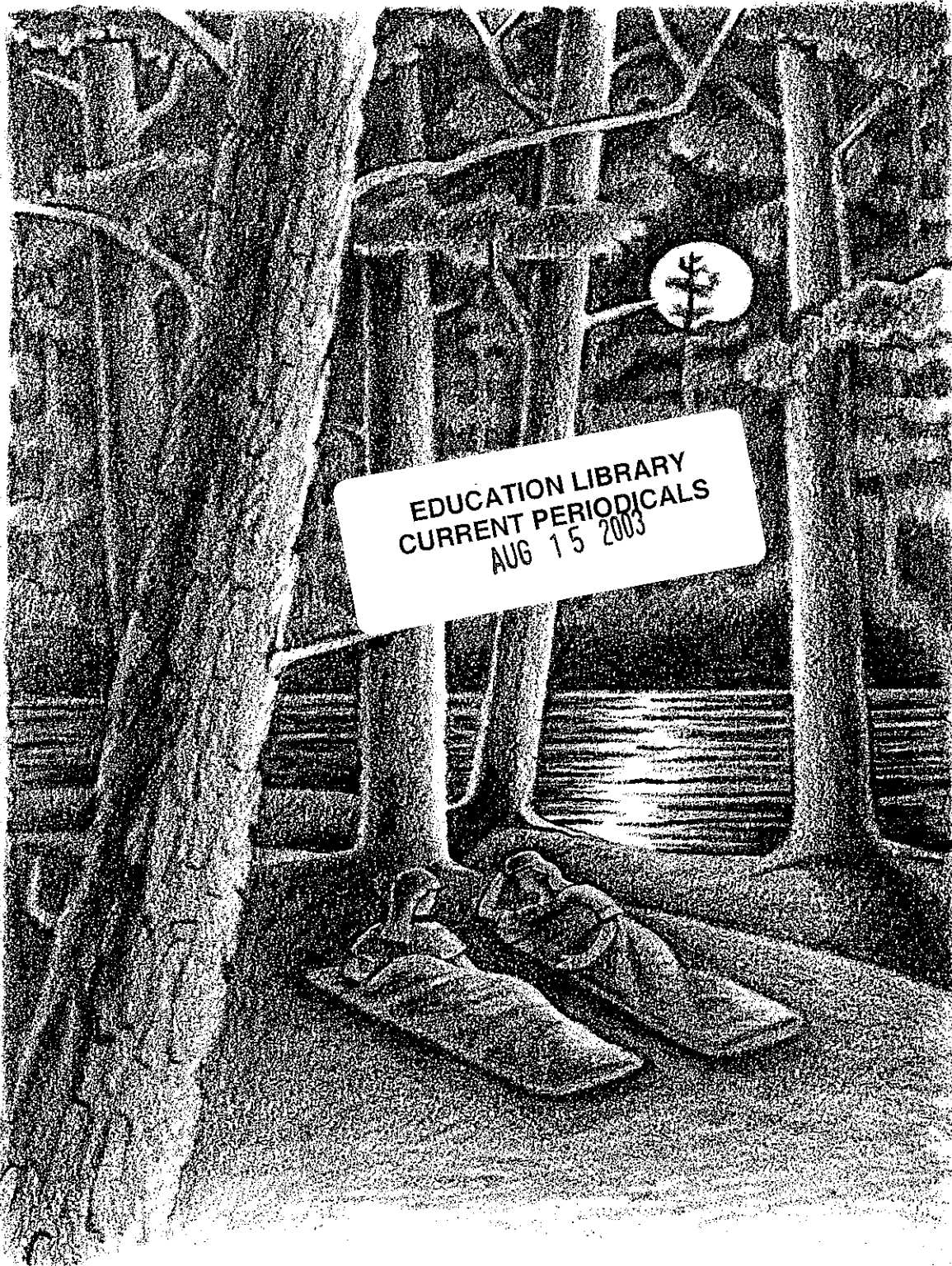
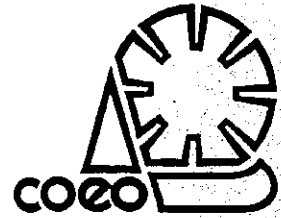


# Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Summer 2003, 15 (3)



# Pathways

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*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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January 15  
April 15  
June 15  
August 15  
October 15

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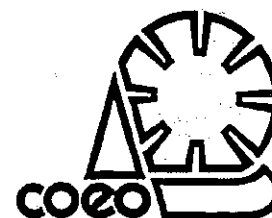
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*Pathways* is published five times a year for the Council of Outdoor Educators of Ontario (COEO) and distributed to COEO members. Membership fees include a subscription to *Pathways*, as well as admittance to workshops, courses and conferences. A membership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

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Another summer *Pathways* — hopefully a “kick back” relaxing read by the lake, in a canoe, or under the shade of a big White Pine. This issue is big on reports from the field as we learn more about outdoor education in Ontario. We also explore the meanings behind the cliché “teaching outside the box” and examine survival-based education in conflict with virtual survivor television shows that have caught on culturally like an Ernest Thompson Seton 1920s council ring campfire. These theoretical pieces speak to the vision and message of outdoor education. We also reprinted a couple of pieces from *Interactions: The Ontario Journal of Environmental Education*. This is the first of what we hope will be many cooperative ventures between COEO and OSEE.

Your *Pathways* Editorial Board met in May to discuss directions and priorities for the coming year. In 2004 two of our five issues will be theme-based:

- **Concerning Craft for Outdoor Educators**
- **A Survival Guide for Outdoor Education Centres: Strategies Tried and True**

The Guest Editor of the Craft issue will be Zabe MacEachren of Duncan McArthur College, Queen's University. (We are also very pleased to welcome Zabe as a new member of the *Pathways* Editorial Board.) If you would like to make a submission to this theme issue, please contact Zabe directly.

The Survival Guide issue will require the input of many COEO members from a variety of settings. We encourage you to direct submissions to me, and I will pass them along. What strategies have worked for you in centres or other sites? These could include political activities that have provided support for your programmes, or ways of surviving in the current educational and political environments of outdoor education.

Deb Diebel, Beth Park and others have kindly offered to help with this issue. It is our hope that enough content will be generated to produce a regular column in upcoming *Pathways* issues — a hybrid of the “In the Field” and “Backpocket” columns. Expect this issue to be in print in May 2004.

At *Pathways* we are always on the lookout for submissions to the journal, especially for our two columns “In the Field” (reports of programme activities, events and initiatives) and “Backpocket” (Monday morning activities to share, like a lesson plan, activity, game, resource guide). Please send us your reports and ideas, or tell us who can.

Next year will mark the 15th year of *Pathways*, which some will remember replaced *ANEE*. In 2004 we hope to add new members to the Editorial Board and to draw more COEO writers out of the woods. Please contact any member of the Editorial Board with your feedback, suggestions, and contributions. Are you interested in submitting a Letter to the Editor? Do you know of any artists? Perhaps you are aware of a researcher who might contribute a synopsis of a relevant research paper or two?

*Pathways* is a very friendly publication, backed by a very friendly bunch of folks. Our aim is to serve COEO readers and fulfill the mandate set 15 years ago to produce both an outdoor educator's practitioner journal and a COEO newsletter. What we are continues to depend first and foremost on the nature of submissions we receive, and secondly on the strengths and wherewithal of all those who get involved. Let your voice be heard and shape the direction of your publication.

Bob Henderson  
Editor

# Outlook

The COEO fiscal year is coming to a close and with it my term as President. It was truly a pleasure to serve as your President for my three-year term, and an additional honour to help out the organization by continuing for this additional year.

I wish to begin by thanking the members of the Board of Directors for both COEO and *Pathways*. These folks volunteer a great number of hours to keep the organization running and produce a professional journal for our members.

At the next AGM, which will be held in St. Clements, we will find ourselves in the position of needing to fill a number of the spaces on the board. As with all organizations some positions require more personal time than others. Each member is expected to attend the six prescheduled Board of Directors meetings, as well as participate on a committee or two. One of the best ways to get to know an organization is to take part in its operation. Why not take a moment right now to nominate yourself, or someone you know, for a position on the COEO Board of Directors?

Nominations for the board, as well as for the COEO awards, should be directed Linda McKenzie (Past-President). You will find her contact information on the inside front cover of this issue of *Pathways*.

Looking back, we had a great winter conference. And looking forward, we are anticipating an awesome fall conference. Clare Magee and his team have put together an interesting and exciting program. I do hope to see you there!

The fall conference will offer yet more opportunities to get involved. Watch for the lists and sign up to be on the committee to organize Conference 2004 or Conference 2005.

I hope that this edition of *Pathways* finds you and your family well. I wish you a wonder-filled and relaxing summer!

*Mary Gyemi-Schulze*  
President — COEO

## COEO Board of Directors Meetings 2002–2003

| Date                            | Focus Area  | Host/Location       |
|---------------------------------|---|---------------------|
| September 11th, 2003<br>7:00 pm | Budget Meeting  | Brian Lisson<br>TBA |
| October 3–5th, 2003             | Annual General Meeting<br>Executive Reports, Elections,<br>Awards | Paradise Lake       |

## Teaching In and Out of the Box

by Bob Henderson

I first heard it as a cliché: teaching in the box. I liked it. It seemed to fit my own understanding of experiential education as teaching out of the "conventional" box. I remember my early anxiety of those first tentative steps "out of the box." That fits; that's how it felt. Once I'd introduced this mental image to students, I was surprised at how readily the idea became part of their vernacular. Clearly they had a solid idea of what was 'in' and "out" of the box.

Given the general familiarity or comfort with this notion of schooling in and out of the box, and yet the lack of specific attention to what this means, I thought I'd try to articulate my own understanding of "the box" itself. This exploration necessitates a consideration of the factors at the edges of those four walls of the classroom box. I assume the general concept is a strong mental image for many experiential educators — those who teach a student-centred, active learning, collaborative, holistic, transformative curriculum (see Figures 1 and 2). But I also assume that there could be many interpretations of what it means to be teaching either in or out of the box. What follows is one educator's interpretation — my own — that I hope has wide value. Certainly, I hope to further the dialogue about this metaphoric application to teaching. Before I begin, it is important to note that I do believe one can be an excellent teacher and still teach within the classroom box in a teacher-centred, content-driven, disciplinary-bound, standardized procedural way. The trap, however, which is all too easy to fall into with this transmission-behaviourist curriculum, is that along the way you can forget about the students. And students are, of course, the active ingredient in the learning process.

I worry that if students move from one classroom box to another, day in and day out, with little variety other than the subject being taught, then, even if taught by quality teachers, a deep mediocrity can permeate the classroom community. Like a central tenet of good nutrition,

**Figure 1: Association of Experiential Education Definition of Experiential Education (from AEE, 1996)**

Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences.

**Principles of experiential education practice.** (The priority or order in which each professional places these principles may vary.)

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions, and be accountable for the results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.
- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, since the outcomes of experience cannot be totally predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgements, and pre-conceptions and how they influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes, and successes.

**Figure 2: Comparison of a Transmission-Behaviourist Classroom Learning Environment to a Transformation-Ecological Paradigm of Camping Learning** (adapted from Gough, 1987 and Miller, 1988)

| Transmission-Behaviourist  | Transformation-Ecological  |
|--|--|
| Socially structured knowledge (largely theoretical and technical).   | Individually structured knowledge (practical, personal).   |
| Education as distribution of structured knowledge. Emphasis on how to answer questions. Short-term view.       | Education as searching environments. Emphasis on how to ask questions. Long-term view.                             |
| Teaching as guided access to the storehouses of propositional knowledge.                                       | Teaching as creative tools, techniques and settings that sustain learners' perceptual work.                        |
| Control of Learning as Asymmetrical dependence Teacher—pupil, external assessment. Competition among learners. | Control of Learning as Symmetrical dependence Co-learners, self-assessment. Co-operation among learners.           |
| Learning materials as textbooks, standardized procedures.  | Learning materials as reality-centred projects.  |
| Learning activities as paying attention; rote activities; memorizing; and conservative.                        | Learning activities as discrimination; searching, creating and transcending.                                       |
| Personal development as conformity; divorce of means and ends and self-centredness.                            | Personal development as tolerance of individuality, depth and integration, equal consideration of self and others. |

too much of one thing (i.e., any single approach to teaching/learning) detracts from the full complement of nutrients needed for optimal health. So my arguments for teaching out of the box are not delivered from the position that teaching in the box is always bad. Rather, it is the repetition inherent in in-the-box teaching that is the biggest problem.

If negativism and mediocrity pervades the student experience/classroom community, then the teacher who takes up the challenge to change this fearful malaise will begin to push on the four walls of the teaching in the box "problem"<sup>1</sup> (Henderson, Metha and Elrick, 1996; Metha and Henderson, 1996). Teaching out of the box offers valuable qualities (nutrients) largely missing in conventional schooling. And, their inclusion in the total package can significantly improve the health of a classroom/school community, not to mention that of individual students learning about subjects, the world, and themselves (Henderson, Metha and Elrick, 1996; Metha and Henderson, 1996).

## Teaching in the Box

The sanctity of the four walls of the classroom is the most obvious factor that keeps teachers and students in the box. **PHYSICAL SETTING** is paramount. The security and control, the established routine, the familiarity — all denote a comfort zone, or a safe haven. After having completed an exhaustive survey of 18,000 students and 1,300 grades 6–12 teachers between 1966 and 1984, John Goodland (1984) concluded that the more things change, the more they stay the same.<sup>2</sup> The physical setting of choice is the classroom and, despite reforms and technological changes, it hasn't really changed that much over the years. Most often there appears to be little choice about the classroom as the setting. Scheduling or numbers may restrict the option to leave the classroom. However, there is always the school yard/campus grounds/community or an on-topic (experiential-based) energizer or simulation.

