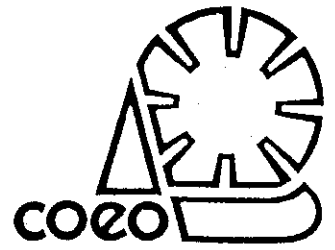


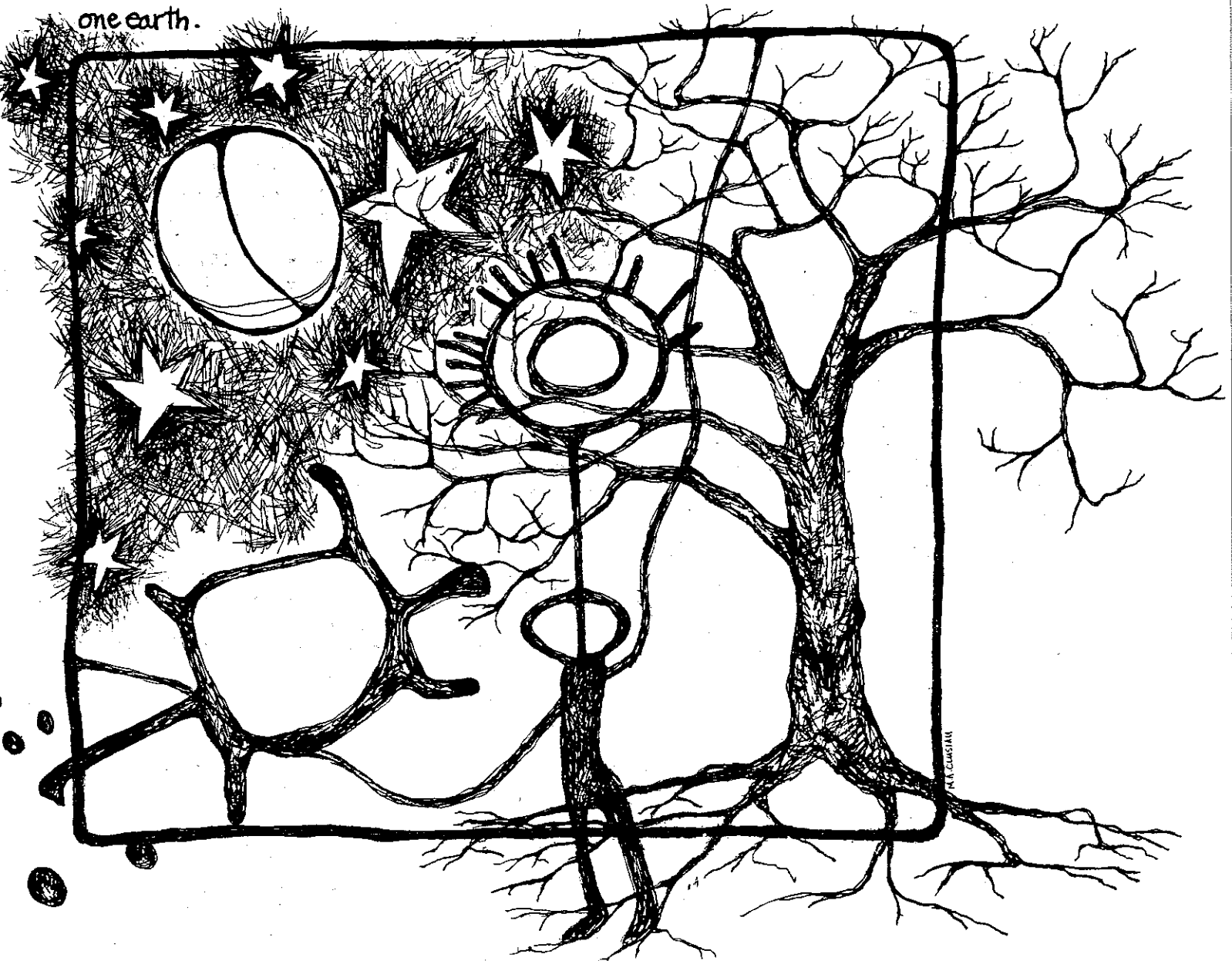
Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Volume 1, Number 2

April, 1989



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Contributing to Pathways

The Ontario Journal of Outdoor Education

PATHWAYS welcomes all submissions of articles, pictures, cartoons, puzzles, upcoming events and materials related to Outdoor Education. Active participation from readership with an organized news/journal format is the best guarantee for a quality journal meeting the broad needs of Outdoor Educators. It is hoped that the journal serves as the voice of Outdoor Education in Ontario and will be a major communication vehicle to COEO members and others, furthering knowledge, enthusiasm and vision for Outdoor Education.

Participation: herein lies the strength and life of a volunteer organization. You have to know who you are writing for: in the case of a COEO member writing for PATHWAYS, it's easy. Imagine you are writing for someone just like you, a person who is interested or involved or both in some form of outdoor education.

Article submissions should be topical, appreciating the scope of Outdoor Education, which encompasses both an adventure and an environmental focus. To this end, guard against specialized detail and jargon considering that your audience may not be at your technical level. Both theoretical and practical material is important. Subjective non-scholarly sources as well as quantitative and qualitative research works are important as are specific teaching tips, approaches and general Outdoor Education concerns.

Readable natural writing is preferred. Conversational writing styles are easy to read and usually to the point. References as footnotes following the text are important to include in complete fashion where appropriate. Quoting from other sources can strengthen a work but excessive use is best avoided. Better to tell your own tale. There is no formula or mould to fit. The best guide is PATHWAYS itself. Your style is most important. *Think: be creative, have fun, share your ideas.*

For a feature the best length is between 1000 and 2000 words. One 8.5" x 11" page is usually between 250 - 275 words typed and double spaced. Shorter one-page entries appropriate for column format are between 500 - 800 words. Consult back issues for more specific guidelines.

Inside PATHWAYS

Short Columns

- Outlook - is a report from the Advisory Board
- Destinations - a report from the regions, event ads and regional news.
- Tracking - includes short news items, event reports, notes on new equipment, and other snippets of regional interest. These pieces are short (less than 500 words), factual, and written in newspaper style - i.e. "Just the fact m'am."
- On the Land/Environmental Update is a section that highlights current environmental issues. On the Land might contain the first news of big issues or follow-up comments.
- Explorations - is a section devoted to research and new findings in outdoor education.
- In the Field - is devoted to articles about events, activities, programs, staff and facilities at particular outdoor education centres. In some cases, In the Field contains one in-depth article about one aspect of one program, and in other cases it may contain a smattering of smaller, shorter pieces about a variety of centres.
- Reading the Trail - is devoted to books, book reviews, bibliographies on special topics, short excerpts, anything to do with literature related to outdoor education.
- Prospect Point - is PATHWAYS opinion page, points of view on any relevant topic.

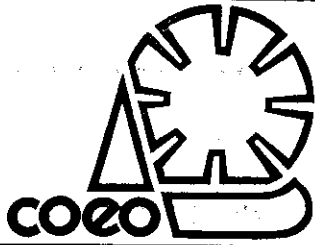
Features

These articles (1000 - 2000 words) may be thematically linked or may stand on their own. When possible, these longer articles are supported with maps, diagrams, photos and line drawings to break up the text.

Submission Deadline
August 15
October 15
December 15
February 15
April 15
June 15

Months Intended
September - October
November - December
January - February
March - April
May - June
July - August

Publication Date
September 30
November 30
January 30
March 30
May 30
July 30



Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Volume 1, No. 2

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State of the Art:

The front cover was designed by Michelle Clusiau and was originally created for the Trent University Naturalist group in Peterborough. The petroglyph symbols are taken directly from local Ojibway teaching rocks: rocks whose lessons have beckoned Michelle to return from Quetico to spend some time in Environment Resource Studies at Trent. Michelle is an intense student and an inspirational artist whose work lives on the edge of her thoughts.

Two other artists' contributions are featured in this issue. Mike Lepard and Barry McDougal are students at Cedarbrae Collegiate who both show all the promise of splendid aspiring artists.

Editor's Log Book

Here we go - another offering from some incurable romantic idealist who is going to tell us that everything is all right in the world and that we have nothing to worry about. Not quite. The Toronto Maples Leafs didn't make it into the Stanley Cup playoffs, but now, because I have mentioned the Leafs, I've given myself away as a romantic idealist. This isn't upsetting in the least. Idealism and romanticism should be lofty aspirations for those of us who live in the realm of outdoor education.

I was fortunate enough this year to have the time to attend the annual "make peace with winter" conference. I left rejuvenated and inspired, full of pep despite talking into all hours of the night with veteran outdoor educators. However I sensed with many of the people that I was talking to an intense sense of pessimism about the future. While I am happy that such thoughts can freely be expressed, I do feel that it is a defeatist sentiment and one that we cannot afford to deliver to our students. As outdoor educators we have a great deal to be optimistic about and to feel proud of. Recently while watching a Leafs game, I saw the president of Loblaws introducing environmentally safe products. That is something we can all greet with optimism. Recycling is the issue of the eighties; acid rain controls are inevitable, and the reader is left to discover whether they are an optimist or a pessimist by


seeing if they think of a positive environmental gain before they think of a looming environmental catastrophe.

Yes, there are plenty of them out there but a basic tenet of education is to build from the positive and if we wish to empower our students, let's give them the positive examples so they can go out there and change the world.

Why are so many promising signs coming together so close in time? The pessimist would say it's because things are so bad. The optimist would get all the outdoor educators in a line and have everyone pat the back of the person in front of them and say "Congratulations, we are making a difference."

Whether you believe outdoor educators are pushing up the level of ecological literacy in this province or not, we must move with this positive momentum. The pessimist surely would see this as our last chance, and the optimist as a celebration of what most of us feel in our bones, that outdoor education truly makes a difference. Perhaps one reason we can all agree on for being optimistic about the future is that next season the Leafs have three first round draft picks.

Hopefully, some of you are finding that this journal is making a difference. I am a bit surprised that I have yet to hear any positive or negative feedback about the journal (in the spirit of this editorial, I really only expect positive). As this journal is your

vehicle for expressing views and opinions, get those pens scratching or fingers flying. For those of you who have taken the time to offer submissions, the editorial board offers you our most heartfelt thanks, as this journal is possible because of you. 

- Bruce Murphy

ACCOUNTANTS!

Sharpen your pencils and get your glasses on. COEO is looking for a new Treasurer. Any interested individuals should contact John MacEachern or Clark Birchard.