The physical setting is only a part of the total package that is teaching in the box. Less obvious is the **PSYCHOLOGICAL SETTING** that the classroom box fosters. The usual physical structure of blackboard and teacher's desk at the front of the room, faced by linear rows of student desks and chairs, reflects the model of an active teacher transmitting knowledge to a passive body of students. The classroom sets up a certain psychology or way of being, knowing and behaving. The transmission of the knowledge from the appropriate cultural storehouse (i.e., the teacher) demands a particular norm: the conventional lecture. Any alternative to the teacher-as-expert in lecture mode demands more energy from the teacher (in both creating and defending), and more involvement on the part of the students. It should be pointed out here that some senior students, deeply embedded in teaching-in-the-box psychology, may resist as much as teachers any changes to this accepted order. After all, by the time they reach university (and, indeed, in order to even do so), students have mastered this familiar system.

Increased student involvement means more cooperative structures and collaborative learning, more student responsibility, more opportunities to seek personal relevance, more integration of head/hand/heart, and more action in the preparation for, and direct input to, a changing world. This certainly derails one psychological approach for another. As a university teacher, I have been shocked by the enthusiasm of many students for this break from the routine of their passive role and all it entails, for a pushing on the edges of the physical and psychological box walls. I have also faced determined resistance from other students to any change that upsets the conventional psychological model.

The classroom that pushes on these walls, both physical and psychological, by invoking

student-centred involvement and/or a generous use of schoolyard experiential activities and field community explorations, offers many rewards for teachers and students. However, stepping beyond these walls, or even just pushing on them, can be mentally and emotionally draining. Facilitating that initial group simulation or role play activity, or taking that first community field trip, is to step outside a particular conventional doctrine of routine, to depart from teaching the way we were taught, within a particular psychology — in other words to go beyond teaching in the box.

The box is a powerfully seductive comfort zone. Taking the first tentative steps out of the box is an act of defiance. It is an act of disobeying the accepted and expected way of the box. It is, however, also an act of obeying effective learning strategies. Needless to say, experiential educators who have stepped out of the box (as their subjects either allow or demand) would be better off focusing on those things they are obeying, rather than those they are disobeying. Still, the disobedience must be acknowledged.

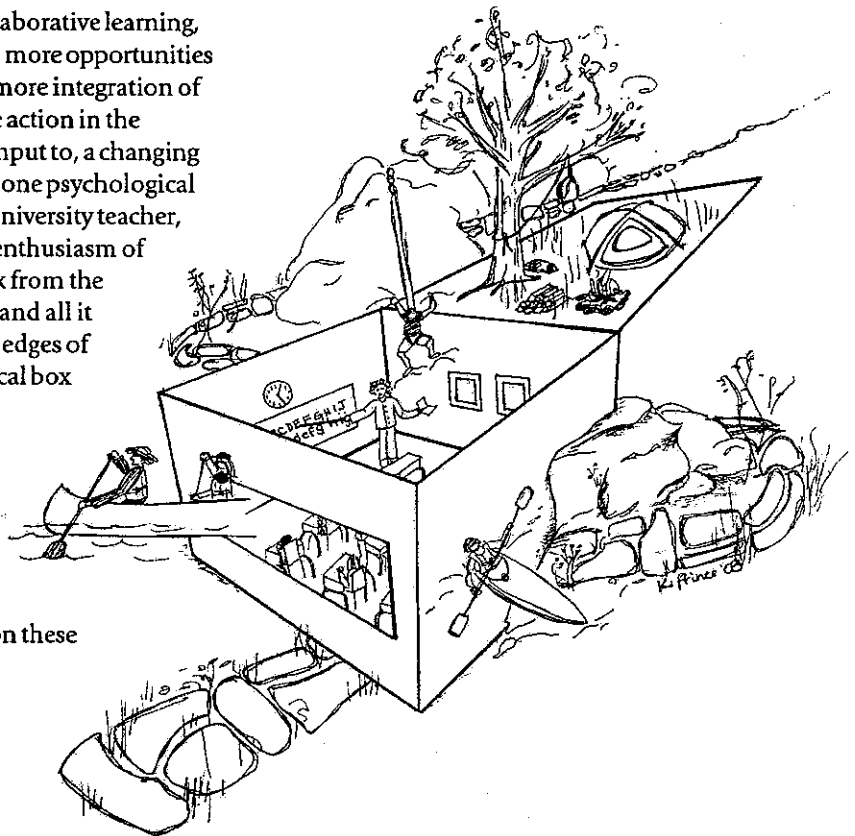




Figure 3: Ways of Teaching—Knowing—Living

|   |  |
|---|--|
| <p><b>Ways of Teaching</b><br/>Transmission<br/>Traditional Pedagogy/Evaluation<br/>Empirical Paradigm</p>  | <p><b>Ways of Teaching</b><br/>Transformation<br/>Critical Pedagogy/Performance<br/>Assessment<br/>Ecological Paradigm</p> |
| <p><b>Ways of Knowing: Objectivity</b><br/>Detached<br/>Analytical<br/>Experimental</p>                     | <p><b>Ways of Knowing: Community</b><br/>Intimacy<br/>Synthesis<br/>Appreciate/Celebrate</p>                               |
| <p><b>Ways of Living/Valuing</b><br/>Tragedy—Code<br/>Competitive<br/>Consumptive<br/>Individual Rights</p> | <p><b>Ways of Living/Valuing</b><br/>Comedy—Code<br/>Co-operative<br/>Sharing<br/>Communal</p>                             |

Thanks to Parker Palmer (1987)

Here is one of my many disobedience stories. I remember telling one teacher about my practice of negotiating grade weightings and types of assignments. Having heard me out, this teacher replied, with a bit of a scolding thrown in for good measure, "It is a war out there. It is us [teachers] against them [students]. You are confusing the system." Suffice it so say, pushing on the physical and psychological walls of the classroom box brings with it a tension of associations. It was for me, at first, a subtle push towards greater relevance for students, and later became a purposeful step taken. Part of that purposeful step "out" of the box was a sudden realization that I was doing more work than the students in preparing and "delivering" classes. Consequently, likely I was learning disproportionately more than them with each class. I had to shift my teaching psychology.

Another part of my decision to push on the walls was my growing sense of moral responsibility to curb the passive nature of the obedient, uncritical student. There is a MORAL SETTING to teaching. I have been influenced by various critiques of education, including Neil Postman's tarpaulin theory (the tyranny of too much attention to covering the content/ground) and Paulo Freire's banking concept (my deposits into your empty account). An even stronger influence on my moral agency has been the hidden curriculum of

the traditional approach: that we unwittingly teach a sense of "learned helplessness" or foster an ethos of objectified, consumptive, competitiveness within schooling. It is at times a necessary ethos, perhaps. But, if these qualities constitute our only nutrients, we are surely missing something. I will suggest that, just as teaching in the box leads to a particular way of knowing and valuing, so too teaching out of the box helps develop another set of knowing and valuing qualities. (Palmer, 1987). Figure 3 points to this development of different qualities. Educator, Parker Palmer reminds us that epistemology is not a "bloodless abstraction": "The way we know has a powerful implication for the way we live. I argue that every epistemology [way of knowing] tends to become an ethic and that every way of knowing tends to become a way of living." (p. 21)

And so, teaching in a transmission paradigm readily attends to a way of knowing that is detached (we remove ourselves from what we study), analytical (we explore phenomena in parts rather than wholes), and experimental (we gain control over things by changing them). All this ultimately leads to a way of valuing/being that tends towards an overdeveloped sense of a consumptive, competitive orientation, not to mention the entitlement of individual rights. All this suggests to me that a tragic code of conduct would be an end result.

Juxtapose this with a more transformative ecological paradigm that attends to a way of knowing that is more concerned with intimacy (we encourage personal perspective and connections), synthesis (we try to see things whole), and appreciation (we celebrate things as they are). This way of knowing leads towards a way of valuing/being that tends towards co-operative and communal orientations and strikes me as being comic rather than tragic. Again, the point is not so much that one way should be touted exclusively over another. Rather, our students need the richness of learning experiences offered by both ways of knowing/becoming. Certainly in our classrooms we get too much of the former and not nearly enough of the latter. The result is that we must face the hidden curricular tragic-laden competitive, consumptive and individualistic fallout. I am reminded of Emma Goldman's painful passage:

Since every effort in our educational life seems to be directed towards making of the child a being foreign to itself, it must of necessity produce individuals foreign to one another, and in everlasting antagonism with each other.

I fear that teaching in the box, with little variety, leads to an overdevelopment of objectivity and, finally, to a consumptive, instrumental valuing of life's qualities. In contrast, teaching out of the box, in a transformative curriculum, broadens the scope of human potentialities, enhancing caring, responsibility and appreciation. So goes the theory to which I, for one, hold strong convictions. This conviction, mind you, is in true practitioner form developed from years of teaching and gathering stories (anecdotal evidence), in a style of slow plodding-along research I hold dear.

Chuck Chamberlin in his aptly titled book, *Don't Tell Us It Can't Be Done!*, sums up the hidden curriculum issue and moral imperative succinctly:

Because teachers are given so much power over children who are required by law to attend school, how they use that power to define teacher-student roles and relationships is a moral act, not just a technical decision aimed at efficiency. The hidden curriculum embedded in those roles and relationships powerfully shapes children's self-concepts; enhances or constrains their creativity; promotes either co-operation and solidarity within the classroom community or individualistic competition; nourishes self-direction or dependence; contributes to an internal locus of control or to the expectation that powerful others will shape most personal and social decisions; offers growth of the whole child socially, emotionally and spiritually or focuses more narrowly on knowledge and rationality. (1994, pp. 10-11)

It is easiest and most convenient to claim a value-neutral stance amidst social and environmental issues — that is, if such local and global issues are viewed from the objectified, unreal fragmented world of the classroom. Teachers can dispassionately convey all the facts for students' consideration and choice. No need to talk to the community of people involved; rather we can view the world "out there" from the "in here" of the morally neutral rational classroom. Part of teaching in the box is keeping the difficult human messiness of conflictual issues safely out there, avoiding the revelations that may come from an active participation freed to explore vested interests and to ask poignant questions, such as "Who benefits?" Value neutrality teaches a strange value relativism. Any discussion of values can come off as preachy, so we stay within the moral setting of the box, perhaps in an involuntary silence or profound lack of articulation (Bickerton & Henderson, 1999), with the working hypothesis that we are all rationale beings who simply need the facts and figures. This, of course, denies our intense vested interests, which are often completely irrational.

A fourth quality of teaching in the box is not a setting unto itself but a factor that stems from the three settings mentioned above. DISCIPLINARY teaching is a safe in-the-box strategy. Staying true to the discipline tends to allow the teacher to avoid life-informing issues, rendering information to function more as data than as life understanding. Fragmented knowing avoids reality.

Frederick Turner offers an articulate expression of a central paradox associated with teaching in the box:

The one great obstacle to our perception is the academic curriculum, the way it is currently shaped. The last 400 years of scientific and intellectual progress contain a gigantic paradox. Every great advance, every profound insight in the sciences and other intellectual disciplines, has torn down

the barriers and distinctions between those disciplines; and yet the institutional result of each of these achievements has been the further fragmentation and specialization of the academy. (1986)

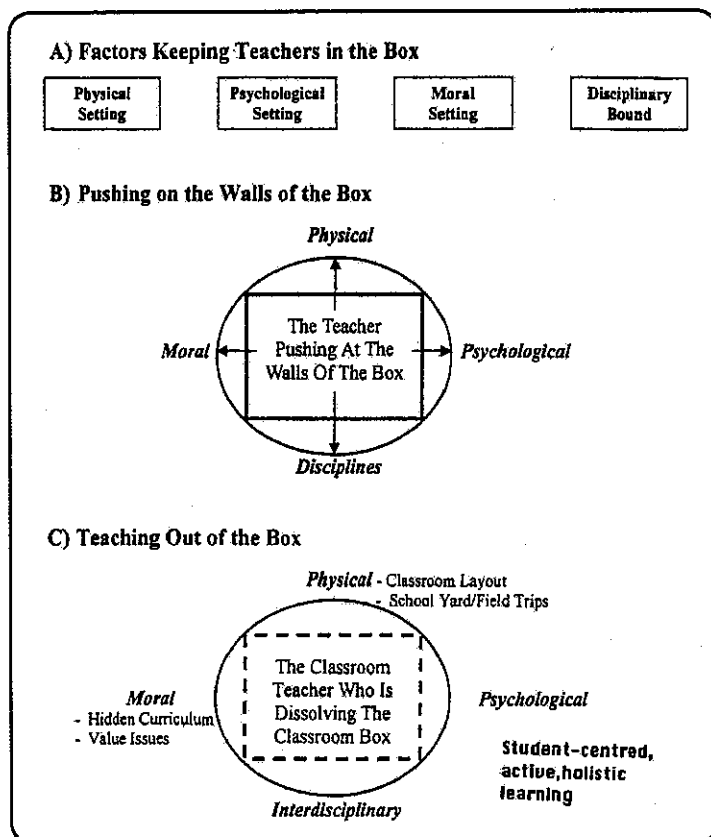
Teaching in an interdisciplinary manner out of the box ensures that the teacher is never an expert, but more a co-investigator following the inquiry where it leads. Now this can be threatening. The teacher's authority is weakened, but the inquiry is relevant. The out-of-the-box teacher will teach at times "on the edge of their thinking," celebrating connections still unclear. While this is only one personal and brief view of teaching in the box, and, while it might sound harsh to some, the mental image of "teaching in the box" conjures up strong clear feelings. For students, the reactions can be resentment and a callous acceptance of an inherited tradition that, labelled as common sense, easily becomes

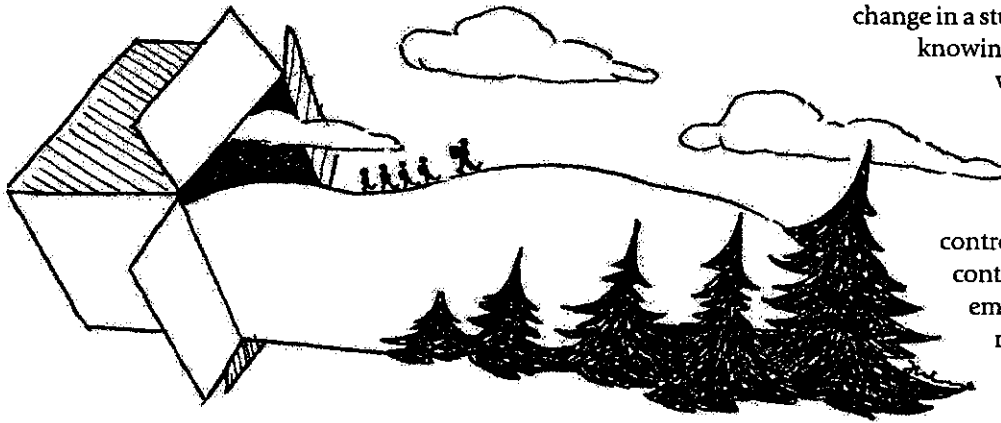
nonsense. For teachers, reactions to the box is a feeling of security in the undauntingly familiar which provides a safe, routine physical, psychological and moral setting. Figure 4 tries to convey the ways of the box graphically.