Outlook

ADVISORY BOARD REPORT

In this issue of Pathways I would like to comment on two issues that Advisory Board members know to be of concern to members:

1. Pathways

We have had several inquiries regarding the change from "Anee" to "Pathways". Here is the background to that change. During 1987-88 a task force capably chaired by Dennis Wendland with members Dennis Hitchmough, Bill Andrews, Bob Henderson, Ralph Ingleton and Jim Raffan reviewed all aspects of our newsletter/journal. Their review included examination of the look, feel and sound of the journal, its cost, financing and distribution. A major proposal was made and accepted after long debate at the April meeting of the advisory board.

The suggestions within the report were intended to ensure that COEO's journal will:

1. be the voice of Outdoor Education in Ontario,
2. be the major communication vehicle to C.O.E.O. members,
3. promote Outdoor Education in Ontario while attracting new readership,
4. embody the goal of the organization which is to promote the concept and practice of outdoor education and to act as a professional body for outdoor educators in the province of Ontario.

Some of the means recommended for achieving these goals were:

1. move from a newsletter to a more professional journal;
2. a more reflective name;
3. a consistent, integrated design and format with improved art, graphics, spacing, typefaces and styles;
4. heavier cover and stock to improve appearance;
5. use of regular features and columns;
6. formation of an editorial board to guide and assist production;
7. the sale of advertising within carefully developed guidelines.

This year you can expect two newsletters and four issues of "Pathways". You have already received one of each.

As with any new initiative there are and will be some growing pains. We have had some delays and some increased costs. But, on the whole the first issue of Pathways is a credit to C.O.E.O. and to those who visualized it, created it and produced it. Congratulations to the editorial committee.

2. Conference '89

When the Far North region indicated last year that they would be unable to host the '89 conference, Western Region was asked to host in '89 instead of '90. It was also strongly recommended by those with fond memories of the Red Bay Conference, that the site be the Grey-Bruce area.

Last spring, Peter Middleton and I searched out all of the avail-

able conference locations in the area capable of handling a conference of the nature and size of C.O.E.O.'s. The choices were:

1. Return to Evergreen/Wildwood/Red Bay Lodges.
2. The new Canadian Auto Workers Education Centre at Port Elgin.
3. Three or four motels and the new conference centre in Owen Sound.
4. Talisman Mountain Resort, Kimberley.

The lodges at Red Bay have barely enough room to accommodate a conference which has grown considerably since our last visit there in 1977. Also, they are all small family-style resorts and are reluctant to turn away their regular clientele for an autumn weekend.

The CAW Camp was not available and is the same price as choice number four. Auto workers union events get priority bookings.

An Owen Sound location would have been an urban setting with decentralized accommodation, not favoured in the past by C.O.E.O. members.

So we settled on Talisman Mountain Resort. This is an "upscale" conference centre in a beautiful setting surrounded by diverse and interesting outdoor/environmental education resources. However, it is expensive.

The '89 conference will be a costly one but the committee made the best decision within the circumstances available here. Please be

(continued page 4)

LETTER TO THE EDITOR:

A Writer Responds to Pathways' Review

Dear Sir:

On browsing through his copy of *Anee*, my husband was

surprised and delighted to find your review of my book *The*

View From Foley Mountain, and in such distinguished company, too. I was deeply touched by the warmth and understanding of your review, particularly as some earlier reviewers and interviewers had tended to type me as gentle and regional. (Readers never did.) As I think you understand, I care passionately about wild places, and look on it as an important job to seduce all kinds of people into feeling at home with them, so the stereotyping hurt....I will always remember the happiness I have had from reading your review.

With warmest best wishes to you and staff at Pathways.

Peri McQuay
Westport, Ontario

VOLUNTEERS NEEDED

COEO needs a representative to attend the meetings of The Con-

servation Council of Ontario and to report in person or in writing to the Advisory Board. Our previous representatives Joan Thompson and Larry Traverse are unable to continue as representatives but they feel that the CCO is a very worthwhile organization and the COEO views should be part of that forum. Meetings are held on the first Wednesday of each month in Toronto.

If you are interested and available to attend these meetings as our representative, or as an alternative please contact Clarke Birchard, COEO president.

Outlook

(continued from page 3)

understanding; start saving money and lining up your personal sponsors. We are well aware that some members will have financial difficulty with this conference. Peter Middleton has assembled a conference committee that will guarantee a good program, a beautiful setting and perhaps a bit more luxury than you are used to.

Clarke Birchard
President, COEO

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Murphy, Editor, PATHWAYS. ISSN: 0840-8114

Environmental education has failed so far to change the way our culture treats the earth. The explanation I explore in this article is a spiritual one. I claim that one central reason for our failure to make a difference is that we neglect to teach the spiritual elements of environmental relationships. It is these elements that provide the motivation to treat the earth differently. Spiritual dimensions can be taught at an effective (although simple) level without offending established religious dogmas and sensitivities.

Ian Robottom (1987) and his Australian colleagues have written a detailed account of educational, political and social factors which they think explain the failure of environmental education. They show how reforms have floundered because of half-hearted implementation schemes and neglect of the social issues that matter most. Robottom's book illustrates that the intellectual processes of teaching and learning about the environment fail to make environmental issues come to life. Their proposed solution is to make environmental education much more political than any other school subject. This proposal is not satisfactory because it neglects the existing strong connection between curriculum and political processes. More of the same is not likely to make a difference.

It is clear to every observant person that there is continuing degradation of local and global environments. As Bill Mason, eminent artist, paddler and environmentalist, said in a conversation shortly before his death from duodenal cancer, "We've surrounded ourselves with a sea of chemicals and they'll eventually get us." (Raffan, 1988.) The thousands of children and young adults who receive outdoor and environmental education each year for the past twenty years appear only to have made the situation worse. We have made smarter, better informed polluters. This gloomy view is supported by the Report of The Conservation Council of Ontario (1986).

The picture does not need to be dark. Both teachers and students need to assimilate into their lives models and examples which would help to alter profoundly the ways we treat the earth and each other. What we do must make a lasting difference. Adding intellectual and technological content to the curriculum has failed. Appealing to science to repair the damage done by misapplied past technology is a solution doomed to failure if there is no change in the disposition of the people. You can't make a new hole by digging the old hole deeper. It is significant that the huge advances in science and technology of the past thousand years have not been matched by any significant development of moral or spiritual knowledge.

The low value our culture places on spiritual and emotional components of our environment is vividly demonstrated by Barry Lopez (1988). Forty-one sperm whales were beached on the Oregon coast in 1979. The decent responses of a few local people were almost completely lost in the mob of sensation-seekers, drunks, hoodlums and media promoters. Scientists treated it as a bonanza opportunity to dissect whales. Lopez's final remark about the human reaction is:

Introducing Spiritual Dimensions in Outdoor Education

By Bert Horwood

"Both teachers and students need to assimilate into their lives models and examples which would help to alter profoundly the ways we treat the earth and each other."

"It could make a difference to pay attention to the spiritual domain because it drives most of our actions."

As far as I know, no novelist, no historian, no moral philosopher, no theologian had been on the beach. No one thought to call them or to fly them in. At the end they would not have been allowed past the barricades
(p 146).

It could make a difference to pay attention to the spiritual domain because it drives most of our actions. People act out of their deepest convictions and feelings far more than out of intellectual knowledge. It is no accident that the words "motive," "motion" and "emotion" all have the same root. Fortunately there are examples of people whose spiritual values lead them to live an environmentally harmonious life-style. Bill Mason provides the most accessible example. He was a man of deep Christian faith, but other people have come to positions similar to his within other religions; dogma does not matter. Bill Mason loved the land and knew his place in it. He learned to understand, to respect, and to teach better treatment for the shared home of all life. He discovered that native spirituality had something important to say. What a switch! Here was a devout Christian who sought to learn from another spiritual system rather than to correct it. The result is best seen in Mason's film, Waterwalker. Bill Mason chose to learn from the native people because they knew best how to live in this land without destroying it. His idea was not that we should become Indians, but that we should incorporate their spiritual insights into our lives.

One aspect of the native perspective relates to the idea of ownership. Mason (1980) expresses it this way:

It might seem like we own the earth, and we certainly act that way, but I don't believe we do. I think this lack of sensitivity toward the natural world is a result of our alienation from it. We don't see, hear, or feel the land anymore. We only see it from the point of view of what we can do with it. (p. 194)

Another important aspect of native teaching is that the earth is the mother of life, that the earth and the biosphere are equally infused with life and with the divine spark. Living things are thus related to each other as close kin. Dolores LaChapelle (1988, p. 117) quotes Luther Standing Bear:

The Indian loved to worship. From birth to death he revered his surroundings. He considered himself born in the luxurious lap of Mother Earth and no place was to him humble. There was nothing between him and the Big Holy. The contact was immediate and personal.

Boyce Richardson (1975) quotes a Cree hunter, Isaiah Awashish. "The land, the trees have to be respected. The animals live off the trees, and if there are no trees there are no animals and the Indians suffer" (p. 9). And later,

Boyce cites a remarkable petition presented to the Minister of Indian Affairs, "...we believe only the beaver had rights to build dams..." (p. 84). Chief Dan George (1982) says, "We are as much alive as we keep the earth alive" (p. 52) and "The spirit world is connected to the world of breathing creatures" (p. 56). The consequence of this is to make us behave respectfully, even affectionately, toward the earth and our relations.

It is possible to introduce spiritual elements in outdoor education classes. This can be done in ways which will not offend most religious doctrines. The approach, in general, is to develop activities which are directly emotional and spiritual and which have only a minor intellectual element. The emphasis is not so much on knowing as on feeling that the earth is the mother of life, that we are the cousins of the fungi, the herbs, the insects and the other animals, and that we can learn how to behave respectfully and lovingly toward them and toward each other.

Respectful behaviour may be superficial at first. But when we take it more seriously, the discrepancy in using things like throw-away, non-degradable, non-renewable implements (for example) becomes apparent. This was evident at the 1988 Annual Conference of the Council of Outdoor Educators of Ontario where one could feel the rising discomfort at the persistent use and trashing of styrofoam cups. With discomfort comes the urge to find a better way, itself not an easy or obvious task. Eventually we should learn how to serve drinks to large numbers of people in a good way, a way that respects both our needs and the needs of our shared home.

To develop the feeling and conviction that the earth is sacred one must learn to see the earth, not as an "it," but as a "you."

The Indians addressed all life as a 'thou' — the trees, the stones, everything. You can address anything as a 'thou' and if you do it, you can feel the change in your own psychology. The ego that sees a 'thou' is not the same ego that sees an 'it.' And when you go to war with people, the problem of the newspapers is to turn those people into 'its.' (Campbell 1988, p. 78)

To start the process, students can develop awareness of special places. Most of us already know locations where we feel especially well. A good introductory exercise is to have each student find a spot outdoors and just sit there for a time, feeling the sense of place. There are no observations to make, only being at home there. This is a simplified, less sustained version of "magic spots" as described by Van Matre (1979 pp 188-190).