## Pushing on the Walls of the Box

Teaching experientially, with an emphasis on student-centered active learning, readily allowing for student agency, belonging and competencies, pushes at the boundaries of the classroom box (Carver, 1996). You might push to the point of bursting one of any of the four sides: physical, psychological, moral or disciplinary. A push to any side will encourage a push at the others.

Figure 4: Teaching In and Out of the Box





an acceptance or even expectation for change in a student's way of knowing and being in the world. Aside from the aforementioned qualities of increased responsibility and control of learning (locus of control), a personal emotional and increased moral investing (affective domain), and the communication/character generic skills of

The most obvious bursting point is the physical setting. Moving a class to the out-of-doors setting of a school yard, community, or beyond on a field trip obviously will influence the psyche of the "classroom" culture. New kinds of questions get asked from an active, doing perspective. A vibrant psychology of relationality is fostered. Leaving the classroom can be tantamount to a new way of doing, being and valuing, as new questions tend to muddy the waters and get mud between the toes (Whitcombe, 1999). The field trip can open a teaching moment to a moral consideration of events as such things are now personally experienced, rather than abstractly objectified. The physical push out of the box adds a touch of reality that strips disciplines of their singular relevance and exposes the interdisciplinarity of the world as it really is. We will likely learn more and correspondingly learn how to learn more. We will learn how little we know.

You might first push on the psychological boundary of the classroom. Working stations, with experiential collaborative learning opportunities and concrete local community examples, can inspire a dramatic shift in relevance and revelation. Students gain some responsibility and control for their learning. Students may shift from a general textbook example to a specific local illustration of a personally relevant scenario and/or controversy. The shift can be an empowering psychological one, even without leaving the classroom. The shift can be transformational (an often-used term in experiential education) in that there is

collaboration reality-centred project learning, is the challenging quality of dissonance. Confusion, struggle, effort — what McGill and Weil (1989) call "disorienting dilemma" — become an added hallmark of learning.

Contradictions become the site of most learning. As Ralph Waldo Emerson put it, "Let me be a [person] of contradictions."

Curriculum that encourages or even forces cognitive dissonance engages learners in the act of negotiating meaning, exploring contested terrain and seeking new possibilities for self, others and the immediate world around them. The challenges may be intellectual, physical, moral and spiritual. These challenges take us out of the box. Experiences may challenge belief systems of self and the world, as ongoing assessment of personal and socio-environmental meanings foster both clarification and further confusions. These qualities are the aspirations involved in pushing towards experiential/ collaborative, student-centred/action-based/ transformative curriculum

One must also acknowledge a moral side to the box, given the politically authorized power teachers have over their classrooms and students. And with changes to the physical, psychological and moral setting, a corresponding shift towards an interdisciplinary approach easily follows. New doors to expanding inquiry are opened. Connections and synthesis become exciting components of exploration.

Each person that examines this metaphor of teaching in and out of the box will likely have their own personal interpretation. I only hope here to advance this exploration with my own personal effort. I am, in these closing remarks, comically aware, that, like the Inuktitut word for map, "Nu-an-Guaq," which translates as "false land," my theory of teaching in and out of the box is not so much right or wrong, but rather either useful or useless to you. Like a map, what has been presented here is a picture of reality, not reality itself. But I do hope these ideas constitute a map that provides teachers with inspiration and clarification to push on the walls of the box. Why? Push on those walls and see for yourself! You may discover you have been like a Jack-in-the-box who will insist there is nowhere else to be. You may also discover a Jack-out-of-the-box, who knows otherwise. I set out writing on this theme to provide for myself and other "Jacks" a map for understanding the experience of teaching out of the box. I hope to encourage all of you to keep pushing on those walls.

### Notes

1. "Teaching on the edge of your thinking" can be a powerful idea to humanize the teacher as co-investigator. I first heard this expression in conversation with educator Bert Horwood.
2. I first saw this metaphor, along with many other guiding lights, in Roszak (1972).

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*Bob Henderson teaches outdoor education (mostly in the classroom) in the Department of Kinesiology, McMaster University, Ontario. "Teaching In and Out of the Box" was originally written as an oral presentation for a pre-conference workshop for the Association for Experiential Education schools and colleges professional group.*

## Survival Taught and Learned

by David Ader

Survival, both primitive and high tech, has become a sport of sorts in recent decades, inspiring multiple television shows, hundreds of books and all sorts of specialized schools and practitioners. It's not always easy to distinguish between the real thing and the hype, but almost any outdoors person would enjoy a field course on the subject — and might even learn a few things that could be life-saving in a pinch.

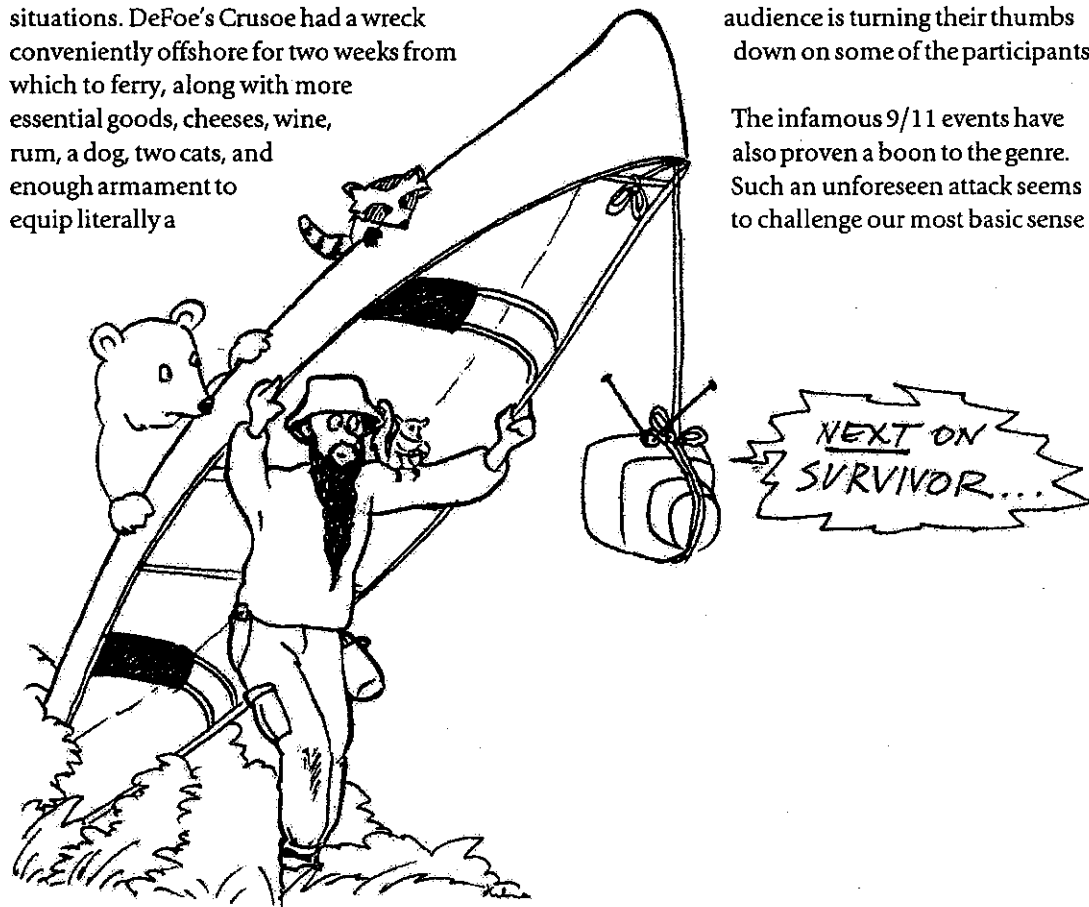
People love tales of survival: tales that are meant to entertain, enthrall, allow us to escape from our daily rut, but, alas, rarely educate. Reach back to Robinson Crusoe and the Swiss Family Robinson. Recall three seasons on *Gilligan's Island*, or the eponymous *Lost in Space* Robinson family. These poor souls enjoyed creature comforts that rarely exist in true survival situations. DeFoe's Crusoe had a wreck conveniently offshore for two weeks from which to ferry, along with more essential goods, cheeses, wine, rum, a dog, two cats, and enough armament to equip literally a

dozen others. The space age Robinsons had a doctor on board. Their stories, therefore, are less than instructive.

Current culture prefers things to be directly threatening, or makes it up. The Y2K scare didn't amount to anything, but provided a financial boon to the survival industry. The movie *Cast Away* made the extremely unlikely seem possible, while various forms of the television show *Survivor* manage to portray struggling humankind at its most selfish. In the last week alone (I kid you not) I've come across three articles on survival in popular publications.

Bloodlust exists. The real television portrayals of "survival situations" (that is what the pros call them) are something like a modern Coliseum where you just know the audience is turning their thumbs down on some of the participants.

The infamous 9/11 events have also proven a boon to the genre. Such an unforeseen attack seems to challenge our most basic sense



of security, and so provokes an interest in utter self-reliance, as if the system can no longer protect us. This is, in fact, already happening as survival businesses that supply long-storage foods, gas masks, antibiotics and related products are unable to meet orders. Survival schools and survival experts, you would think, would be jumping on board this bandwagon. That they are not reveals something rather laudable that warrants attention.

Producers for the TBS show *The Worse Case Scenario* were working on the "Face Off Challenge" segment that sought to pit survival instructors against one another in exotic locations — all expenses paid and a fee to boot. They approached one of the rising stars in this field, Tim Smith of Jack Mountain Bushcraft and Guide Service, to be one of the competitors. This gentle bear of a former college hockey player, who spent a large part of his summer vacation bushwhacking through Canadian boreal forest, turned them down. In a spirit of fellowship, however, he did point the producers to other instructors. And here's the thing; they all said no. There is an explanation as to why these people didn't take advantage of an opportunity to promote themselves, their schools, and in many cases their books in what is frankly not the most remunerative of professions.

David Alloway, who runs David Alloway's Skills of Survival program out of the Chihuahan Desert, put his rejection this way:

We should all get a million dollars. If one person doesn't make it, no one gets a nickel. In true life emergencies people should act as a team, not competitors. Such competitions are antithetical to what good instructors teach. . . . It sounds like they found someone to do it (but) then they found someone to lay down in a tub of rats on Ripley's, so no miracles there.

Survival, the real thing, is about co-operation. It's about co-operation with fellow survivors, and co-operation with nature. Co-operation, by necessity, goes to extremes in genuine survival situations. In 1920, for example, the Nantucket whaleship *Essex* was stove in by a whale, forcing the crew to embark on a voyage of immense proportions across the open Pacific in a few flimsy, open boats. They ran out of food and water in short order. As people started to die, the survivors fell back on an established law of the sea: they ate the dead. Then, as the dead ran out, they drew lots to determine who amongst the living would be killed to provide sustenance for the others. Imagine the remarkable sense of camaraderie to agree to such a lottery in the first place, and the even greater one to refrain from demanding a "do over."

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*David Ader is a resident of Sudbury, MA who loves the outdoors, fly fishing, and exploring the wilds we have in our own backyards. His day (and all-too-frequently early morning and night) job is VP in charge of bond analysis at Thomson Financial. His avocation is writing.*

### Editor's Note:

Thanks to David for permission to reprint part of this article and to Tim Smith of Jack Mountain Bushcraft and Guide Service, PO Box 61, 267 Camp School Road, Wolfeboro Falls, New Hampshire, 03896-0061 USA; 1-603-569-6150; [tim@jackmtn.com](mailto:tim@jackmtn.com).

David's original article discusses at length Tim's philosophy towards survival-based outdoor education. Tim runs an integrated semester programme called the Earth Skills Semester Program.

## Your Opportunity to Become a Citizen Scientist!

The Development of the Canadian Community Monitoring Network (Feb 3/03)  
by Brian McHattie and Elizabeth Kilvert

How healthy are the forests in your area? How are they being affected by air pollution? Is climate change leading to decline in tree health and changes in forest floor vegetation? Are there declines in frog and salamander populations? Although many of us recreate in our local forests and likely have some sense of the forest's health, it is difficult to estimate the changes taking place and know the answers to these questions.

Long-term ecological monitoring, conducted year after year, is a way to document and assess changes within ecosystems and the rate at which this change is taking place. These results can act as an early warning system of what is likely to happen, and thus allow for preventative or adaptive action.

Environment Hamilton (EH) is working on one of 12 pilot projects across the country in partnership with the Canadian Nature Federation (CNF) and Environment Canada's Ecological Monitoring and Assessment Network Coordinating Office (EMAN CO) to establish the Canadian Community Monitoring Network.

In Hamilton, students and citizens are being given the tools they need to undertake their own investigations of ecosystem health. To date, Environment Hamilton has established permanent monitoring plots in the Dundas and Red Hill Valleys in association with the Hamilton Conservation Authority and the City of Hamilton. This data will be fed into the city's Vision 2020 Sustainability Indicators program, thereby informing local decision making.

Have we piqued your curiosity to the point where you want to learn more about becoming a citizen scientist? Get involved now in conducting frog, plant, worm or forest monitoring.

For more information, please contact Elizabeth Kilvert at Environment Canada's EMAN CO: [elizabeth.kilvert@ec.gc.ca](mailto:elizabeth.kilvert@ec.gc.ca) or 905-336-441. If you are in the Hamilton area, please contact Brian McHattie: [mchattie@interlynx.net](mailto:mchattie@interlynx.net) at (905) 540-1094.

EMAN CO has the job of developing scientific monitoring methods that can be used by communities such as Hamilton to measure local ecosystems. To date, they have come up with two broad categories of monitoring tools:

### NatureWatch Programs

A national series of volunteer monitoring programs designed to help engage citizens to participate in science, and scientists to discover how, and more importantly why, our natural environment is changing.

1. FrogWatch ([www.frogwatch.ca](http://www.frogwatch.ca))
  - Listening to frog calls to determine species type and abundance
  - Curriculum and lesson plans available for K-6 and 7-12
2. PlantWatch ([www.plantwatch.ca](http://www.plantwatch.ca))
  - Noting first flowering records for a select number of plant species, of which 14 are found in Ontario
  - Curriculum being developed
3. IceWatch ([www.icewatch.ca](http://www.icewatch.ca))
  - Noting the freeze and thaw dates of lakes, ponds and rivers
4. WormWatch ([www.wormwatch.ca](http://www.wormwatch.ca))
  - Looking under logs and rocks near the soil surface to identify different worm species
  - Lesson plans available

### Long-Term Forest Biodiversity Monitoring Plots

EMAN CO and the Canadian Forestry Service have developed a forest biodiversity monitoring protocol based on the use of permanent, 20 m x 20 m monitoring plots. The focus is on measuring tree health, but other variables include herbaceous plant health, soil health, and salamander abundance. Using the same standard methods across Canada should provide insights about species change across broad regions, raise questions for additional research, and help identify unexpected environmental problems.

*Brian McHattie works for Environment Hamilton and Elizabeth Kilvert is with the Ecological Monitoring and Assessment Network Coordinating Office, Environment Canada.*



## Canadian Wilderness Women's Network

by Liz Hood

*Woman I am, Spirit I am  
I am the infinite within my soul,  
I have no beginning and I have no end,  
All this I am.*

When my friend whirled into the kitchen of my once-a-year home, she was slotting in a quick drive-by, midway through her slate of five board meetings in one weekend. The contrast of her reality and mine in that moment was jarring. The kitchen in which we stood was in the warm groove of a Saturday night feast-making that was winding into high gear. Someone had put something funky on the CD player, and I was up to my elbows in making a meal for 70 women and their young children beside dear old friends, and incredible, new ones. So when my uber-Type A acquaintance burst in, took stock, grabbed a desperately needed coffee and said, "So why don't you write something for *Pathways* about the weekend?" I found myself momentarily speechless at the very idea of trying to put this experience into words.

But strong-armed as I was — and admitting to a love of a challenge — here I find myself calling on all the muses and my humble human skills to re-create for you what has become a hinge of my year.

The event is the spring conference of the Canadian Wilderness Women's Network, held every year for the last five at Camp Kawartha. It originated seven years ago, in the house of Heidi Glackmeyer, our visionary and oracle of sorts. She hoped to find a way to keep her personal and professional relationships with the women of her graduating class of the Outdoor and Experiential Education Program at Queen's. There were only nine women then, and the weekend was decidedly more informal. One more year at Heidi's digs, bursting at the seams with 20 women, made it clear that the network was ready to go big. From those beginnings, here we sit — a collective of 500 women who work or play in an outdoor setting, and their sisters, friends, mothers and lovers, 85 to 90 of which make the trek to the Kawarthas in the spring to come home in their hearts.

It truly is a homecoming. When asked to write their thoughts and feelings about the weekend, so many recall the first moments of their arrival: the

sound of laughter from the dining hall, and the welcome sight of friendly faces. Imprinted onto our collective mind is the feeling of entering into the warm glow of a candlelit room, where toddlers, women young and old, and the occasional much-loved dog are re-connecting, exclaiming over rounding bellies, and breathing collective sighs of relief. During the weekend, everyone is strongly encouraged to do exactly what they want — most notably, foregoing workshops for naps on a sunny dock. Workshops are all presented by women in the network, and focus on a range of topics, mostly related to the exploration and celebration of working, living and playing in the out of doors.

And the food . . . The meals of the weekend are magic manifest. All women are invited to bring just one bag of groceries: a carton of soymilk, a block of cheese, a bag of apples and some sweet potatoes. Or something like that. From these humble beginnings a mountain of groceries is created, like the uncarved block, anxiously awaiting the skill and passion of volunteers to create mini pizzas with melted brie and caramelised onions, or something of equivalent extravagance. The woman who volunteers her coordinating services at each meal assumes the title of "Kitchen Goddess," and the rest of us on our one shift in the kitchen work to bring her vision to life or to clean up after it.

Among the most memorable events of the weekend is the "Open Mic" on Saturday night. Inspired by the belief that all women who've ever tentatively spoken their prose or picked up an old guitar should have the chance to have their efforts amplified for the attentions of the easiest audiences going, this event was born. In front of the microphone, sagas are created, closet shower-singers make their debut, and tales are spun to a rapt crowd. Among the most poignant of my memories on that stage was witnessing the mom of a toddler step up in a belly-shirt and coin skirt. She told us of the historic roots of belly dancing, how it used to be done — not for men, but for a room full of women such as we were, and that she hoped to reclaim some piece of that tonight.

If you are interested in becoming a member of the network and attending the conference at the end of April, please contact Leila Myers at [leilamyers@yahoo.com](mailto:leilamyers@yahoo.com). Registration for the conference begins February 1st.

Her dancing was incredible, the context so touching, and in the moments when her son recognized his mother (normally be-decked in MEC duds like the rest of us), he reached out his hand to her and laughed, delighted. Many of us wept. All of us were spellbound.

Unlike any other organization I have been involved with, CWWN is truly a collective. Unpaid but with great praise (at least once a year), women take up the tasks of making flyers, tending databases, organizing workshops for the

like a reunion  
with women i had never met before

we walked in the grass during the day  
looked up at the stars at night  
hadn't been out of the city since my babe was born  
this boy of mine had never been out of overnight  
nature to feel, be grounded by  
a sense of belonging  
to the community that organically had assembled  
that night  
a beautiful community  
of strong women  
wise women  
creative women  
nurturing women  
compassionate women  
dancing and laughing women...  
who talked and walked and got to know  
who cooked and ate and cleaned  
who taught and learned  
who got up to entertain  
and tell their stories  
and dreams  
it filled me  
and my busy son  
who ran around freely  
smiling at everyone  
playing outside  
while many new friends watched over  
and helped so grateful for their understanding  
and appreciation  
for this new mother  
blessed to have discovered  
this time and place  
full of positivity, possibility and light  
this special women's place that filled me up  
deep down inside

i am so thankful for  
and proud to be part of  
two years in a row  
me and maxwell zebedee  
growing together  
loving having the chance to share  
and be

-cassandra jackaman

conferences, and planning and creating permanent gardens at the camp. If you want to see something happen on the weekend, you are infinitely supported to make it happen — from a spontaneous sunrise yoga session, to replenishing toilet paper in a cabin washroom, to making further efforts to stay connected upon returning home.

The organization of the weekend and the network is open to the vision and creativity of willing hands. It may not surprise you to learn that plans for a book of writings by "women on the land" has been underway long before the word "Website" was ever uttered. Amazingly, for a paltry \$10, a lifetime membership and all this can be yours.

So I have given you my best effort to capture the magic of that place and those women, but truly it is a phenomenon to witness for oneself. I invite you to read the writings of some of the women in the network who have tried to capture the moments and the magic in a setting more befitting the experience. For all those dedicated to creating the weekend, let this be one among many tributes to you, and for those who have never been, may this be your open-armed invitation.

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*Liz Hood has been a three-time presenter, and four-time participant at the best darned conference in the whole province! She resides in Guelph, Ontario.*

On the eve that we all arrived  
as women gathered in the main hall  
we sang ourselves into a circle of greeting to  
begin the loveliness of the next two days.  
As voices harmonized around me I took the hand  
of the woman next to me  
my son, on my hip, held the hand of the woman on  
the other side.  
The voices, the candle light and the warmth were a  
long drink of what I had been missing for some time.  
I looked into my son's face, with his eyes WIDE and  
his body vibrating from wonder  
and I thought  
soak it in little guy  
soak all this in while you are wee enough to be  
here  
I felt I was giving a gift  
a gift of beauty  
for me  
and for my son.

- Jen Gordon

## Outdoor Education is Rekindled in the North

By Jerry Jordison

Outdoor education has been expanded in Ontario's North. District School Board Ontario North East (DSBONE), which manages schools from Temagami to Hearst, signed a ten-year agreement last year to use Camp Bickell as a site for outdoor education.

Camp Bickell, 20 minutes west of Iroquois Falls on Chapman Lake, was founded in 1939 by John P. Bickell, a millionaire miner from the McIntyre Porcupine Mines Limited, near Timmins. Today the camp is a non-profit organization run by a board of directors. It receives regular endowment funds from three different foundations, including the Bickell foundation.

The board set up a Curriculum Committee last winter to design an introductory program for Grade 6 students called Eco-Camp Bickell. The Curriculum Committee designed six core units, interspersed with initiative tasks, nature games, trust activities and hikes.

Students learn how to use a compass and complete a challenging compass course. Trees, plants and critters of the area are studied during a nature hike. The intricate life in a pond is also explored with students using nets and magnifiers to search for pond life.

Each student makes a nature craft to take home to help remember the great time he or she had at camp. Last year it was homemade paper embedded with colorful pieces of nature, and remembrance booklets to collect autographs and natural things. This year the children are making dream catchers.

One of the highlights of the program is the survival skills. Students learn the technique of starting a fire with a bow drill (rubbing two sticks together), and where to find and how to collect water even if stranded naked in the bush. They build a debris hut that is capable of keeping them warm to -10° C, without a fire or sleeping bag.

Food is the least important of all survival skills. However, the students learn where and how to

collect plants for food and how to capture small animals.

Eco-Camp Bickell is designed for up to 60 students to enjoy two-and-a-half days of outdoor experience. The camp runs from May to June and September to October. The first group arrives Monday morning for non-stop learning, and leaves Wednesday at 11:30 am. Simultaneously, another 60 students arrive, have lunch and begin their adventure, leaving Friday afternoon to catch their school bus.

As far as I know DSBONE has a unique arrangement. They have the use of Camp Bickell at cost. Camp Bickell hires a couple of cooks, up to eight university counselors who sleep with the students in small cabins, and a nurse who is busy with scratched knees and responsible for any medications a student may require.

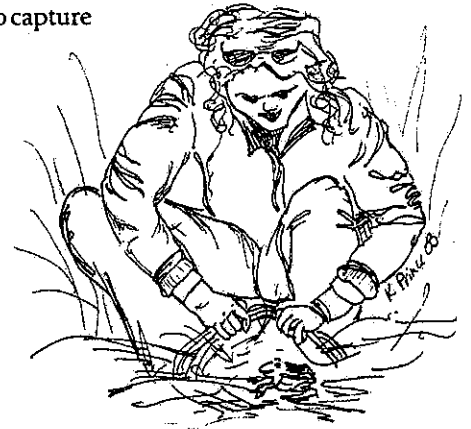
The school board hires a Camp Coordinator whose job it is to provide the program and keep things running smoothly.

Another agreement was signed where the school board would provide experience for the students of the co-op program to help build new modern cabins. The plan is to have heated/air-conditioned cabins in a few years and then run the program year-round. At present the camp is still being used by local groups, family reunions, and church-organized camps. A very successful summer camp runs every year.

This sharing of resources has made the program very economical and beneficial for both parties, and has provided an excellent outdoor experience the students enjoy.

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*Jerry Jordison is a long-standing COEO member and has been active in Pathways and at conferences over the years.*



## Canadian Experiential Education Practitioners' Symposium (CEEPS) 2003: Post-Conference Report

by Andrew Welch

The Canadian Experiential Education Practitioners' Symposium (CEEPS) 2003 took place on April 25-27 at the Bark Lake Leadership Centre. It was a great success in its first year — everything we had hoped for and more. We had many great learning sessions, the weather was absolutely fantastic, and the "right people" were there. As Canada's only annual EE conference, we look forward to many more repeats down the road.

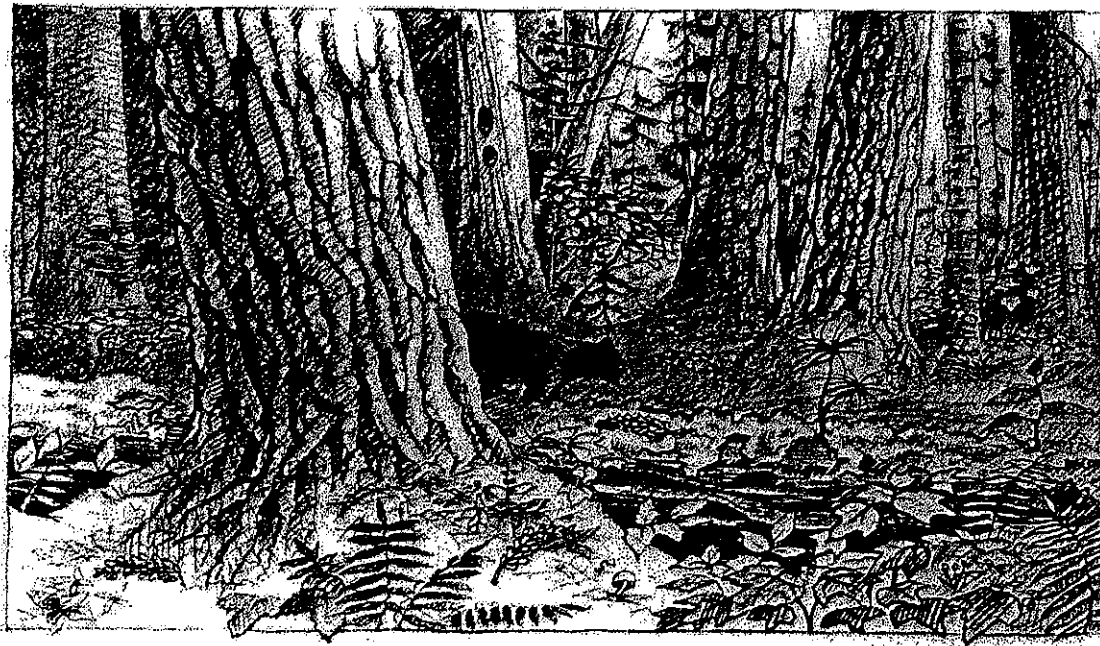
I'd like to share the comments of two early registrants — professionals who are demonstrably committed to the industry and their own personal development:

*CEEPS is an enjoyable and healthy way to grow, give, and brighten my EE glow. I plan to bring more of my team next year.*  
— Tim Arnold

*Thanks for a superb learning experience. Small is indeed beautiful. I was not expecting to get so much out of this conference. Very good start. Now you have to do it again!* — Bill Templeman

The symposium is a professional development and networking forum, structured around a unique and powerful workshop format called "Virtual Space." Using this tool, most of the workshops are first announced at the conference itself — some having been prepared ahead of time, and some created on the spot in response to the specific needs and requests of the participants present. For instance, one person might say "I would really like to see a session on building a career in experiential education." Invariably, another participant in the room will have some experience or background with the requested topic, and will consent to offer a workshop or moderate a discussion session for anyone interested in attending. The Virtual Space format worked extremely well for us. Here's a representative comment from one of the attendees:

*Energized, great networking, meeting with others, hearing about their issues. With respect to the V-Space sessions, every session was exactly what I wanted and valuable! (Just as promised.)* — Catherine Kurucz



Our long distance award goes to Don Ingram, who flew from Halifax, Nova Scotia to participate. We had great industry sector diversity.