The deliberate omission of "observations" is critically important in this activity. We have trained ourselves and our students to be good scientific observers. Being observant is a virtue. It is essential to escape from the mode of observing as a detached objective on-looker. So, at first, ensure that students are not asked to watch for anything, nor to report on what they saw, heard or smelled. (This is a slight variation from Van Matre's practice.) Later,

"The emphasis is not so much on knowing as on feeling that the earth is the mother of life. . ."



"... the spiritual dimension of outdoor education leads inescapably to discovering ways to say 'thankyou'..."

observation can resurface in a different, more subjective form, much like the observation of the trapper whose life is intimately intertwined with his territory and where he sees and knows each new deadfall, each mossy bank.


Another way to approach the spirit of the land is to hug a tree. Get comfortable, don't feel sheepish, and hug a tree for some time, say fifteen or twenty minutes. Allow the subtle motions, scents and sounds of the tree to wash over you. Tune into the tree as a living thing, a relative. Then hug another tree, changing size and species. For some people, it is a moving experience to alternately hug a hardwood and a softwood tree.

At this introductory stage, it is important to emphasize relationships. The earth and all the living things are our kin. We are related. A method of recognizing the relationship is to thank each living thing for the gift of its life when we take that life away. It may seem strange to us, but humans in other cultures do this routinely.

The practice of giving thanks to the earth and to the living things we kill derives directly from Native American practice. The idea is that we are the recipients of a gift or "give-away" from the earth. The gift, like the energy of the sun for example, is a kind of grace. It is something that we cannot possibly earn, deserve or repay. This kind of give-away is not like a Christmas Card or gift exchange where reciprocity is expected. The only thing we can do is to tell the giver that we know what is being done for us and then to enjoy it. We must also be ready, in our turn, to give-away our own lives to the biosphere (LaChapelle, 1988, Chapter 2)

Thanking the beings that give away to us is not easy to practice. But the fundamental shift in orientation I'm writing about eventually demands it. The spiritual dimension in outdoor education leads inescapably to discovering ways to say "thank you" to trees we cut, water beetles we collect, cows we eat and so on. A deep change in attitude and action is involved. Think how forestry might be different, if each tree were thanked for the gift of its life before starting the chain saw. An example which illustrates Indian practice assimilated and transformed into scientific and spiritual terms is given in Figure 1.

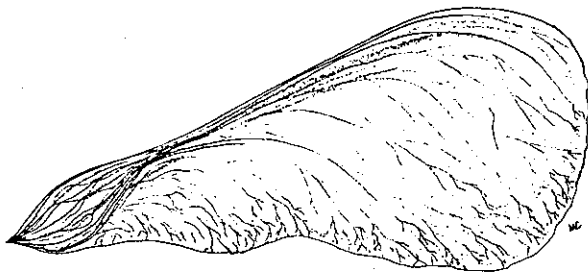
There is much more to it. Other kinds of activities which develop spiritual perspectives include stories, songs, dances and ceremonies. The cultural diversity of school populations must be respected. Increasing attention to multicultural factors means that great demands will be made on outdoor teachers' knowledge, ingenuity and creativity to adapt activities to which students can respond effectively. There is no going back to our various cultural roots any more than we can turn ourselves into stone age people. The only direction to go is forward and the voices from the past inhabitants of the land are our only guides.

"Beauty before me, beauty behind me, beauty to the right of me, beauty to the left of me, beauty above me, beauty below me. All our relations." (Adapted from Navaho and Sioux prayers.) 

Bert Horwood teaches courses in outdoor and experiential education in the Master of Education Program at Queen's University.

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Recognizing the fundamentally violent process through which maples "give-away" their sap, I read this aloud in the sugar bush before we begin tapping.

Address to the Sugar Maples

For MacFreeman, on the occasion of tapping at Kepler, 1981

Hear us, O trees; shade givers, water-holders, sugar-makers.

We know you are alive. Like us you grow and die

Like us, you renew your kind in season. We are endlessly intertwined together in the great web of life. You are our kin.

Your special glory is to use sunlight to make food. And ours is to move about and use tools.

We have come therefore, like the squirrels and the birds to share in the exuberant excess of your sap. May it well up in rich tides, pulsing as the days grow and the nights chill.

The harsh bite of the drills will not touch your sturdy heartwood. We will tap no small tree and from none will we draw off more than you can spare in good health.

We thankfully seek your silent assent to this tapping.

- Let the sugaring begin -

A Case for Outdoor Education

By James Raffan

It may come as a surprise to learn that only one of thirteen Ministry of Education goals is directed exclusively at cognitive outcomes of learning: "3. (students must be helped to) acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols." (OSIS, P 3). It's worth noting that this goal, and its twelve forgotten siblings, is found in curriculum guides for Primary/Junior Education as well.) The forgotten twelve are aimed at the process of learning, developing resourcefulness, being creative, learning self-worth and esteem for the environment and other cultures, becoming physically fit, learning to cooperate, and developing "values related to personal, ethical, or religious beliefs and to the common welfare of society." So why is school so content oriented?

One might expect to see 12/13ths of school time spent on activities directed at other than strictly cognitive outcomes of learning—cooperative games, service learning, environmental action programs, initiative tasks and problem solving. Is this the case? Hardly.

In a recent *Anee* article, outdoor educator Skid Crease mocked complaints about these activities, suggesting reasons why most school is based on content and competition. "A close look at (cooperative games)," says Skid, "reveals that they were developed for losers, for people who could not win at naturally competitive games. In order to give them something to do other than feel depressed about their losses." Crease is not alone.

A Nation at Risk, Report of the American National Commission on Excellence in Education (1983) alerted the world to "the rising tide of mediocrity" in schools caused by "too much student choice within a curricular smorgasbord," and "too many high school credits being earned in questionable areas such as physical and health education, work experience, and personal service and development courses such as training for adulthood, homework, more requirements, and more time in school." The complaints have a familiar ring in the great white North.

The situation is puzzling. The Ministry tells us attention to cooperation, teamwork, problem solving, ethics, creativity, physical fitness and resourcefulness—so-called "process" outcomes of learning—is worthwhile. However outdoor education—arguably the best educational device for promoting such learning outcomes—is not a universal phenomenon in schools. Why not?

The Radwanski Report *Ontario Study of the Relevance of Education*, and the *Issue of Dropouts* unpacks a whole series of fears and biases by recommending that educational philosophy in Ontario be shifted from process to outcomes, that there be a renewed emphasis on content, and that the Ministry prescribe program content and the necessary knowledge and skill outcomes on a province-wide basis. Radwanski seemed to address only one of Ontario's 13 goals of education. If his recommendations are followed, the report might as well be called the death warrant for outdoor education.

Now wait a minute! Outdoor Education *has* a place in school. Anyone

who has used cooperative games with students will tell you they teach communication, group skills, leadership, problem solving, initiative, organization, creativity, and in a way that is energized, leaving students feeling good about themselves and about school—important learning for tomorrow’s decision makers. Just because these educational goals are not mentioned in most subject guidelines is no reason to trash the whole set of activities—and here’s one reason why.

In their nationwide #1 bestseller *In Search of Excellence* Thomas Peters and Robert Waterman, reporting on a study of 43 successful American companies, came up with eight basic principles of excellent businesses that read much like the forgotten 12 goals of education. Ontario’s forgotten goals of education talk about “responsiveness to the dynamic process of learning,” “esteem for customs, cultures, and beliefs,” and “understanding the role of the individual within the family and with “a bias for action: a preference for doing something,” about the value of individual employees, and about “fostering a climate where there is dedication to the central values of the company combined with tolerance for all employees who accept these values.” Maybe, I thought, there is support in the work world for outdoor education.

Curious about these new wave notions of excellence in industry, and how closely tied they are to the educational goals addressed by outdoor education, I took Milton McClaren’s 1988 COEO conference idea and scanned the “Careers” section of the Toronto Star, one Saturday in November. I read 227 ads, noting each time a particular personal competency was required in a want ad. If Radwanski and the others are right, you might expect to see *knowledge, ability to compete, individuality, ability to follow rules, aggressiveness, and high grades* in just about every job description. To be fair, there was one ad that asked for “a lust for honest combat and an aversion to sharing” (looking for maniacal “operations professionals” to drive express package delivery cars) and there were companies who, on the basis of their ads, might hire George Radwanski as their personnel manager, but...surprise, surprise, the rank ordered list of competencies reads like a billboard for outdoor education. It’s reason for all outdoor educators to be hopeful, proud and noisy about the virtues of cooperative games and other outdoor activities we have kept in the shadows.

Here are the top 25 competencies desired by employers.

Competency	Percentage of companies listing this competency
1. Communication Skills	54%
2. Interpersonal Skills	32%
3. Computer Knowledge	19%
4. Leadership Ability	16%
5. Highly Motivated	14%
6. Team Player	12%
7. Analytical Skills	11%
8. Organizational Skills	8%
9. Initiative	6%
10. Energetic	4%
11. Creativity	4%
12. Adaptability	4%
13. Problem Solving Ability	4%
14. Confidence	3%
15. Marketing Skills	3%
16. Aggressiveness	3%
17. Willingness to Travel	3%
18. Enthusiasm	2%
19. Ability to Work Under Pressure	2%
20. Dedication	2%
21. Desire to Succeed	2%
22. Knowledge	2%
23. Political Sensitivity	2%
24. Strong Goal Orientation	1%
25. Money Oriented	1%



Why Johnny Shoots Stop Signs

By Ted Williams

Reprinted with permission from AUDUBON, the magazine of The National Audubon Society, September, 1988

Recently The Izaak Walton League sponsored a conference on outdoor ethics on the shore of Missouri's Lake of the Ozarks. As is always the case with such events, nothing really was decided (other than that we need to reach young people), and participants went away with more questions than they arrived with. Some were angry. A western game warden had been sent at enormous expense to learn all about how to modify hunter behaviour - away from shooting stop signs, for example - and all he got was "wind and theory." He had yet to discover that 1) such conferences are intended to get people thinking and talking, and 2) in order to profit from them one must be selective in whom one listens to.

Probably the game warden listened to Interior Secretary Donald P. Hodel who bragged for half an hour about all the things he supposedly had done for conservation and whose theme was, "We can protect the environment and have development." Incredibly, the Army Corps of Engineers was there not to learn but to *instruct*. As part of their "Don't Tread on Me" program for personnel, the Engineers now have this insignia showing a broken tree inside a circle with a line through it, "teaching," as the lecturer put it, "that it's not that macho to run over trees with tanks." And there was this fish and game director who told about how good the squirrel and dove hunting had been somewhere or other and how good the deer hunting would be and that litter was a "disgrace."