Organizations represented included corporate trainers, corporations, camps, outdoor education sites, school boards, contract facilitators, and therapeutic practitioners.

The symposium kicked off on Friday, April 25 with a welcome dinner and our guest speaker, Robert C. Chisnall, B.Sc., M.Ed. Rob has one of the most fascinating backgrounds of anyone working in the Canadian outdoor education industry today. He is an accomplished and respected climber, educator, consultant, writer, and knot expert. He founded the High Endeavours climbing and rescue school, is an Adjunct Faculty Member of Queen's University, and is a Past-President of ORCA. As a forensic knot expert, Rob is often called upon to serve as an expert witness, and is credited with the development of numerous new knots and systems now used by mountaineers and spelunkers worldwide.

Rob spoke on "Recent Trends in the Experiential Education Industry," and proved to be a terrific start to the inaugural symposium: a professional presenter with a relaxed informal style, solid information, and astute observations. He was so impressed with the symposium concept that he came back to deliver more sessions the next day, and then invited some CEEPS participants to tour his unique all-rope aerial course at Camp Kilcoo

after the conference. We owe him a huge thank you for his support.

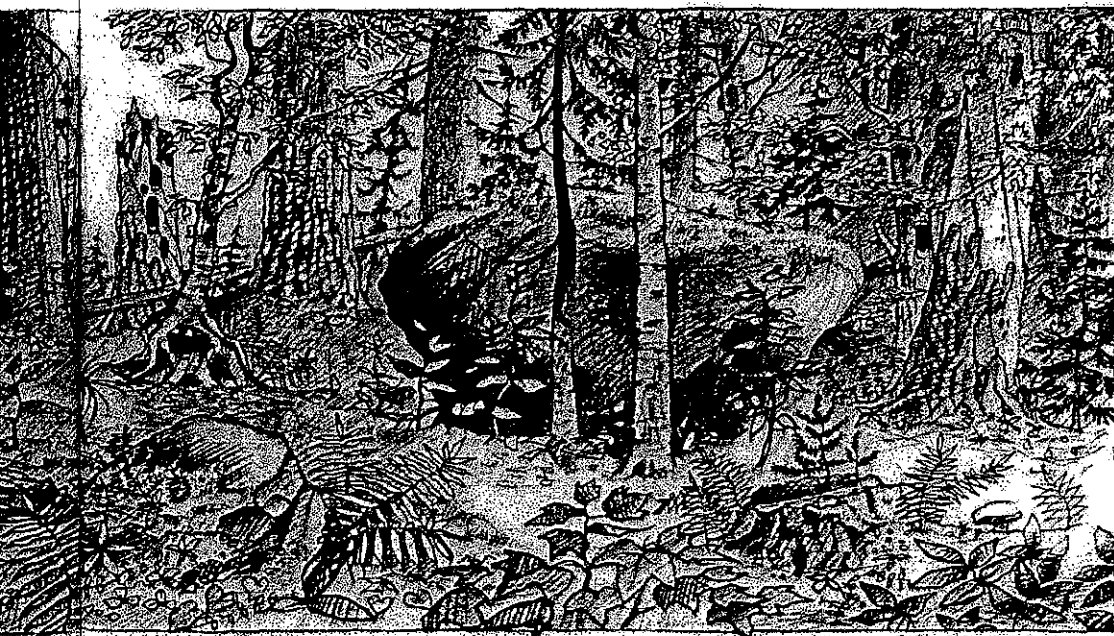
### **Sessions**

Even though many of our participants were new to the Virtual Space concept, several of them came with prepared topics, some including handouts, which was terrific to see. This is exactly what V-Space participation is all about. Others made requests for sessions they would like to see, and indeed those sessions were created on the spot by fellow participants with knowledge and experience to share!

The following is an overview of some of the sessions presented:

### **Prepared/Presented Workshops**

- "Recent Trends in the Experiential Education Industry" by Rob Chisnall
- "Selling and Marketing Experiential Education" by Bill Templeman
- "Conducting a Corporate Needs Assessment" by Tim Arnold
- "Evaluating Programs and Setting Objectives" by Catherine Kurucz
- "Helping People with Asperger's Syndrome" by Blair Niblett
- "Spiritual Issues in Experiential Education" by Don Ingram
- "A Comprehensive Risk Management Overview" by Rob Chisnall



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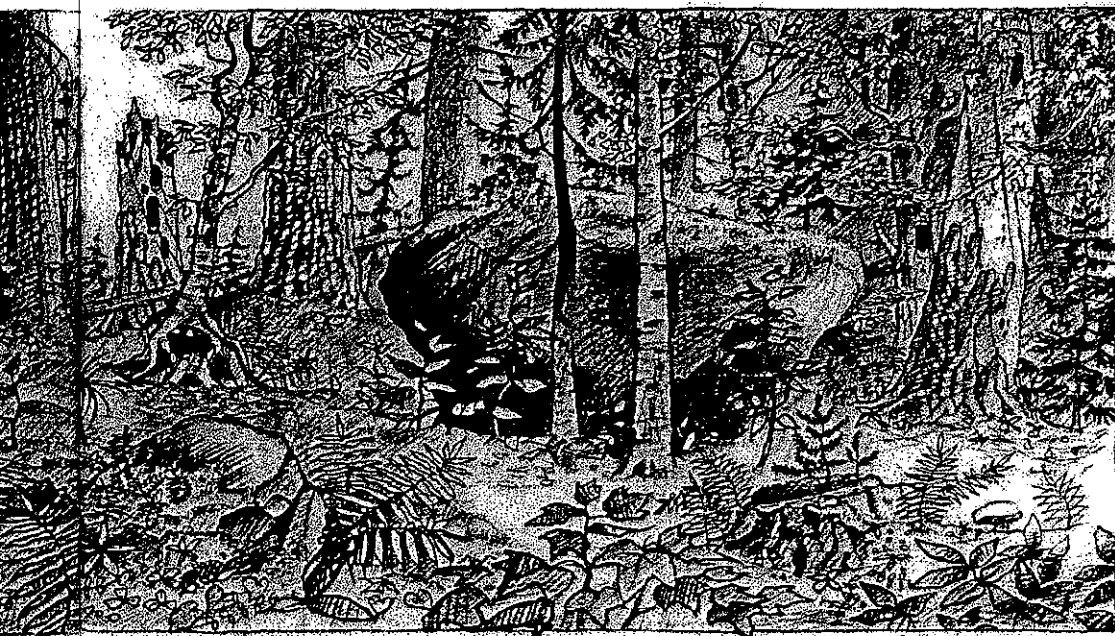
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### Discussion Sessions

- "Disability in Experiential Education" by Claudia Valle (moderator)
- "Building a Career in Experiential Education" by Belinda Clemmensen (moderator)
- "Confession and Redemption: Facilitation Sins I Have Committed (A Best Practices Review)" by Bill Templeman (moderator)
- "Round Table on EE Liability and Insurance Issues" by Belinda Clemmensen (moderator)
- "CEEPS 2004: Where Do We Go From Here?" by Andrew Welch and Belinda Clemmensen (moderators)

### Interactive Sessions

- "Creating the Energy for CEEPS" by Veronica Uzielli
- "Basic Improv Exercises and Philosophy for Experiential Education" by Andy Burnham
- "Facilitating Ropes Course Activities" facilitated on the Bark Lake High Challenge Ropes Course by Denise Baranski, Aaron Sheedy, and Andrew Welch
- "Influential Dice: A New Activity to Support Stephen Covey's Spheres of Influence" by Andrew Welch
- "Mind Mapping: A Creativity Tool" by Claudia Valle

As is common at V-Space conferences, instead of hearing: "there are no relevant sessions for me," we heard: "I can't fit in all the sessions I want to attend!" Fortunately, we had just the right number of people to be able to adjust and tweak the schedule until everyone was able to attend the sessions they really wanted.

Another highlight was a benefit concert on Saturday night, featuring local singer and songwriter David Fougère and friends. Everyone truly enjoyed the performance, and all proceeds went to "Paddle to a Cure," a successful fundraising initiative for Breast Cancer Research, co-founded by Belinda Clemmensen, a CEEPS organizer.

### Plans for 2004

Given that 2003 was the inaugural year of the Canadian Experiential Education Practitioners' Symposium, there was much talk about what to keep, change, and add for 2004 and beyond. It was unanimously agreed that the environment was worth maintaining, including the indoor/outdoor options, Virtual Space, meals together,

and social activities. Financial accessibility was also a key success factor, keeping the conference within the reach and means of all interested in attending. Also raised was the major drawback of having many short workshops — that is, the lack of opportunity to delve deeper into more intensive learning. In 2004 we plan to offer either pre- and/or post-conference workshops of one or two days in length.

The toughest issue is in scheduling the conference. It might be no surprise that the people able to attend this year's conference thought late April was an excellent time for the symposium. I certainly could not argue with the weather, based on this year's experience. Before setting the dates for 2004, I will conduct a survey via my e-mail list of over 500 Canadian EE contacts, but I expect that the conference will be near the same time next year.

There was a lot of interest in keeping the momentum happening year-round, with possible newsletters, Internet listservs, and other on-going initiatives. We have an extensive Web site at [www.intellact.ca/ceeps](http://www.intellact.ca/ceeps), which I plan to continue to grow and that will support other efforts as they arise. One initiative in particular is the CEEPS links page, which has the most comprehensive collection of Canadian EE web sites anywhere.

Our most important plan for 2004 is to see YOU at our next symposium! In the words of Sarah Hemingway (who brought her husband and new baby along): "If you don't go, you're missing out on a great experience that can't be repeated."

Congratulations to Catherine Kurucz, who (by random selection) won a free registration to CEEPS 2004, including food and accommodation. And thanks to all of the participants, who took a chance on a new concept and came away rewarded. They are this industry's future.

Finally, this report would not be complete without a special "thank you" to my biggest supporters, the ones that helped to make CEEPS a reality: Belinda Clemmensen and Aaron Sheedy — true professionals and great friends in every sense of the words. I am truly blessed.

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*Andrew Welch is a self-proclaimed CEEPS Champion and the coordinator of this event.*

## Tim Horton Camps: Spotlight on Onondaga Farms

by Jason Evanson

For almost 30 years, the Tim Horton Children's Foundation has offered programs to economically disadvantaged children from across Canada and parts of the United States. Ron Joyce, Co-Founder of the Tim Hortons chain, established the chain in 1974 in memory of his friend and National Hockey League star Tim Horton. Tim always had a love of children and a desire to help those less fortunate. The opening of the first camp in Parry Sound, Ontario was the perfect way to honour his memory. The organization has come a long way since its humble beginnings to now serve over 9000 children each summer.

The foundation's mission is to foster within children the quest for a brighter future. The camp experience is designed to expand the horizons of participants, to give children confidence in their abilities and pride in their accomplishments. It is hoped that through the camp experience, participants will gain a more positive view of the world and their place in it.

Since 1974, the Tim Horton Children's Foundation has grown to operate six camps in a variety of settings. Camps can be found in the regions of

- the boreal lakes and forests around Parry Sound, Ontario
- the ocean shores of Tatamagouche, Nova Scotia
- the majestic mountains of the Canadian Rockies in Kananaskis, Alberta
- the historic Ottawa River Valley in Quyon, Quebec

- the heart of Lake Country near Campbellsville, Kentucky
- the breathtaking farmland and wetlands around St. George, Ontario

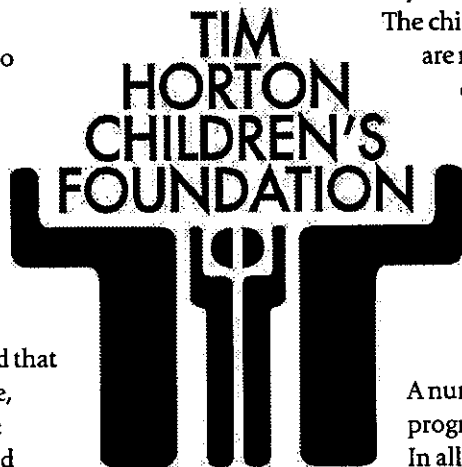
Although independent from the Tim Hortons® chain and its parent company, The TDL Group Ltd., the foundation maintains a close relationship with Tim Hortons® storeowners and their employees. Assistance is primarily offered through their work with local community agencies to select the children who attend camp. Schools, social service agencies, churches and other youth organizations refer campers.

The children selected are those who are not able to attend camp due to economic circumstances.

Storeowners also drive the success of Camp Day, the chain's annual fundraiser for the foundation. In 2002 Camp Day raised a staggering \$4.8 million in 24 hours.

A number of different summer programs are offered at the camps. In all of these programs, the foundation covers the costs for each child, including

transportation, programs, food and lodging. Summer Residential Camp involves a ten-day session where kids are flown to a camp outside of their home province or state. Activities range from outdoor pursuits like horseback riding and rock climbing, to waterfront activities such as sailing and kneeboarding, to traditional activities like arts and crafts and environmental education. The Youth Leadership Program provides past residential participants with up to five years of additional summer experiences with the foundation. Those who graduate from the Youth Leadership Program are eligible for financial





support from the foundation to pursue their studies at the college or university level.

In June of 2002, the foundation opened Onondaga Farms, its sixth camp and first year-round outdoor centre. The camp property was purchased from Gil Henderson, a long-time conservationist. Over the forty years that Gil owned Onondaga Farms, he worked tirelessly to ensure that his commercial farming and cattle operation did not negatively impact the environment. Gil's mantra was to make an investment in what he had by working with nature and the environment to produce superior agricultural products. Together with Ducks Unlimited and the Grand River Conservation Authority, novel operational systems were pioneered in the areas of rotational grazing, wetland buffer zones, habitat regeneration and wildlife re-introduction. Many of these systems are now considered the industry standard for environmentally conscious farmers in North America.

*"The camp experience is designed to expand the horizons of participants, to give children confidence in their abilities and pride in their accomplishments."*

Centrally located in Southwestern Ontario, putting it within a two-hour drive of most major cities, Onondaga Farms expects to be extremely busy. Situated on 400 acres of beautiful rolling farmland and lush forested regions, and dotted with over 20 pond and wetland areas, Onondaga is home to a variety of bird, animal, and aquatic species. It is also an operational farm committed to the principles of conservation and sustainable agriculture with livestock, cash cropping and market vegetable gardens. Visitors to Onondaga

Farms find themselves swept away by spectacular natural surroundings that change with every season. From brilliant autumn colours to the excitement of new growth in spring, Onondaga Farms serves as a sensational outdoor classroom throughout the year.

The new facility and programs were designed to embrace Gil's commitment to the natural world. Onondaga Farms features first-class living and learning spaces that foster a holistic approach to program delivery. The Eco-Centre, featuring the Living Lab, Creative Arts Studio, Microsoft Computer Lab and spectacular Ronald V. Joyce observatory, forms the hub of activity at the farm. Visitors may also explore a network of hiking and biking trails, barns, honeybee apiaries, duck blinds, sports fields, and ropes courses, and in warmer months can take part in boating on Taylor Pond and swimming in the outdoor pool. Hearty, nutritious meals are prepared by a resident executive chef and served in the Henderson House full-service dining hall. At the end of a busy day, overnight guests retire to cozy bunkhouses with working fireplaces in common rooms and bathrooms adjoining the bedrooms. All buildings are wheelchair accessible and equipped for year-round use.

All programs at Onondaga Farms promote environmental stewardship principals and are adventuresome, experiential, and transferable. A visit to Onondaga Farms can bring a classroom unit to life and spark a passion for learning as students experience the wonder of the natural world hands on. Within Onondaga Farm's five main program streams of Environmental Education, Creative Arts, Agriculture, Adventure and Recreation, teachers may choose from a variety of workshops, each with direct links to Ontario's Ministry of Education curriculum expectations. While targeted for school groups, all programs are designed to be age-appropriate and suited to a variety of populations. Workshops are geared to typical classroom sizes and can be booked individually or in combination to meet the specific learning objectives of every group. Experiences can range from a half-day to five days in length.



During program development at Onondaga Farms, special attention was given to Ministry of Education expectations. Knowing the struggles of Ontario's teachers to meet the demands of a very aggressive curriculum, staff made efforts to ensure that there was an explicit connection between the classroom and the farm. Each program plan spells out exactly which Ministry expectations are addressed during a visit.

Community partnerships were integral to the past success of Onondaga Farms. The current camp operation continues to build on relationships that Gil Henderson forged years ago to support the farm, only now they exist to aid in program development as well. The partnerships are win-win, ensuring that camp program participants have access to current information, equipment and resources while professional organizations get exposure to populations that they would not otherwise reach. Ontario Agri-Foods Education, Ducks Unlimited, the Royal Astronomical Society, the Grand River Conservation Authority, and Project Adventure

are examples of organizations that give credibility to programs and ensure that they are on the cutting edge of education.

The operation of year-round programs for school groups is one of the things that will make Tim Horton Onondaga Farms different from the other Tim Horton camps. The quality of programs that will be offered is another aspect that will make this centre stand out. No matter how you look at it, Tim Horton Onondaga Farms will be a truly unique state-of-the-art, outdoor experiential education centre committed to serving children and youth.

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*Jason Evanson is an outdoor education coordinator with The Tim Horton Children's Foundation ([www.timhortons.com](http://www.timhortons.com)), and a graduate of McMaster University. He can be contacted at [evanson\\_jason@timhortons.com](mailto:evanson_jason@timhortons.com).*

## News from OSEE: Summer 2003

by David Arthur

**OSEE Conference 2003** — OSEE's conference, *Environmental Education: Walk the Talk*, on May 3 and 4 at Paradise Lake, Waterloo was a success. Thanks go to Monika Roy, the conference committee, and, as usual, the YMCA Centre staff. Registrations were a little less than hoped for but, in today's climate of cutbacks and work action, we're doing our best. Regrettably, the spring conference of the Ontario Association of Geographic and Environmental Educators (OAGEE) had to be cancelled as a result of the Peel Board's actions to limit teacher involvement in such events. We all hope for brighter times around the corner.

**Time to Renew Membership** — Is your membership renewal due? Since OSEE has moved to spring renewal for all members, we hope you have sent in your annual fee. If you attended the conference, your fee was included in your conference fee. If not, please continue to support OSEE's work and to receive *Interactions* by renewing soon. Please also consider supporting your national organization, EECOM, and receiving their quarterly newsletter by becoming an EECOM Associate and adding \$10 to your OSEE fee.

**EEON Strategic Plan** — Environmental Education Ontario's Strategic Plan for Environmental and Sustainability Education in Ontario, *Greening the Way Ontario Learns*, has now finishing going through the draft stage and will be polished over the summer for printing and release in September. The plan will be available in hard copy and online at [www.eeon.org](http://www.eeon.org). We hope all OSEE members will become familiar with the plan and champion it — not just in the formal education sector, but for all of the 17 audience groups with whom they are involved.

**EECOM Conference 2003** — The Canadian Network for Environmental Education and Communication (EECOM), in partnership with the Atlantic Coastal Action Program, is presenting its annual conference on September 25–28 at Slemmon Park, Summerside, PEI. The theme is "Watershed Approaches to Environmental Education." This is your opportunity to meet environmental educators from all regions of Canada. For more information, visit [www.eecom.org](http://www.eecom.org). Looking ahead, EECOM 2004

will be held in partnership with EIBC at Simon Fraser University, British Columbia in August 2004, and EECOM 2005 will take place in October 2005 at Bark Lake, Ontario in partnership with COEO.

**Environment Canada/Education** — In addition to the Framework for Environmental Learning and access to the action plans of many adopting and supporting organizations, Environment Canada's Web site has a "Good News in EE" page that includes recent initiatives and resources such as the *Canada's Forests Teaching Kit Series*. Visit [www.ec.gc.ca/education](http://www.ec.gc.ca/education).

While Environment Canada's recent support for EE is laudable and welcome, it continues to be a concern that, in David Anderson's compelling addresses on the need for action concerning climate change and other issues, environmental education and the environmental literacy of Canadians is never given a word.

**Resources from the Pembina Institute** — The Pembina Institute, based in Alberta but involved in environmental education across Canada, has many resources of interest to educators. Information is available at [www.pembina.org](http://www.pembina.org), [www.climatechange solutions.com](http://www.climatechange solutions.com), [www.re-energy.ca](http://www.re-energy.ca), and [www.fiscallygreen.ca](http://www.fiscallygreen.ca). Among their recent resources are the Ontario Supplement to the Climate Change Kit (reviewed in *Interactions*), the SunBuggy solar car construction kit, and instructions for building working models of a biogas generator, wind turbine, and small hydroelectric turbine. You can subscribe to a monthly newsletter at [www.pembina.org](http://www.pembina.org).

**The Water Sourcebooks** — Created by the Environmental Protection Agency, The Water Sourcebooks contain 324 activities for grades K–12. This environmental education program explains the water management cycle using a balanced approach, showing how it affects all aspects of the environment. Activities are available online in PDF file format and are also available on CD-ROM. To order the CD, call (800) 424-4372 or send an e-mail to [haertel.jan@epa.gov](mailto:haertel.jan@epa.gov). For more information about this free resource visit [www.epa.gov/safewater/kids/wsb](http://www.epa.gov/safewater/kids/wsb).

## The Pitcher Plant Ordeal: Outdoor Education in Kingston

by Ashley Mercer

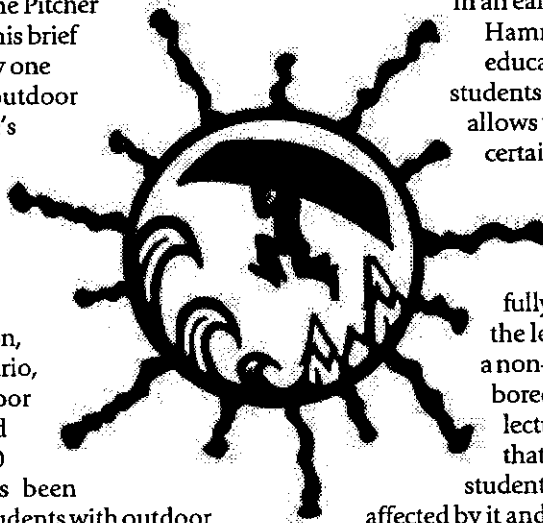
It was what an outdoor educator refers to as a teachable moment. Six pairs of inquisitive eyes peering over each others shoulders at a small plant resembling a green and purple spotted ice cream cone. But it wasn't the strange looking leaves of the Pitcher plant that were fascinating the teenagers. Instead, the students were staring, quite perplexed, at a fly that was slowly being digested by this plant. "Nature is full of surprises," said the instructor, after explaining how the carnivorous plant survived. The group watched for a short time longer, then packed up their canoes and left the Pitcher plant to finish its meal. This brief moment in time is simply one example of the power of outdoor education to open people's eyes. Each teachable moment is effective because it is so real, so alive and so much fun.

The Limestone District School Board of Education, located in Kingston, Ontario, sponsors a summer outdoor education program called Outreach. For the past 20 years this program has been providing high school students with outdoor education through wilderness tripping. Each trip is lead by experienced staff, which includes high school teachers that oversee the implementation of the curriculum and the safety of the group. Outreach offers an opportunity for students to participate and learn from a curriculum developed to give them an appreciation for the environment. The world is the classroom, and the learning, like the Pitcher plant's dinner, is experiential. By integrating outdoor education and experiential learning into the school system, the Board of Education is trying to affect social attitudes and instill in the participants an appreciation for the environment.

The Outreach program participants earn high school credits. While these credits are supplementary to regular in-class credits, students

are given an opportunity during the summer months to earn outdoor education-specific credits in physical and co-operative education.

This program is largely subsidized by the local Board of Education. Due to the monetary constraints faced by the board, it is reasonable to examine the importance and effectiveness of the Outreach summer programs in educating Kingston-area high school students who have taken the program.



In an early defining text, William Hammerman describes outdoor education as simply bringing students to the world, which allows them to learn about a certain topic in the natural environment. This type of learning has proven to be very effective because students are

fully engaged and interested in the lesson rather than being in a non-descript classroom and bored by textbooks and lectures. Research has shown that, by experiencing a lesson, students are more likely to be affected by it and therefore remember it (Hammerman, 1973). The Outreach program uses this type of learning as its basis for expanding the environmental knowledge of its participants.

Outreach allows students to participate in canoeing, hiking and kayaking trips in Canada and the United States. Critics of this program argue that students should learn local environmental stewardship from their own region rather than traveling, at significant cost, to places like the coast of Labrador or the High Peaks Region of the Adirondacks in New York. But many outdoor educators, including Sharry Martin of Outreach and an outdoor educator for over 16 years, counter this argument: Through the intense and exciting experience of this trip, students experience and internalize the beauty and raw

power of the wilderness. "Nature can change lives," says Martin. "Trips have the power to motivate, empower and inspire people of all ages, especially youths." She does caution that as the trip shortens there is less environmental knowledge gained by the students. But she remains a firm believer that, regardless of the length, the trip is an essential component for enhancing knowledge of current environmental issues. The learning experience far outweighs any costs associated with the trip.

Although parts of the Outreach curriculum focus on the environment and environmental practices, the main component focuses on personal growth. Most curricula contain components on group dynamics, self-confidence and conflict resolution. Required lessons dealing specifically with the environment are non-existent. Instead, the program relies on staff members to educate the students through mentorship and teachable moments. Adam Delva, a student at Outreach, says "It is impossible to come away from a trip without a better appreciation for nature and the natural world because your every decision, from your choice of clothing to how far you travel, is directly affected by it." Unlike the classroom, these environmental lessons do not remain isolated and brief; they are integrated into daily activities and are continuous throughout the trip. In many cases the students are often unaware of the lessons they are learning or do not realize the utility of these lessons until the trip is long over.

When dealing with teenagers one cannot overlook the importance of having fun while learning. For the Outreach program to be effective, students must not feel like they are in school. Instead they must be enjoying themselves, so the lessons they do learn are remembered and positive. It is very easy in the outdoors to become discouraged and frustrated by the difficulty of outdoor tripping, but it is through these types of difficult situations that people experience personal growth. To positively influence a student's environmental conscience the overall experience must be exciting, fun and intense. To truly change a student's views they must be deeply affected by their surroundings and come to love and respect nature.

In the present fiscal setting for outdoor educational programs, Outreach's non-profit summer program has proven viable because of its solid infrastructure. Due to the subsidies provided by the Limestone District School Board, the costs of the trips are comparatively low, which allows a wide range of high-school students to participate in and experience the challenge of outdoor education.

The mission statement of the Outreach program is to "provide outdoor adventure educational programs that give the participants an increased knowledge, understanding and respect for themselves, their peers and the environment." It is through fulfilling this mission statement that the Outreach program facilitates enhancement of environmental knowledge. This program provides students with chances to learn about and interact with a natural environment. Although in many cases the environment is unlike the natural areas around their hometown, the lasting effects of the journey help to mould their perception of the world around them. The learners may implement these ideas in their homes, schools and communities.