The important things were said at bars and dining tables and at the uncrowded, unhurried workshops. At dinner I found myself seated between two high-ranking Reagan Administration bureaucrats who, in conversation, plainly betrayed themselves to be decent and competent. On my right was William Penn Mott Jr., a study in outdoor ethics at the highest and yet most basic level. As director of the National Park Service, Mott is bucking the powerful livestock industry, the director of the Fish and Wildlife Service, the Wyoming congressional delegation, and Hodel, his own boss, to get wolves back in Yellowstone. His single motivation is that wolf recovery is morally and biologically correct. On my left was Peter Greer, Deputy Under Secretary of Education, a man of sparkling intelligence and humour, not really an outdoor person but sympathetic to the cause of outdoor people.

Greer, as it turned out, delivered the only formal address that moved the audience. "You people do important work," he said. "I've been in education twenty-two years. National Level, three times. I know what's going on. I don't know nine-tenths of what you do. How come?" Go be a part of the gathering school-reform movement, he told us. Share ideas. Play it up. Give awards. Don't quit. Sponsor annual ethics conferences to gauge your progress.

For me the best part of the conference was getting to know the leaders of the Izaak Walton League. You have to like the Ikes for their energy and



enthusiasm, and I have to say they put most of us - me, for instance - to shame. I tend to be more negative. I don't believe that it is advisable to teach or even promote outdoor ethics. It doesn't work. Outdoor ethics, like any kind of ethics, is simply the final, inevitable stage of a learning process. It cannot be imparted. It comes from within or not at all.

As we interact with our own species inside our own engineered habitat, we are a highly ethical society. But turn us out onto the natural landscape with weapons - bulldozers, backhoes, guns, and fish poles - and we revert to savages. We just don't get it because, as a nation, we are ecologically illiterate.

On spying a turkey vulture low over the school, my daughter Beth reports it to her fourth-grade teacher. "No," she is told, "there aren't any turkey vultures in this part of the country."

"But I see lots of them," says Beth. "They fly right over our house. I see them."

"No," says the teacher.

Doug Kimball, an educator with the Massachusetts Audubon Society, takes a group of schoolchildren on a nature walk. A mature red-tailed hawk floats over. The teachable moment! He explains that the white belly and rosy tail indicate a bird four to six years old, that by this time redtails usually are paired, sometimes for life. "Maybe the mate will show up and we can see some courtship behaviour." Sure enough, a second bird appears - bigger, so it's probably the female. The male wheels back from the far horizon and the hawks begin to manoeuvre. They swoop and dive and play tag for fifteen minutes while Kimball narrates. The kids think that the show is something really special, but then the teacher turns to Kimball and says: "You know, there's a guy who goes around with tame hawks that come when he rings a bell. How do we get in touch with him?"

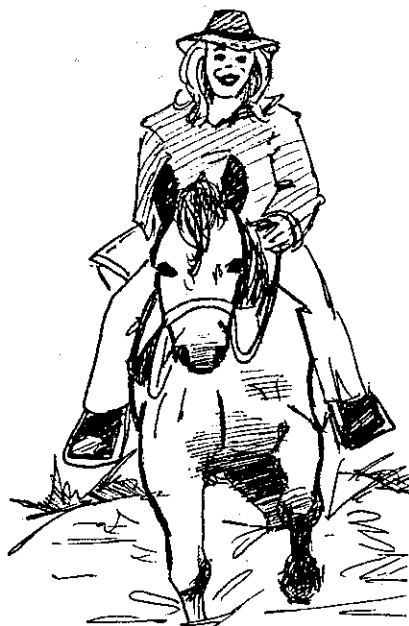
Anecdotes such as these are not isolated horror stories; they are pretty much the norm, and they are symptomatic of more than just gross ignorance of nature. They reveal utter, hopeless illiteracy. Hopeless, not because no learning has occurred, but because it never can.

After thirty years as a nationally prominent outdoor educator, Chuck Roth - also of the Massachusetts Audubon Society - has concluded that not only is it impossible to teach outdoor ethics, it is impossible to teach *anything*. "All you can do," he says, "is create learning situations." But when it comes to the outdoors, we don't do this. Instead, we have replaced the good, old-fashioned nature study of Liberty Hyde Bailey and Rachel Carson with "environmental education."

On "a glorious day" in June three editor friends of mine visit an environmental education centre. The buzz and flutter around blooming trees and shrubs issues from non-humans only. Inside the administration building, squatting in front of a computer monitor, breathing deeply of the stale air, seven-year old kids punch unlikely colours onto a species of fish clearly alien to their planet.



"...turn us out onto the natural landscape with weapons - bulldozers, backhoes, guns and fish poles - and we revert to savages. We just don't get it because, as a nation, we are ecologically illiterate."



Rather than nurturing the natural "sense of wonder" in our children, we lecture them about trash, a subject that bores even the lecturers. On the rare occasions we allow the kids out into the natural world we have them collect trash, ignoring all things bright and beautiful for the few things dirty and disgusting. If there is a lesson in this exercise, it is that society will pick up after you; and the very fact that the trash is there year after year proves that environmental education isn't happening.

"People want to give kids mature, full-grown ethics," Roth says. "But there are stages of moral development. They are real, and you don't skip them." Or shouldn't. But the more we insulate ourselves from the land, the more they get skipped.

Lately, Roth has been reading the material coming out on kids who grow up without a conscience. "These are kids who for biological or other reasons refuse to bond with their parents," he says. "Or they are kids who have been in foster homes so long they haven't bonded with anyone. Without bonding they end up with no conscience. I contend that one of the things we're seeing is that kids are growing up not bonding with nature."

The problem is compounded by our big, expanding cities. Always it has been difficult for urban children to bond with nature, but it's getting harder. Vacant lots can be rich with wild animals and plants. In the middle of the Bronx, for instance, one can turn up bobwhite quail, ring-necked pheasants, cottontail rabbits, praying mantises, butterflies...After introducing students to these lush, beautiful habitats the outdoor educator must tell them: Here it is, absorb it, savor it, wonder at it, and never come back because you might get assaulted.

Nor are we feeling the influence of just our own cities. "If you look at the immigration picture for this country," remarks Roth, "you find that it's about a sixty-forty split between northern European and southern European. But only once have I been in a group where I got ten percent southern Europeans, and normally it runs closer to two or three percent. Northern Europeans are the ones that show up in conservation groups, become wildlife biologists. If you look at where a lot of the literature comes from, it's Scandinavia, England, Germany. The old saw in Europe is that the Scandinavians band birds and the Italians eat them. You have these kinds of cultural biases. We have large groups of Latins and Asians coming in, too. All their ties are to urbanity because cities around the world are cities around the world. I bought a book of the one hundred best poems of Puerto Rico, and one thing struck me very quickly: There was no pastoral poetry. This was an island people with a Mediterranean background, which is not terribly nature-oriented, for whom the beautiful island of Puerto Rico was a stage setting. They could be anywhere; they could be on the moon."

Unable to bond with the natural world as it exists in reality, children of the urban world bond with the natural world as it exists on television or in the pages of story books. And when they grow up, they return to haunt the outdoor educators who failed them. Consider, for example, the animal-rights move-

ment. With few exceptions, it issues from urbanity. Not only are animal-rights activists a wasted resource for outdoor education, they are spoilers of it. They tend to be wealthy, influential, intelligent, ethical, and ecologically illiterate. Consider also Project WILD.

Project WILD is a supplementary outdoor-education program for which teachers must be briefly trained. Now in forty states, it is the most widely used supplementary material of any sort in American schools, and probably the most meticulously scrutinized. It does not teach children what to think about nature, only to think about it. It is imaginative and fun. Teachers and students love it. The National Audubon Society supports it. Although hatched by fish-and-game types, it barely mentions hunting, and where it does, participants are urged to make up their own minds about whether or not killing game is ethical.

Still, a coalition of animal-rights organizations is striving to get Project WILD out of the schools - not because of what is written but because of who did the writing. By even the most radical humane standard there is nothing wrong with the material, especially now that it has been revised to humour the coalition. So the animal-rights groups must grope desperately, making vague allusions to "subtle biases" or criticisms such as the following, this from the Humane Society of the United States regarding an exercise in which pupils pose as trees: "(It) invites pandemonium in the classroom, by making unrealistic demands that students be up on their feet, inactive and patient."

Although Project WILD doesn't get into trapping, a widely circulated Friends of Animals ad (illustrated by photos of a trapped coyote getting stomped to death) states that the entire text is a method of "brainwashing children" and that the goals are "to desensitize children to animal suffering" and "promote the fur trade."

Project WILD is a wonderful conditioner for the study of nature, but it and programs like it ought not be confused with nature study itself. Real nature study cannot be planned or written in advance or, in Bailey's words, "reduced to a system." Impediments to it are monumental. Among them is the school-reform movement in which Peter Greer, with good reason, wants environmentalists to participate. America has a talent for learning from those who do things wrong. Currently, we are enamoured of the Japanese method of teaching, the central concept being more hours in the classroom, fewer field trips.

The result of this approach to education is evident in the relationship Japan has with the natural environment - leech to host. Japan, for instance, is among the world's largest importers of ivory, turtle shell, and crocodilian hide; a waster of tropical and temperate rainforests; an exploiter of fish, dolphins, and great whales. According to a study out of the Yale School of Forestry and Environmental Studies, the Japanese are unique in seeing themselves as being taken care of by nature but not responsible to it. Japan, our mentor in school reform, is a prime candidate for the most ecologically illiterate nation on Earth.





Another impediment to outdoor education is a chronic teacher shortage, particularly in science departments where the limited nature study now offered gets pigeonholed and from which ill-paid personnel get siphoned off by industry. In some schools nature study is part of "general science" and, therefore, reserved for the slower kids. In preparation for college, the bright ones are made to concentrate on chemistry and physics.

There's a shortage of prospective nature students, too, because the adult segment of our population has increased disproportionately. "We had schools that would send one hundred fifty kids," reports Jack Padalino of the Pocono Environmental Education Centre. "Now they send one hundred."

And there have been cutbacks by government. Ed McCrea, president of the North American Association for Environmental Education, makes this comment: "The Reagan Administration's philosophy is that these (environmental) programs are best done by the states, and therefore most of the federal agencies have curtailed their programs drastically. They never had very strong ones, but those that were in place have been largely allowed to disappear through lack of funding. Internationally, the trend is better. Internationally, I'm seeing a lot more interest in environmental education than I am from our own government."