Outreach is a program that has a significant potential to positively influence the lives of students every summer. But in the end, it is the student who must choose to use and learn from their unique opportunity. The student must decide to embrace and respect the environment. From the eating habits of carnivorous plants to learning one's limits, Outreach provides a safe environment that challenges the student to look at and see the complex interactions of the outdoors.

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*Ashley Mercer is currently pursuing her Arts and Science degree at McMaster University. She has spent much of her free time tripping across Canada and the United States, both as part of the Outreach program and on her own. This summer Ashley began a new tripping position at Camp Towhee where she will test her skills and knowledge as an outdoor tripper/educator for mentally challenged children.*

## The Dollars and Sense of Outdoor Education

by Mike Morris

A student looks on with awe as the head of a caddisfly larva emerges from its protective case. Other students embark on their first tour on cross-country skis. A team of children discusses how to efficiently navigate around an orienteering course. A group of students challenge themselves on an aerial course.

These are some images that comprise the magical world of outdoor education, a little-known part of Ontario's education system that gives students a chance to visit special places and return with memories to last for a lifetime.

Sadly, the current reality for outdoor education is now somewhat different from those views. As in the past, many outdoor programs are organized and funded by school boards, based loosely on the province's funding formula. However, outdoor education is now facing the same difficulties as other non-traditional education programs: constantly shrinking budgets, shifting priorities, and continued concern about the program's relevance.

In the 1970s, each school board had the right to levy property taxes on residents to raise money and construct residential outdoor centres outside their boundaries. Now, as budgets are cut, the outdoor education programs of a number of school boards have been drastically reduced, changed, or simply eliminated.

After a spirited fight, three of Toronto's outdoor education centres were recently closed. It is indeed ironic that the policies of one Conservative government were largely responsible for the construction of these centres, while those of another resulted in their demise.

Financial constraints are the millstone around outdoor education's neck. Residential programs, where students stay at one location for several days, are particularly expensive to run. The costs include transportation, food, maintenance, staff and program materials.

When asked about such programs, school board trustees and senior board employees nod their heads enthusiastically about how great outdoor education is for students and staff. When the



lack of funding is mentioned, the same heads are scratched, and the implications and limitations of the government's funding formula are mentioned.

As discretionary funds are reduced, outdoor education becomes a likely candidate for program cuts, even though the program's budget is a minute fraction of the board's entire budget. In Toronto, elected trustees were unable or unwilling to pass a balanced budget. As a result, the Conservative government appointed Paul Christie as Supervisor to produce that balanced budget.

Essentially, each school board now receives a certain amount of money for each student enrolled. The way that money is spent is partly dictated by the provincial government and partly by the boards. In that formula there is no mention of any financial support or government commitment for outdoor or environmental education. Not surprisingly in government financial dealings, there is buck-passing and name-calling between school boards and the provincial government. In the funding formula, teachers are expected to teach in a classroom and, unfortunately, an outdoor setting doesn't seem to qualify as a classroom.

Outdoor education can complement the school curriculum in many ways. Experiential learning is school in the real world. Author Edward Lappin believed that outdoor education enabled "students and teachers to interact in an environment free from the limitations of the classroom." Judith A. Boss describes outdoor education as using the outdoor environment "to promote learning from experience and enrichment of nearly any subject in the curriculum." That ability to use the natural world as a classroom to meet curriculum expectations in integrated learning experiences is what makes outdoor education unique.

The benefits of outdoor education are clear to almost everyone, even as programs continue to be marginalized. Outdoor education provides students with comfortable settings within which to extend themselves in learning new skills, knowledge, and attitudes. Students learn to live with others in that new setting. It can also be a foundation for developing a healthy and

active lifestyle. As well, outdoor education programs provide many students with their first experiences in environments without highrises and shopping centres, experiences that help to mould young people into environmentally responsible adults that our society so desperately needs.

If outdoor experiences for students continue to disappear, what can we expect? Young people will grow more alienated from rural settings, become less in touch with the world around them, and get much of their information about the outdoors from television, movies, or the Internet. Their respite from classrooms will include theme parks, sporting events, and science centres. As a result, can we really be surprised when children have little connection to the natural world?

### Suggested Reading

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*Mike Morris is a former outdoor educator with the Toronto District School Board and current Chair of the Editorial Board of Interactions: The Ontario Journal of Environmental Education. Earlier versions of this article were published in Seasons (2001), and Interactions: The Ontario Journal of Environmental Education (2003).*

## The Grey Wolves

by Katie Smith

I began to research the grey wolf and its communication as part of a project for an outdoor education course I took last winter. We had to pick a topic that had come up somewhere during our week-long field component. One day during that week, we were warned while skiing in Algonquin that a lone wolf had been spotted in the area. I wondered how the wolf was expelled from its pack. This led me to wonder how the wolf pack was structured and why.

One of my classmates also told us his winter story (another component of the course) about wolves. These stories described vividly the haunting beauty of the wolf howl. I wondered what the howls meant and why the wolves howled. I was also struck by one of the articles in our course reading kit (taken from *Pathways*) that claimed animals can speak, but to understand them we have to listen from a non-human perspective.

Part of the project was to come up with an interesting way to present the topic to the class. I was stumped until I came across an article describing the way wolves assert dominance: through eye contact. This made me think of the game "Murder," where there is a murderer, victims and a detective. The object of the game is for the detective to discover who the murderer is by observing who dies. The game can be played either by having the "murder weapon" be winking or a special handshake.

Based on the game of "Murder," I came up with a modified version I called "Alpha Wolf." Just as in a real wolf pack, the game includes two alpha wolves (one male, one female), two beta wolves, a number of intermediate wolves, and one omega wolf. Instead of a detective, there is a naturalist or biologist that has to discern the pack's structure by observing the wolves' interactions. Each player is given a cue card or slip of paper indicating their rank and the behaviour associated with that rank. The naturalist leaves the room while the pack discusses its individual roles. When s/he returns, the wolves are in character, acting out their roles. (Tip for organizers: In the case of a

larger group, the game will run more smoothly if each participant stands to the side once their rank has been discovered.)

To start off, it is a good idea to give the group some background information on the grey wolf. These are some facts that I had gathered for my presentation.

### Ranks and Roles

*Alpha Male:* decides when the pack hunts, gets to eat first at the kill, and gets the best resting spots. If the alpha male leaves the pack for a period of time, the other pack members will greet him happily on his return by nuzzling and licking his face.

*Alpha Female:* is in charge of breeding, is dominant over all females in the pack and most males, and almost always mates with the alpha male.

*Beta Male and Female:* are subordinate only to the alpha male and female.

*Omega Wolf (or Wolves):* is subordinate to all wolves in the pack, picked on, last to eat, and often ousted from the pack to become a lone wolf.

Most of the wolves' behaviour is directed towards asserting status or accepting the status of a higher-ranking wolf. This keeps pack activity stable and prevents fighting.

### Communication

*Whimpers:* wolf is restless or excited; also when bringing food to pups.

*Snarl:* threatening another wolf (i.e., if father wolf plays too rough with pups, mother will snarl at him).

*Barking:* warning sound; when a member of the pack senses danger it will make a short 'wuff'; when danger is more severe, the wolf will bark.



### Howls

*Call to reassemble pack:* deep, loud, guttural and often with a few barks. Wolves use this call to relocate the pack when they become scattered after a hunt.

*Howl of joy:* heard as the pack gathers for a hunt or to celebrate togetherness. Wolves will get up from resting places to gather near the den. Acts like a sing-along.

*Social group howl:* warns wolves in neighbouring territories, announces the packs' territory and warns other wolves to stay away (most often heard during mating season).

*Loneliness howl:* rising and falling sound with a slide at the end. Wolves will often howl in grief after the death of their mate.

Wolves will often answer to a human howling.

### Body Language

*Dominant:* tail high, ears forward, hair bristling, teeth bared, direct eye contact. If the authority of a high-ranking wolf is challenged, s/he will exhibit the aforementioned dominant behaviour. If these are insufficient, s/he will assert him or herself by holding the muzzle of the subordinate wolf or by placing his/her paws on the shoulders of the subordinate wolf.

*Submissive:* tail between legs, ears flat, averted eye contact, lying on his/her back with belly exposed, whimpering. If a low-ranking wolf has challenged a higher ranking wolf but is forced to submit, s/he will urinate and the dominant wolf will accept this as an apology.

*Play:* bows down with front feet on the ground and rear in the air, tail wagging; may also wipe paws against face. If another wolf wants to play, s/he will approach and then bound away. Adults as well as pups engage in play.

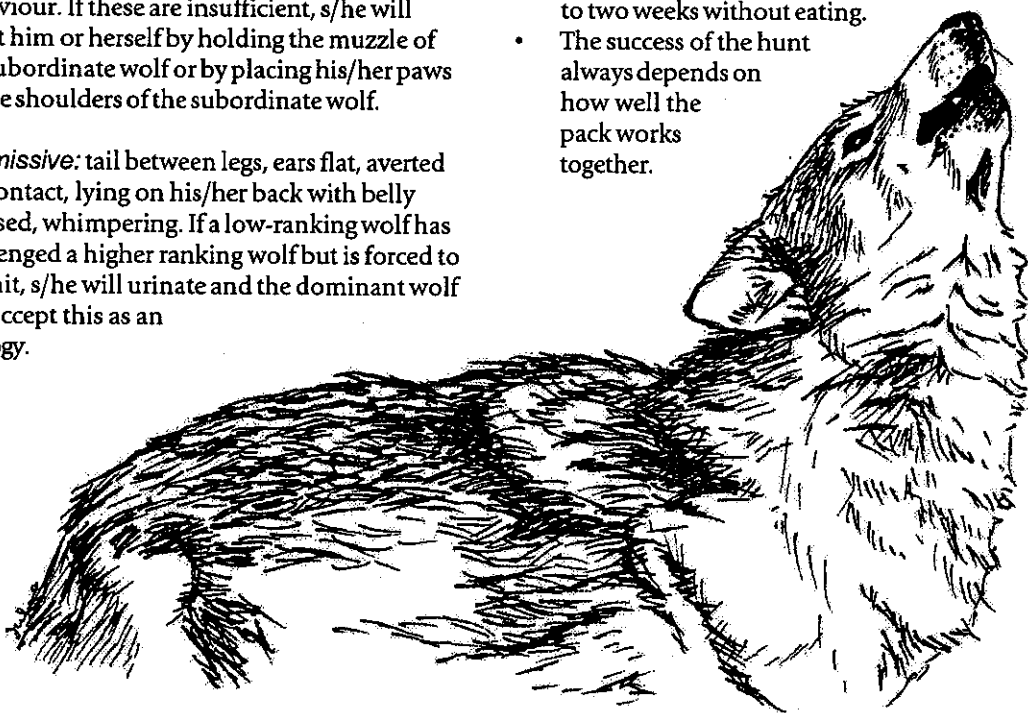
### Other Interesting Information

#### Territory

- The wolf marks his/her territory with urine.
- The scent of urine can warn off other wolves for up to five months.
- Alpha male and female wolves lift their leg to urinate; all other wolves in the pack squat.
- A wolf's territory can range from only a few to 80 to 90 km<sup>2</sup>.

#### Hunting

- Wolves are rarely successful in a hunt.
- The alpha male decides when to hunt.
- Wolves will howl before and after a hunt, but not during.
- Wolves prefer to prey on large ungulates (hoofed mammals). Usually they take down the sick or the weak but they will eat almost anything if these animals are scarce (i.e., small rodents and berries).
- Wolves can consume up to 20 pounds of meat in one kill and can also go up to two weeks without eating.
- The success of the hunt always depends on how well the pack works together.



**Family**

- Wolves mate for life. If one dies, the survivor does not usually take another mate.
- Wolves breed once a year.
- Usually only the alpha male and female in the pack breed.
- Wolves reach full maturity at two years of age.
- The amount of mating, and thus the size of the pack, is controlled by the alpha female.

The game is a fun way to teach people about the dynamics of a wolf pack. It will educate students about wolves and help to dispel an unfortunate stereotype. Wolves are shy animals, and unprovoked attacks on humans are virtually non-existent. Still, the image of the "big bad wolf" persists in this society. In the past, the wolf has been the victim of many campaigns of extermination — for its fur, because it competed with humans for deer, or because it was a pest to ranchers and farmers for killing livestock. While today their numbers are rebounding slowly, there still are not enough policies in place to protect them. And certainly if people understood more about wolves they would be less afraid.

While I have never heard a wolf howl, I do hope to someday.

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*Katie Smith graduated from Kinesiology at McMaster University in 2003. She gladly accepted this invitation to produce a Backpocket activity from her winter travel field interpretation assignment.*

## S **Sketch Pad**

**Helena Hocevar** is a physiotherapist living in Toronto. She has been a regular contributor to *Pathways* since 2000. Helena graduated from Kinesiology, McMaster University in 2000.

**Kate Prince** is an avid canoeist and backpacker, having spent a great deal of time in the outdoors for much of her life. She spent last semester as a student in Outward Bound's premier session of their Integrated Semester Program. This experience sparked in Kate a new interest in dog sledding and winter tripping. Kate is an active member of Girl Guides, helping out with a TREX group (a unit devoted to outdoor pursuits) and working as summer staff at the provincial camp, Doe Lake. Currently a Grade 12 student in Courtice, Kate would like to study a combination of visual art, geography and biology, and teach in an outdoor setting in the future.

**Tim Yearington** is a true wilderness artist, writer and explorer. Paints, brushes, pencils and sketchbook are as much a part of his equipment as hiking boots, snowshoes, skis and canoe. He strives to capture the power and spirit of wild nature within his passionate work. Tim currently resides in the Madawaska River Valley and can be contacted at 499 O'Brien Road, Renfrew, ON K7V 4A6; [www3.sympatico.ca/yearington](http://www3.sympatico.ca/yearington).

Art for this issue was provided by Tim Yearington (cover and pages 18 and 19), Helena Hocevar (pages 10, 12 and 30), Kate Prince (pages 6, 17 and 27) and Zabe MacEachren (page 35).