Schools have become a dumping ground for responsibilities. We expect them to teach our children (of whom half now live with single parents) things they ought to be learning at home but aren't: how to avoid AIDS, resist drug pushers, care for and clean their bodies - basic social behaviour. Consequently, we may be on the verge of turning out the first generation of Americans that is less educated than their parents.

Perhaps the most formidable impediment to ecological literacy is television. Today the average American youngster spends as much time indoors in front of TV as indoors in front of teachers. Even in the remotest villages of Alaska, Eskimo kids stay inside, rivetted to the tube, sucking up videos airlifted from Anchorage by Bush Video Outlet and cheap cartoons beamed down from satellites.

But TV wastes more than time. The quality of commercial broadcasting aimed at children has degenerated even from what it was a decade ago. Now there are seventy shows in which toys produced by the sponsor double as main characters. They are simply thirty-minute commercials. "It's as if *The New York Times* was written by its advertisers," says Peggy Charren, founder of Action for Children's Television. "I think commercial television in the Reagan era discovered that it wouldn't get into trouble if it didn't serve children. There is a law that says every television station must serve the public interest, and Reagan's appointments to the FCC didn't really believe that. So they let television turn into a sales pitch for toys."

Those toy shows I forced myself to watch for this essay feature various aggressive robots engaged in various anti-social and even anti-environmental activities. Might the shows be construed as anti-nature? "No question about

it," Charren told me. "In fact, the goal seems to be the destruction of the world, although it never happens on any one program because that would be the destruction of the series."

Scattered among the trash are some superb nature programs - *The Planet Earth*, *Nova*, *National Geographic Specials*, *Nature*, *The World of Audubon*, *OWL/TV* (which is aimed specifically at kids), and virtually all of those aired by "The Discovery Channel." One sees much less of the brazen fakery that characterized the work of Walt Disney, Marlin Perkins, and Marty Stouffer. The shows are fascinating and highly educational. Certainly, they do more good than harm, but they retard nature bonding.

They teach that nature is something one goes indoors to see, that it is passive, prepackaged, apart from human existence. On a chill evening in March my own children watched a great-horned owl's nest for an hour, and all they saw was an ear tuft. Yet, seated on the warm couch with remote control in hand, they can watch great-horned owls killing prey, building nests, feeding hatchlings, and coughing up pellets. Nature-show producers can't help it, but they create false expectations. Kids see two years of rabbit observation compressed into one hour - birth to death, and everything in between. Take them into a winter woodlot where, in all likelihood they see only rabbit sign, and they conclude that nature study is boring.

"Here is what television does," a naturalist friend of mine told me: "I got a call from a Gloucester (Massachusetts) Cub-Scout den mother. She said, 'Gee, our national theme this month is wildlife, and we haven't got any around here.' I explained that there weren't any leopards or bears, but we went out into the salt marsh and found these amazing, ancient creatures called horse-show crabs."

Maybe the solution is fighting television with television. "Getting kids back to nature through the visual media is probably the only way we're ever going to turn the tide," declares Marshall Case, National Audubon's vice president for education. "Picking at it through nature centres and (printed) programs, that's okay, but they don't reach a huge percentage by any means. The numbers of home video machines are just staggering now. We have to take what's been doing the damage and turn it around. And I think we can do that if people get serious about producing some really good, solid materials that are aimed at getting kids back out to nature. I haven't seen anyone concentrate on this."

Not long ago, I accompanied the fourth-, fifth-, and sixth-grade teachers of my hometown of Grafton, Massachusetts, on a tour led by Doug Kimball through a fifty-two acre nature-study area the town has just wrested from a developer for \$1.3 million. It's a lot more than "Williams' most expensive woodcock covert," as some local wags have called it. It's a magic place of bright meadows and ancient stone walls, full of deer, bluebirds, owls, hawks, foxes, apple trees and wildflowers.

All the teachers were eager to study nature with their students now that




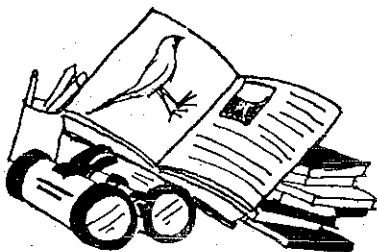
we had a "nature-study area." But they were uneasy. How many times a year could they expect the financially strapped school system to bus them and their kids to the location? How could they fit into their cluttered curricula? And what could they really teach about nature? All were interested, but most knew very little. Teachers are supposed to have answers. They fear situations where they have none.

There wasn't any wildlife to see. But that's how it often is in the real outdoors. Kimball pointed out tree fungi, skunk diggings, fox scats, maple sap, galls, grass tunnels of meadow voles, a white pine attacked by weevils, a deer path, a cotton tail liberated by beak or fang from the rabbit, a freakishly large white oak leaf, indicating that the tree had tried to make up for leaf loss in a hurry. Sometimes he answered questions with, "I don't know." It's okay to say that, he explained. But there are also ways to avoid it. For instance, set up a "What is it?" table for collectibles. After a day or two (plenty of time to consult field guides) you provide the answers. Or ask questions so kids wind up having a very accurate description of the object, then invite them to look it up.

"You don't 'teach' nature to your students. . . you learn about it with them."

Having spent twenty years coaxing teachers into outdoor education, Kimball is pretty good at it. You don't "teach" nature to your students, he told us; you learn about it with them. You don't need to memorize the names of things. Names tell you nothing. You seek evidence of what plants and animals do and how they interact. You don't have to go to a "nature-study area." You simply go outdoors. Maybe the activity is something as basic as lifting up rocks, highlighting a spider web with water mist, or colour-matching crayons to natural objects. (You give blue-green to the know-it-all.) You don't "make time" for nature study; you incorporate it into reading, social studies, math, history...

As we walked, the teachers got more and more involved; now they had loosened up and were calling Kimball's attention to things they'd noticed on their own. I could see the natural sense of wonder flickering on. It had been dormant for decades, but it was there, waiting. I wanted to show them the grouse woods, the pond, and the hawks that would arrive on the gathering thermals. Every teacher wanted to stay. But they had to get back for a meeting on AIDS. 



Tracking

Local Networking: Why Not?

Close to 20 outdoor educators from across Halton and Hamilton-Wentworth Regions met at the Royal Botanical Gardens in mid-December to share ideas on a variety of topics. "This area must have the highest concentration of OE facilities in the province" said Barbara McKean, meeting co-ordinator. "We've been trying to get everyone together like this for a while now. We're all so busy that it is hard to find an agreeable time, but it's certainly been well worth the effort. The time was ripe for such an endeavour: there has been a large changeover in O.E. staff at many centres this year, and 3 of the local Boards of Education are presently in the process of taking a closer look at their activities and future directions in outdoor education."

Sites represented were:

Mountsberg Wildlife Centre
Crawford Lake Interpretive Centre
Royal Botanical Gardens Nature Centre
Glen Road O.E.C.
Christies O.E.C.
Canterbury Hills Camp & O.E.C.
Merrick Field Centre
Resource Management Centre
Camp Marydale O.E.C.
Camp Brébeuf O.E.C.
plus outdoor ed/rec staff from McMaster University and Mohawk College in Hamilton.

Staff exchanged information on their programs and facilities and discussed co-operative ventures: O.E. for secondary students, the idea of program specialization so as to avoid duplication of effort, Great Lakes education, and student work placements. A second meeting is to be hosted by the Hamilton Region Conservation Authority in February, and everyone is looking forward to working together more closely in future. Why not give it a try in your area?

- Barbara McKean

World Wildlife Fund *Saving the Rain Forest in Latin America*

The W.W.F. program to save acres of tropical rain forest is well underway, but a great deal more effort is required. Donations of \$25.⁰⁰ go toward purchasing one acre of rain forest and to assist in educating Latin American people about the importance of conserving their lands.

Monarch Butterfly preserves in Mexico are still in jeopardy because the people are removing timber in the valleys used by the monarchs during winter. The W.W.F. has a program to educate the people in these areas to help them understand the consequences of eliminating the vegetation. Unless changes take place

the possibility of eliminating the monarch is very real within the next ten years.

For further information contact:

World Wildlife Fund
60 St. Clair Avenue East
Suite 201
Toronto, Ontario
M4T 1N5
(416) 923-8173

Died - Francesco Mendes - He was murdered by Brazilian farmers who want to destroy the rain forest for cattle raising. Francesco worked as an ecologist with native peoples and others in Brazil to stop the destruction of the vital rain forests.

Acid Emissions Control

Inco and Falconbridge finally agreed to cut acid emissions from smoke stacks in Sudbury, Ontario. This is in keeping with the Provincial effort to reduce acid rain and its devastating effects. **Pressure works!**

New Directions for M.T.R.C.A.

The Metro Toronto Region Conservation Authority is holding a series of meetings with representatives from many interest groups in an effort to formulate its directions for the future. Ralph Ingleton is C.O.E.O.'s representative and has attended meetings to push the Outdoor Education point of view. The prominence of the environment is

now "big" politically and the future of outdoor education appears to rank high in the management plans of the Authority.

The "Class of '78"

C.O.E.O. and Northern Illinois University (N.I.U.) have co-operated in giving C.O.E.O. members Masters' courses for TEN years. To celebrate this anniversary N.I.U. hosted a dinner at the Terracotta Inn for the "Class of '78" on December 3. Dr. Bud Wiener was the official host who spoke warmly about the C.O.E.O./N.I.U. relationship and honoured Clark Birchard, Chuck Hopkins and Ralph Ingleton for their support

throughout the years.

Hugh MacPherson of the Peel Board of Education met Bud and many of the class at the new Field Centre for the afternoon prior to meeting at the nearby Terracotta Inn.

F.O.N. Recent Releases

"Birdwise" is a helpful activities book for kids about birds. Its author, Pam Hickman, of the Federation of Ontario Naturalists, has received excellent reviews from Maclean's Magazine and the CBC. The book is available at most stores and sells for \$9.95.

"Flora and Fauna" is an educational unit about wildlife in

Ontario. It is activity based and covers grades 1-6. The unit is the first of eight. Look for "Insects" and "Reptiles" next year.

The F.O.N. has an excellent "Conservation Calendar" that features wildlife by the month. These may be purchased by phoning the F.O.N. at 416-444-8419.

Alfred Bog

Alfred Bog, near Ottawa, has been purchased. The 3,800 acres are now in Nature Conservancy of Canada and a management plan will be developed in the future. Jerry Glazier of the Nature Conservancy reports that a mortgage of \$185,000 is still owing and donations toward the cost of paying this down would be greatly appreciated. Both the M.N.R. and Wildlife Habitat Canada have contributed significantly to the acquisition of this important wetland.

Donations may be sent to:
The Nature Conservancy of
Canada
794-A Broadview Avenue
Toronto, Ontario, M4K 2P7
(416) 469-1701

ORIENTEERING

A program of outdoor education that exercises minds as well as bodies.

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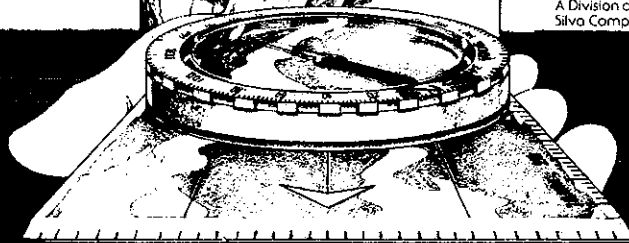
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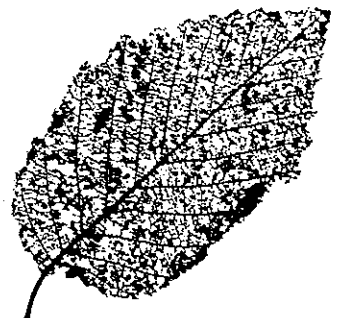
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L7N 3G2
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SILVA



Outward Bound Courses Now a High School Credit

The Canadian Outward Bound Wilderness School (C.O.B.W.S.), located 175 miles (280 km) northeast of Thunder Bay, Ontario, has been operating adventure education courses since 1976. The Outward Bound school of thought, known internationally, uses the out-of-doors as a medium for "whole-person" education. Aspects of the program focus on areas such as technical skill development including: flat water paddling, white water paddling, rock climbing, cross-country skiing, snow-

shoeing and dogsledding; environmental awareness and appreciation, community service and personal growth.

The Ontario Ministry of Education has recognized the value of the Outward Bound courses offered to young people. During the summer of 1988, C.O.B.W.S.'s courses were inspected by Education Officers from Northwestern Ontario. Starting in June 1989, students who successfully complete a 21-day Adventure course, a 22-day Voyageur course or a 21-day Challenge course can earn a senior level credit in Personal

Life Management (PLM), which falls under the Social Sciences Division.

Application forms for these courses are available from the Outward Bound Office in Toronto. Spaces for the courses are limited. Therefore, interested students are encouraged to apply early.

Presently, it is only the summer programs which are being accredited. Although, it is in the making that the same be true for Outward Bound winter courses.

Canadian Outward Bound
Wilderness School
P. O. Box 116, Station "S"
Toronto, Ontario
M5M 4L6
(416) 787-1721

- Submitted by Nancy Stevens



Ontario

EMPLOYMENT OPPORTUNITY

The Ontario Camp Leadership Centre - Bark Lake is seeking professional outdoor pursuit and leadership educators who are interested in working with youth (aged 15-18) and adults in four outdoor leadership and skill development courses held between mid June and the end of August. Opportunities exist for employment in one or several of the courses.

QUALIFICATIONS:

Demonstrated training and leadership experience in outdoor education/recreation; proven teaching experience; recognized skills in several outdoor pursuit areas; current R.L.S.S. Bronze Medallion and First Aid Certificates.

Remuneration is on a per diem basis and will be discussed during the interview or upon request.

For information/application forms contact:

OCLC BARK LAKE
Ministry of Tourism and Recreation
8th Floor, 77 Bloor Street West
Toronto, Ontario
M7A 2R9

(416) 965-2356

FOR SALE

NEW FOR 1989

Cowan Canoes has three new models: the Teeswater, the Tripper II, and the Prospector starting at \$499.⁹⁹ We carry a large supply of canoe building materials, as well as canoe accessories. Cowan Canoes repairs fibreglass, cedar, and cedar-canvas canoes. Paisley 519-353-5535.

Destinations

Reflections Reflections

18th Annual COEO Conference Sept. 28 - Oct. 1, 1989 Talisman Mountain Resort - Kimberly, Ontario in the beautiful Beaver Valley, 85 miles north of Toronto

Emphasising the status of the environment in Ontario and the challenges which lie ahead of those in the field of environmental education.

Hiking Conference

The Thames Valley Trail Assoc. in conjunction with Hike Ontario and Fanshawe College invite you to attend the Third Ontario Hiking Conference at the University of Western Ontario, London, May 19-22, 1989. Inquiries may be directed to Bill Savage, Co-Chairperson at (B) (519) 681-6060 or (H) (519) 451-5013.

Wilderness First Aid

Bill Savage is trying to assess interest in COEO members to justify setting up the Canadian Red Cross "Wilderness First Aid, Rescue and Evacuation Course" for the fall of 1989, in London. Prerequisites for the include include:

1. Wilderness Experience
2. Basic First Aid Certificate
3. C.P.R. Certificate

Anyone interested should call Bill at (B) (519) 681-6060,
(H) (519) 451-5013.

Environment News

If you have a stamp, you can have an interesting and informative newsletter put out by the Alberta government at your fingertips. *Environment Views* is produced by an independent board made up of government, private sector and environmental groups. Subscriptions are free by contacting *Environment Views*, Alberta Environment Communications Branch, 12th floor, Oxbri-
dgeth Place, 9820-106 Street, Edmonton, Alberta, T5K 2J6.

Curriculum at the Centre

Announcing a conference that may "determine educational directions for the 1990's": Curriculum at the Centre: a national conference on curriculum, instruction and leadership is being held in Montreal, April 30 - May 3, 1989.

Orienteering Instructors Course

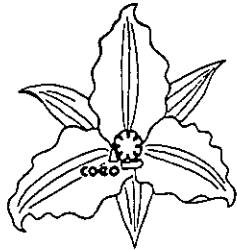
There will be an orienteering instructors course on the weekend of May 13-14. The course is being held at the Jack Smythe Field Centre, at a cost of \$50.⁰⁰ per person. Questions concerning this course should be directed towards Mark Smith or Christine Kennedy at (416) 665-5817, 9:00 a.m. - 5:00 p.m. Monday - Friday.

Corps d'Elite Award

The Ontario Corps D'Elite Award was presented to John D. MacEachern for his outstanding leadership in recreation. This award recognizes 35 deserving individuals in Ontario each year and focuses on those individuals who have given unselfishly of their time over the years. Well done John!

Ontario Ministry of Tourism and Recreation News Release: Jan. 24, 1989

COEO Northern region presents . .



*Spring
Celebration*
May 5,6,7, 1989

**Leslie M. Frost Natural Resources
Centre**

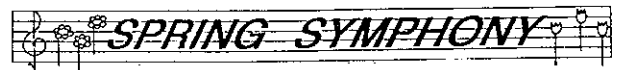
Information:

Jan Heinonen

(w) (705) 386-2311 (h) (705) 386-0580

Cost: \$115. per person, includes registration, meal,
accommodation, program, social activities

COEO Council of Outdoor Educators of Ontario
Eastern Region



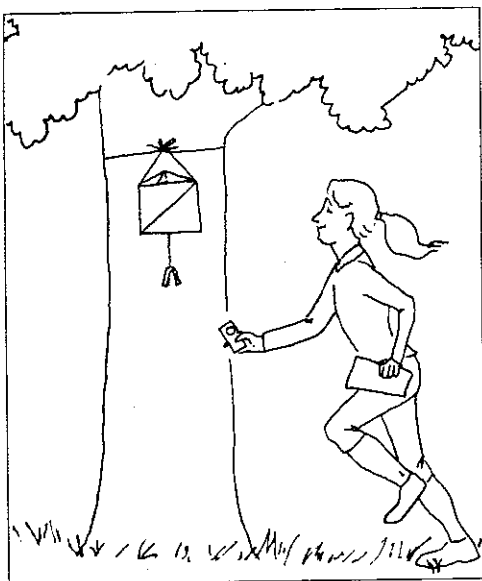
Friday evening April 28 - Sunday, April 30, 1989
at

Camp Cameron Outdoor Learning Centre
*For teachers and outdoor leaders - a weekend of profes-
sional development, fun and relaxation*

Registration Fee Regular \$80. Students \$55.

The fee covers all meals, accommodation, sessions,
Friday night wine and cheese and prizes.

Any Questions? Call Jann at 613-828-1959



Contact: Mark Smith or Christine Kennedy



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- ask about our regularly scheduled open clinics or arrange a custom clinic for your group
- check out our School Clinic Program: orienteering in your schoolyard or local park
- Professional Development Seminars: for proven instructional techniques
- over 12,000 leaders, adults, and children instructed by our certified course conductors
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- we're proud to have created maps for most of the major outdoor ed. centres in Ontario

In The Field

THE NOISY RIVER ENVIRONMENTAL EDUCATION CENTRE

The Noisy River Environmental Education Centre offers one of the most unique outdoor education programs in the province of Ontario. This year marks the tenth anniversary of the opening of the Centre by the Etobicoke Board of Education. It is located just north of the town of Honeywood, on one of the highest points of the Niagara Escarpment. On a clear day, one can overlook the magnificent Noisy River valley and see to the southernmost shore of Georgian Bay, and beyond. The property consists of 45 hectares, of which approximately half is forested. Maples dominate the woodlot, but it also contains stands of birch, poplar, beech, black cherry, ash and butternut.

However, it is not the setting alone which makes Noisy River so special. Rather it is the type of facility and the nature of the program offered to the students, which make it unique.

There are no indoor dormitories or cafeterias here. Staff and students alike sleep in large canvas prospector tents (5m x 4m) erected on wooden platforms. Participants are provided with an ensolite pad and sleeping bag to keep them warm and comfortable in their tents at night. Four to six students share a tent. Meals are prepared and cooked by the students sharing a tent. Meals are prepared and cooked by the students on two-

burner propane stoves in a large (10m x 7 m) dining tent affectionately known as "Fred." Everyone has a job at mealtime as a cook, table setter or dish washer. Needless to say, this is a totally new experience for some of the children, and makes for some interesting conversation and situations throughout the week. All the food is supplied by the Centre and each meal is under the supervision of a staff member. The social experiences which result from sleeping under canvas and cooking your friends' meals helps develop a sense of responsibility within the students which runs over into all other aspects of the program. This sense of mutual co-operation for the benefit of the whole class is the agent that really binds everyone together during the week. No matter what the weather or circumstance students and staff work together as a single unit to make each week special. No two weeks are ever the same. It is this which sets Noisy River apart from many other outdoor education centres.

In addition to the tents there are two converted portable classrooms on site. One serves as a main teaching room, program material storage area, kitchen, office, and library. The other contains washroom and shower facilities, as well as food storage and a small workshop. These are the only heated facilities on the

property, everything else is exposed to the elements of nature. It is truly an "outdoor" education program.