## “Through a Looking Glass” 2003 Annual COEO Conference

### The Date

The 2003 COEO Annual Conference is planned for **October 3–5, 2003** (Friday to Sunday). For regular attendees of “The Gathering,” this is one weekend later than has been the tradition. With the Jewish Holy Day, Rosh Hashanah, falling on Saturday, September 27 in 2003, the move to the following weekend is appropriate. It will be early fall in southern Ontario, a wonderful season for outdoor personal and professional learning and sharing.

### The Location

The YMCA Environmental Learning Centre on Paradise Lake is near St. Clements, a village northwest of Waterloo. This is a central location for southern Ontario attendees, but more of a distance for others. (Is there a car pool/van pool arrangement you can initiate now?)

This is a camp-like facility, which will allow overall conference costs be reasonable. The regular cost, including program, accommodation, and meals from Friday’s light supper to Sunday’s lunch, will be \$200. Student full conference cost will be \$110, a sweetheart deal for future outdoor and environmental education personnel. There is a range of accommodation onsite, some with indoor and some with outdoor communal washrooms. There will also be an onsite tenting option. Several nearby motels (5–10 minutes away) will be recommended for those who would like more upscale privacy. Meals will be served in the large dining hall building onsite. Program activities will take place onsite, or will originate onsite with travel provided by bicycle or car pools.

The site has 77 acres of varied developed and natural habitat, including a small glacial kettle lake with some homes on it. The lake paddle-able and offers a touch of southern Ontario paradise. A special attraction of this site is that it showcases the results of the foresight and human energy of the local YMCA that has gone into making it a model of environmental sustainability.

### A “Green” Facility

A decade of systematic building and renewing of aspects of the outdoor centre will let us live in a facility that is well along the environmental sustainability scale. The main accommodation unit is built into the south facing side of a hill, thereby taking advantage of passive solar heat, and earth insulation to retain winter heat and summer coolness. It has composting toilets and other water saving systems and is heated with a central wood burning masonry heater. The day-use building was constructed with recycled materials, uses passive solar heating, and has a biological sewage treatment system. There is some photovoltaic energy produced onsite. Two accommodation units are straw-bale constructed, using passive solar heat and radiant floor heat as needed. All the operating systems of the facility have been audited and improved in terms of environmental sustainability. If you’ve ever desired to directly learn more about such “green” practices, either personally or for your teaching, bring a camera and notepad to the in-depth site tours that will be one of the conference program options.

### A Balanced Program

While COEO conference attendees tend to share common values, they also tend to have diverse professional and personal conference interests. There will be intellectual sessions, physical activity sessions, sessions with immediate teaching application, sessions with personal interest and growth as the goal, crafting sessions, futures sessions, and fun sessions. Living in such an environmentally sound facility will point toward some environmental emphasis, both in conference lifestyle and program options. Expect some sessions with environmental sustainability at their core. One offsite session will focus on rural/urban inter-connections, and will include a visit with a local Mennonite family and a trip to the Waterloo Farmer’s Market. There will be a Friday afternoon pre-conference for those practicing or interested in interdisciplinary programs.

### "Through a Looking Glass"

A series of sessions, including a feature one, will look critically at the performance of the outdoor education movement in Ontario. With over thirty years of well-delivered outdoor programming, there is decreasing capacity in Ontario. Why have centres closed? Why do former outdoor educators now work in classrooms? Where are the environmentally literate adults that early outdoor educators idealised about influencing? There must be better ways of doing outdoor and environmental education. By letting go of fixed views and putting our present methods and models "through a looking glass," new opportunities, new methods and models can be developed.

Supporting this looking glass theme and all the program options will be a focus on community. At mealtimes, and during planned and informal social time, a community of caring, values-conscious, fun-loving human beings will gather to welcome new members and to renew and extend our caring for each other and for our profession.

*For more information or to register, contact Patti Huber, Registrar, 519-741-8430 or Clare Magee, 905-898-0467.*

## O on the Land

### Smog in Cottage Country

by Bill Andrews

I have been asked by several people why, during the past summer, smog levels were often higher in Haliburton, Muskoka, and other northerly areas than in the City of Toronto. Here's an answer:

Smog is formed largely when a mixture of hydrocarbons (unburned gasoline and oil emitted by vehicles) and nitrogen dioxide (a gas emitted by vehicles and power plants) react in the presence of sunlight. The reaction requires a relatively stagnant air mass. The reaction obviously begins in urban areas, either downwind in the United States or in Toronto. However, several hours are required for the reaction to produce maximum smog. The reaction continues, and the smog concentration increases, as the stagnant air mass drifts northward. It is not uncommon to have an air quality index of 35 in downtown Toronto and 55 in Muskoka or Hamilton.

The worst air quality conditions in Ontario often occur at Tiverton on the Bruce Peninsula. Atmospheric air patterns often move air masses from Detroit, Windsor, and Sarnia northward along the east coast of Lake Huron.

To escape this phenomenon in Ontario you must visit areas out of the path of air mass movement from cities. Sault Ste. Marie and Thunder Bay generally have superior air quality to that of the most densely populated parts of Ontario.

*This article first appeared in Interactions (Fall 2001) and is reprinted here with permission.*

## Jewel of Ontario

Winner of the 2003 Waterwalker Film Festival Heritage Award

A beautiful film showing the many faces of the Petawawa River, *Jewel of Ontario* portrays the river in way rarely shown to us. It evinces the early days of the European incursions into its heart with the building of dams and chutes to float the logs down. It includes interviews with some of the old timers, like Ed Charrette, who at 93 years of age still remembers his early years loading logs on the river at Radiant Lake. It talks of and reveals some of the wildlife that can be seen in a descent of the river. *Jewel of Ontario* shares ample evidence of both high- and low-water conditions for the whitewater enthusiast and, finally, the different seasons of the river.

In 1981 George Drought descended the full length of the Petawawa River with his son Richard. It marked the beginning of a fascination with the river that has continued to this day. George has run the Petawawa in all conditions. His accumulated knowledge of the river led the Friends of Algonquin to contract him in 1993 to write *The Petawawa River Whitewater Guide*. Since then George has continued his travels and explorations, both alone and with his wife Barbara Burton, in all seasons of the year. The result is the production of this film, *Jewel of Ontario*.

*Jewel of Ontario* is available at many outdoor stores and from the Wilderness Bound Web site: <http://www.wildernessbound.com>

## Sundog Outfitters Workshops

### Renewable Energy Workshop September 5-7, 2003

Utilizing the Sundog Base camp as a demonstration site, this workshop will delve into the benefits of solar and wind power as alternative energy source instead of being on the electrical grid. Throughout the workshop other sustainable living technologies will be discussed.

Cost: \$250/person. Includes all meals and two nights' eco-tent accommodation.

### Straw Bale Building September 26-29, 2003

Join us for an extended weekend of pure hands-on enjoyment and learning and take part in the construction of a small straw bale outbuilding at the Sundog base camp. This unique alternative building technique offers many benefits over conventional frame construction etc.

Cost: \$299/person. Includes all meals and three nights' eco-tent accommodation.

Course Instructor:  
Chris Kuntz, President  
CANWINDPOWER  
645 McIntyre Street West  
North Bay, ON P1B 2Z8  
Phone: 705-497-3764; 1-877-460-2337  
e-mail: [ckuntz@cogeco.ca](mailto:ckuntz@cogeco.ca)  
Web site: [www.canwindpower.com](http://www.canwindpower.com)

Course Location:  
Sundog Outfitters  
PO Box 1014  
Dowling, ON POM 1R0  
Phone: 705-855-0042  
e-mail: [sundogoutfitters@sympatico.ca](mailto:sundogoutfitters@sympatico.ca)  
Web site: [www.sundogoutfitters.com](http://www.sundogoutfitters.com)

## Bill Peruniak: A Trailmaker in Outdoor Education

by Zabe MacEachren

*Chorus: We're outward bound, we're on our way  
We're outward bound, we're on our way  
(whistled)*

*We'll snowshoe through the black of night  
To greet a northern day  
We'll hit the trail to happiness  
As the best part of the day  
Cause that's the outer's way, the outer's way*

*Chorus*

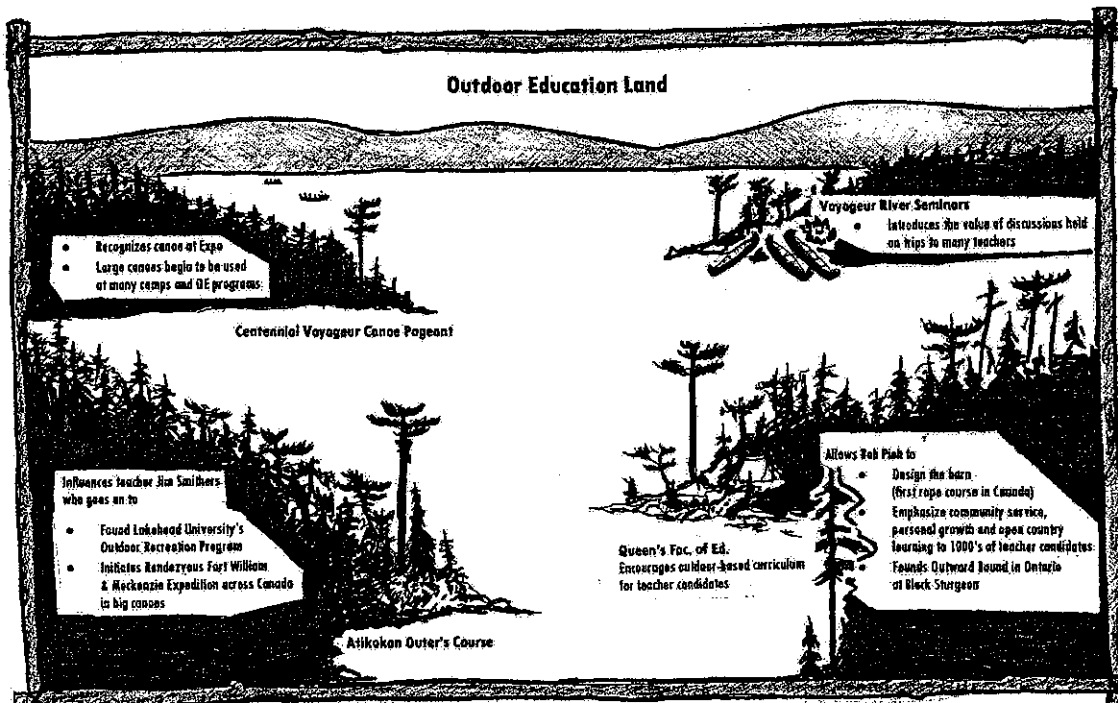
*We'll paddle on and paddle strong  
And sing our cares away  
We'll hit the trail to happiness  
And we'll kiss our cares away  
Cause that's the outer's way, the outer's way*

*Chorus*

These are the words sung to the theme song of special feature episode of This Land of Ours hosted on CBC television by John Foster. This 1967 black-and-white television production was entitled "The Outer's Way" and described an innovative outdoor education program occurring at an Atikokan high school.

The film shows Grade 11 students setting off on 100 to 200 mile canoe trips in Quetico Park, seated in 24-foot, 175-pound cedar-canvas canoes they had built themselves. Also shown in the film are groups of students on three-day solo events and 18-mile long overnight snowshoeing excursions across frozen landscapes.

Bill Peruniak, the principal of the school, initiated this program. When Bill left north-western Ontario he carried with him the seeds to plant outdoor programs elsewhere and a desire to share a love of traveling by big canoes.



When I think of Bill, I think of a man the size of a voyageur, small and strong, that could cast seeds of outdoor education farther than anyone else I know. Although he left Atikokan in the year the television episode was created, the outer's course he started still runs to this day and is the longest-running outdoor education program in a public school in Canada.

Bill left northern Ontario to become an Associate Dean at the new Faculty of Education at Queen's University. But just before he started this position he represented Ontario as team captain in the Centennial Voyageur Canoe pageant, paddling from Rocky Mountain House to Montreal. In his role as Associate Dean he was instrumental in shaping the structure of the education program and the courses students took. He brought Bob Pieh to the faculty from the Minnesota Outward Bound School. He encouraged Bob to establish a variety of outdoor and experiential programs such as personal growth, community service and open country exploration. (Imagine working for an administrator who not only agreed that such courses should be offered, but felt they should be mandatory for all teacher candidates.) Many teacher candidates have carried a vision of outdoor education and learning through experiences to all corners of the world as a result of Bill's values.

After leaving his role as Associate Dean and returning to a regular teaching faculty position, Bill imagined a graduate level teaching course where seminars and philosophical discussions would occur around campfires on trips that involved paddling large canoes. The result of this vision was the "Voyageur/River Seminars." Bill led these trips for twenty-three years late into his 70s and guided his final in the summer of 2002 on the French River.

When I asked Bill where his love for the out-of-doors came from, he referred to his childhood growing up on the frontier of Thunder Bay. He recognized the valuable lessons that must be attended to when encountering physical challenges in the wilderness. I imagine him as a youth, gazing out over Lake Superior, growing a fondness for large canoes and the songs of the voyageurs.

Donations in Bill's memory can be made to the outdoor education program at Queen's University:

OEE — Faculty of Education  
Queen's University  
c/o Dean's Office  
Duncan McArthur Hall  
Kingston, ON  
K7L 3N6 Canada

Donations will be recognized with a charitable income tax receipt.

Bill died peacefully in his home, which overlooks Lake Ontario, in May of this year, shortly after the ice break-up and the start of another paddling season. When I think of Bill, I think of the type of voyageur that recognized the importance of spending an afternoon climbing a tree to saw off a few branches so that the tree would be recognized from a distance and give direction to future paddlers. In Bill Peruniak's case his lobbed white pine tree stood for the outer's way, a way based upon Canadian heritage, big canoes, songs groups could paddle to, and a zest for adventure. His efforts and his life were a prominent landmark on the Canadian outdoor education landscape.

Farewell and peaceful paddling, Bill. We will remember, "Voyageurs are always saying goodbye —by turning their backs to the place departed and facing the new horizon."<sup>1</sup>

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*Zabe MacEachren teaches Outdoor Experiential Education at Queen's University.*

<sup>1</sup> Passage of Bill Peruniak, written on his "Celebrating the Life" memorial service folder.