The Noisy River Environmental Education Centre operates during the months of September, October, May and June and is designated as a Grade Seven program. Other middle school grade levels have attended over the years, and one week each September is devoted to a Grade Ten high school residential camping experience.

The program includes the wide range of activities one generally associates with an outdoor education centre, with a special emphasis upon living in, and learning about, the natural environment which surrounds the students. Instructional topics include woodlot, field, and stream studies, environmental awareness activities, canoeing, and compass work to name a few. Special sessions include an orientation hike, visits to a trout hatchery, local beef farm and meat packers, as well as a demonstration solar and wind power generation system. Students are also involved in weekly service projects such as erecting bluebird boxes, gathering firewood, maintaining pathways through the bush, and other related chores.

Thursdays see the whole class hiking along the Bruce Trail exploring crevice caves, cooking lunch on the trail and enjoying

the beautiful scenic views and varied terrain that only the Niagara Escarpment can provide. The day ends with a campfire at a secret location in the bush, where the "spirits" of the wood and river surround us, and the sound of the water cascading over the nearby falls is drowned out only by the voices of the staff and students raised in laughter and song.


Friday begins with a general camp clean up and a visit to the Initiative Task and Ropes Course constructed on the property. Here students have one last chance to co-operate with each other as a group to solve a particular task, or be challenged as an individual on the low risk

elements of the Ropes Course. The week concludes with an environmental awareness discussion, review of the weeks activities, and a special awards presentation which we call the Capstone session.

The staff of the Centre consists of a full time teacher who acts as program leader, a graduate teaching assistant, and three University of Waterloo co-op students. Each class is accompanied as well by a staff member, or two, from the home school. Local residents help in maintaining the facilities through caretaking and maintenance duties.

To some teachers and students the rustic nature of the

facilities are intimidating. To others, it is these same qualities which make spending a week at Noisy River a very special experience which they would not trade for any other. Judging from the letters and comments we receive from the students and teachers alike, this is one educational experience in the outdoors that they will remember for a long time.

We, in Etobicoke, are proud of what we have been able to accomplish at Noisy River in the last ten years and look forward to even more successful adventures in the future at this most unique facility. 

- Glen K. Hester



Explorations

IS EXPERIENCE REALLY A GOOD TEACHER?

For most outdoor teachers, it is intuition, not research, that says to put high value on teaching through direct experience. This edition of *Explorations* looks at a major piece of research which assessed the impact of experiential programs on students.

Thirty different programs involving 4,000 students were studied by Dan Conrad and Diane Hardin. All the programs were "offered as integral parts of the general school curriculum but taking place outside the conventional classroom, where students were in new roles featuring significant tasks with real consequence, and where emphasis was on learning by doing with associated reflection." The programs included affluent and poor children; and focussed on outdoor adventure, work experience internships, community service and political action. Student ages ranged from 12 to 19 years and programs varied widely in duration, intensity and degree of compulsion.

Conrad and Hardin boldly asked the program directors to say what they thought students were gaining. The answers were remarkably similar. A composite list of director's responses was produced in the form of a questionnaire which students in the same schools were asked to answer. (It always makes me nervous when someone compares what I say about my classes with

what the students say about them. How about you?)

There was strong agreement among the students as to the major things they claimed to have learned; over 80% of the students agreed on more than half of the items tested. The top ten and bottom four are listed:

1. Concern for fellow human beings.
2. Ability to get things done and to work smoothly with others.
3. Realistic attitudes toward other people such as the elderly, handicapped or government officials.
4. Self-motivation to learn, participate, achieve.
5. Self-concept (sense of confidence, sense of competence, self-awareness).
6. Responsibility to group or class.
7. Risk-taking - openness to new experiences.
8. Sense of usefulness in relation to the community.
9. Problem solving
10. Risk-taking - being assertive and independent.
11. Use of leisure time.
12. Narrowing career choices.
13. To become an effective parent.
14. To become an effective consumer.

These results were used as a preliminary guide to investigate the levels of social and psycho-

logical development and the intellectual and academic growth of students. In this phase a large battery of tests was administered on a pre- and post- test basis both to students in the various experiential programs and also to paired students ("controls") who were not participating in the programs. The information gathered went beyond paper and pencil tests. Systematic observations by parents, teachers and supervisors were collected; student journals were read; individual case studies and unobtrusive observations were used to supplement and enhance the standardized test results. The complex grid of observation permitted assessment of development in the domains mentioned. It also revealed a clear pattern of teaching practices which were strongly effective.

In summary, Conrad and Hardin found that the programs "effectively promote psychological development of adolescents and do so at least somewhat more effectively than class-room based programs. The impact is greatest when the experience is most intensive, most dissimilar from ordinary school activities." Similarly, the data supported the claim that participation in experiential programs does, "or at least can," contribute to the social development of adolescents more than in-school programs. On the third dimension, they found that the experiential programs had a

positive effect on student learning and intellectual development. "This is most strikingly the case when the program features a combination of direct experience and formal reflection on that experience."

Finally, Conrad and Hardin looked for teaching practices which were particularly effective. Unhappily for anyone looking for a sure-fire, fool-proof method, the data showed that "no single practice or set of practices guarantees effectiveness from all students. Within every programme. . . there were students who gained a great deal and others who did not." but having said that, there were 13 practices which, over all and in combination, had appreciable impact on student learning. They follow, expressed as students said them.

1. Discussed experiences with teachers.
2. Did things myself rather than observing.
3. Adults did not criticize me or my work.
4. Had adult responsibilities.
5. Developed personal relations with someone on site.
6. Had freedom to explore my own interests.
7. Discussed experiences with family and friends.
8. Felt I made a contribution.
9. Had a variety of tasks.
10. Was free to develop/use own ideas.
11. Got help when I needed it.

12. Made important decisions.
13. Had challenging tasks.

Why should the findings be trusted? First, Conrad and Hardin used several strikingly different methods of observation to explore the same questions. Their quantitative instruments were valid and reliable. The size of samples, the range of programs and the use of controls were appropriate all inspire confidence. Finally, the researchers were painstaking to make modest and carefully qualified interpretations.

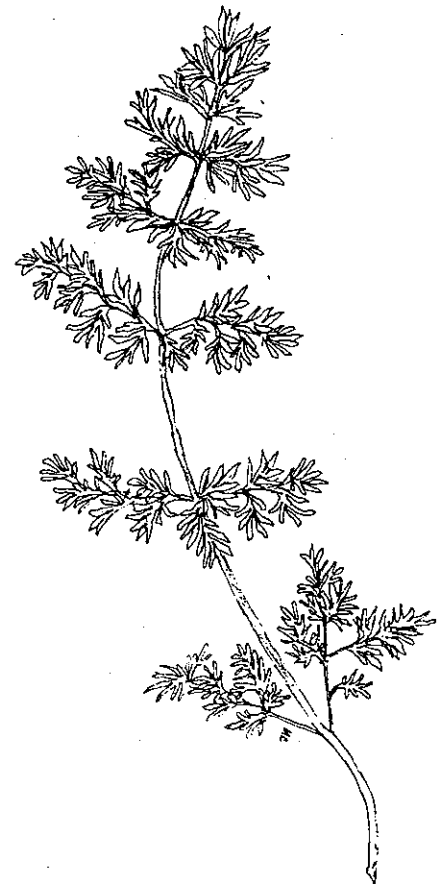
This research backs up the intuition of practitioners about the value of experience. It strongly supports efforts to extend and intensify experience-based teaching outside schools walls. For anyone interested in fuller detail, or in replicating any aspect of Conrad and Hardin's exploration, an expanded account and sources of test instruments are in *Experiential Education and the Schools*, Kraft and Leilsmeier, Eds. pp. 229-243, available from the Association of Experiential Education, CU-249, Boulder, CO 80309, USA, or in Canada from the Campus Bookstore, Queen's University. Like any other investigation, this one has limits. There is a clear need to push further into particular merits and drawback of experiential programming and methods. But we can do so with clear and

strong assurance that experience, carefully selected and thought about, is indeed a good teacher.



- Bert Horwood

Bert teachers in the Outdoor and Experiential Education programs at Queen's University at Kingston. He is co-editor of the recently published Canexus: The Canoe in Canadian Culture.



On The Land

ENVIRONMENTAL UPDATE

*W.A. Andrews
Faculty of Education
University of Toronto*

I will begin this column by restating the purpose which I outlined in the first column. Hopefully this will elicit responses from some of you.

The purpose of this column is to provide you with encapsulated information on current environmental issues and advances in environmental stewardship. It is my intent to focus on matters that are likely of immediate interest to your students. Would you please share in future columns by doing one or both of the following:

- Send me a short description of an issue or an advance that you would like to see published in a subsequent issue of this journal.
- If you or your students have a question of current interest for which you cannot find an answer, send me the question and I will try to answer it in the next column.

Is 2,4-D Carcinogenic?

The most widely used herbicide in the world is 2,4-D (2,4-Dichlorophenoxyacetic acid). It is used to control broad-leafed weeds in a variety of food crops and to control unwanted vegetation along roadsides, under electrical transmission lines, and in tree plantations. It is also a common ingredient of lawn

herbicide mixtures.

Until recently, 2,4-D was thought to be a relatively benign herbicide. It degrades quickly in the natural environment and, even if it enters the human body, it is metabolized and excreted within hours. However, evidence is mounting that this herbicide may be carcinogenic (cancer-causing).

The National Cancer Institute in the United States discovered during a 1987 study of Nebraska farmers that the incidence of lymphatic cancer increases with exposure to 2,4-D. A previous study of Kansas farmers led to the same conclusion, but the Environmental Protection Agency (EPA) said that the evidence was inadequate. The Nebraska study showed that exposure to 2,4-D on 21 or more days per year tripled a farmer's chances of developing cancer of the lymphatic system.

Do studies of this type do any good? Chemlawn, the largest lawn care company in North America suspended use of 2,4-D after the Kansas study. The National Cancer Institute will publish the results of a study of 30,000 Chemlawn employees in 1990. Hopefully the suspension will prove beneficial.

Drought-stressed Trees Cry Out for Water

During the drought of this past summer, I noticed that trees in drought-plagued regions were hit much more heavily with insect infestations than trees in regions where more rain fell. I assumed that my observations were due to the fact that the well-watered trees were healthier and, as a result, were better able to cope with and recover from an insect attack. Though my assumption may be true, in part, there may be more to the story than this.

About five years ago, scientists discovered that drought-stressed plants emit high-frequency sounds. These sounds are produced as cell structures breakdown due to the lack of water. Apparently each species emits characteristic frequency patterns.

It has long been known that insects locate plants by vision, taste and smell. It has also been known for some time that insects preferentially attack stressed plants. Scientists at the North Central Forest Experiment Station in East Lansing, Michigan believe that insects may use the characteristic frequencies to locate certain species that they prefer to dine upon. I noticed in a drought-stressed forest that the forest tent caterpillars by-passed beech and black cherry trees in favour of aspen, white birch, and maple trees. Possibly the latter three species are favourite foods

and were targeted by the insects when they heard the trees' drought-induced "cries".

The researchers are now doing controlled greenhouse experiments to check this hypothesis that insects are sensitive to drought-induced frequencies. If the hypothesis proves to be true, sounds of specific frequencies could be used along with pheromones to attract and trap insect pests. Also, farmers could listen to the "cries" of their crops to find out when they should irrigate most efficiently.

Do you remember when talking to plants was a novel idea? Well, now you should start listening to them as well. Perhaps there is more to "deep ecology" than we initially thought!

Recycling: Will It Make a Difference?


Community after community is implementing the blue box recycling program. Paper, cans, glass containers, and selected plastic containers will no longer be discarded to fill waste disposal sites and waste energy and materials. They will be recycled into new products.

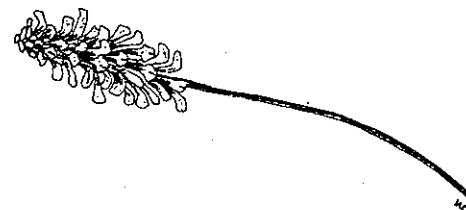
Clearly this is a first step towards a much needed change in the behaviour of our throwaway society. However, it is important that we not lose perspective on this issue. The recycling of cans,

glass, and selected plastics will reduce landfill by not more than 2-3%, the experts predict. And, even if all newspaper were recycled, garbage will be reduced by just another 10% or so. To make a significant reduction in the quantity of solid waste we must quit landfilling compostable solid waste like leaves, grass clippings, and kitchen wastes. We must also tackle the disposable diaper problem and recycle all plastics, not just soft drink containers.

One aspect of recycling bothers me. I suspect that many people who never bought soft drinks in cans or plastic bottles will begin to do so, now that the containers are recycled. However, energy is still being wasted making the additional containers and, as we all know, many of them will not get recycled and some will even become litter. The increased use of cans and plastic bottles may benefit the can companies and soft drink industry but, in my view, it remains to be proven that the environment will benefit significantly. If I were a cynic I would be telling you to ask yourself why can companies and the soft drink industry are sponsoring curbside recycling. You don't suppose that they, like me, anticipate an increased use of their products!

A few years ago the Ontario Ministry of the Environment

introduced a catchy phrase **The 4 Rs of Waste Management ... reduce, recycle, reuse, recover.** Recently many groups interested in solid waste problems have suggested that we phase out attempts to recover resources from garbage. It makes much more sense to separate garbage at the source than at a resource recovery plant. That leaves 3 Rs. However, I propose, as do others, that we go back to 4 Rs by adding **reject** to our actions. The really significant changes in the quantity of landfill will occur when consumers start making these kinds of statements: "I will not buy soft drinks in any container except reusables." "I will not buy your burgers until you wrap them in a piece of paper instead of a massive hunk of plastic." "I will not buy disposable diapers." We and Americans still discard over 90% of our household wastes. However, the ever-increasing unavailability of landfill sites has forced us to examine our wastefulness. The Japanese were forced into this situation many years ago, and now only 20% of their waste finds its way to landfill sites. We can accomplish the same...or better. 



Reading The Trail

As I see my task, I am to provide the Editor of Pathways, and hence the membership of COEO, with a regular column of reviews of materials pertaining to Outdoor Education.

I perceive Outdoor Education as process and method, rather than as content. Therefore there is a large field to cover. I don't think we need to be limited just to print materials. If a resource is commercially available, (and doesn't fall into the category of "equipment"), and if it is of value to other outdoor educators, let's review it! Beyond books are films, videos, slide sets, filmstrips, computer applications, magazines...

While I have accepted the responsibility to provide reviews, I do not see that as meaning that I must do all of them. Therefore please accept this as my call for you to read books, etc., and write reviews. I will welcome your efforts! I would also welcome your suggestions of either what to consider for review, or who to ask to consider doing a review.

I am not the reviewer. I provide reviews, including mine perhaps. You provide reviews too, please.

- Mark Whitcombe
34 Blind Line
Orangeville, Ontario
L9W 3A5
h.: (519) 941-9966
s.: (705) 435-4266
messages: (416) 465-4631

CANADA:

A Natural History

Tim Fitzharris and
John Livingston (1988)
Viking Studio Books (Penguin),
Markham
\$45.00 (approx.)

This is a great coffee-table book. The photographs by Tim

30 Pathways

Fitzharris are stunningly beautiful and the book is laid out marvelously. Fitzharris shows his mastery of the techniques of nature photography as well as his understanding of natural history. His picture of yellow cedars is as remarkable in its capturing of the essence of rain-forests as it is in its abstract painterliness. His picture of Chum salmon is arresting in its starkness of the depiction of their death. He has captured a remarkable feeling of the three-dimensional world of cliff-based life in his picture of the seabird rookeries at Cape St Mary's. The captions, also by Fitzharris, are good—well written and informative.

However, after providing a feast for the eye, is this book to suffer the fate of most coffee-table books, relegated to gathering stain rings from jiggled coffee cups?


Consider the other half of the book, the text by John Livingston. This is really two books, more or less in parallel, but not closely linked together. First and foremost, this is a collection of marvellous Canadian nature photography by Fitzharris. The other 'book' is John Livingston's text.

Livingston's task is formidable. As he says, "To know this land intimately would be the labour of several lifetimes." Or quoting Fitzharris, "The more I saw of the country, the more I realized how much there re-

mained to discover." So I'm not surprised to be disappointed with the text.

The total amount of text is actually small. With every open two-page spread having at least one and often two pictures, only one-quarter of the space is left for Livingston's text. The text is consequently limited to simple overviews. Livingston writes in a discursive style, jumping from one topic to the next. The text is only loosely linked with the photographs.

Happily, there are some highlights in the text. John Livingston's last chapter, entitled *The Status of Nature*, offers some hope that we as Canadians are developing a new consciousness of being active participants in nature. We were desecrators during settlement. We are now observers (as naturalists), and increasingly participants in nature. We are taking active roles in ensuring that all parts of the natural history of Canada continue to exist and thrive for their own benefit—not ours. This is a fitting model for that part of Outdoor Education related to the environment.

Do the marvellous photographs by Tim Fitzharris make this book worth the substantial price? I would be happy to own a copy! 

Review by:
Mark Whitcombe

April, 1989

Prospect Point

"There is another world, but it is in this one."

- Paul Eluard

What an idea! Who is this guy? What was he thinking? What was his context?

Ahh, it doesn't matter really. The point is this little gem of an idea is at the core of the best Outdoor Education. Think of your best life moments, as an Outdoor Experiential Educator. It is probable, no, it is a must, that you were in another world, but it was in this one.

You may been "showing and telling" the night sky on a perfect evening, in a perfect spot, with the perfect group, but what made it really perfect was you in-context with this "other" world of stars, galaxies, blackholes, the possibility of other life, the sight of it all, the silence in it, the perfection of the system - the whole system that includes you. And others were feeding all this, but that didn't matter. It only seemed to 'detached others' that you were "showing and telling". Actually you were "seeing and doing."

Perhaps you were "seeing and doing" leading a group on a winter overnight and the night campfire was warmer than ever. The group was close and bonding to this fire's warmth and to each other, hearing every tamarack crackle and every thought of another. There was excitement:

austere winter was proving benign and manageable, real vital selves were being exposed and this was profound. Yes, profound, but no one stopped to think about it (largely because they weren't sure how). And you were describing a former time when a winter's night warming fire was the norm and packeteers were delivering fur trade mail on a snowshoe trail network that stretched throughout the land. This land! And you were there and so were they - excited comrades who were alive with the newness, with another world that you as a group had tapped.

We do not create this other world for ourselves and others as fantasy. It is real. It is always available to us. When we are there, it is contagious and we are teaching although we hardly know this.

All this supports and idea by Paul Goodman:

Teaching is a secondary art. A man is a good teacher if he is a better something else; for teaching is communication and his better something else is the storehouse of things he will communicate.


The "better something else" could be the night sky, the packeteers trail life, the surfacing of one's vital self. This "better something else," a trance-like "another world" is a myriad of relationships. Of course, the key word is relationships and when you get them, even if only for

fleeting moments, you are at your best as a communicator. This is at the core of good Outdoor Education.

So it seems that the ancient wisdom of Zen Master Dogen hold true today:

That the self advances and confirms the myriad things is called delusion. That the myriad things advance and confirm the self is called enlightenment.

There is enlightenment in the "another world in this one" we experience. This sounds like escapism and perhaps you've heard, "Hey, back to reality." But the suggestion here is, there is more than one reality. Seeing/feeling/being the night sky and sharing new meanings of self and human contact while being history by the fire is a surfacing. Not fantasy, but a richer reality in life.

In Outdoor Education there is a myriad of things that can confirm the self in connecting in human and natural relationships. *"There is another world, but it is in this one."* If it is not an escape, but a surfacing, this leaves us to ponder the qualities of the so-called real world or "reality" of human and nature relationships. Outdoor Education can be an offering of something else. When we are our best, it usually is and at such times by contrast we show many delusions in our world. 

- Bob Henderson

SUMMER SESSION

July 4 - 28, 1989

Environmental Science Courses

The following courses are offered by the faculty of education of Nipissing University College at the Leslie M. Frost Natural Resource Centre in Dorset, Ontario. The Centre is located in the heart of the Muskokas, in the midst of picturesque lakes and forests and the rock outcrops of the Canadian Shield.

EDUC 1145: Environmental Science, Part I

Course Organization

July 2 - 7 - Frost Centre
July 10 - 14 - Home Study
July 16 - 21 - Frost Centre
July 24 - 28 - Home Study

EDUC 2145E: Environmental Science, Part II

Course Organization

July 4 - 7 - Home Study
July 10 - 14 - Field Studies (Killarney Provincial Park)
July 17 - 21 - Home Study
July 23 - 28 - Frost Centre

EDUC 3145E: Environmental Science, Part III

Course Organization

10 days of home study
10 days of field placement
July 7 - 9, 21 - 23 - Frost Centre

These courses lead to degree credit and to Ministry of Education additional qualification.

Registration will be accepted by mail or at the Registrar's Office.

An Ontario Teacher's Certificate is required to take these courses. A photocopy of your Ontario Teacher's Qualification Record Card, unless previously submitted, and a \$100.00 deposit are required at the time of registration. The total course fee is \$290.00. Residence fees are \$38.00 a day, including meals.

For application forms contact the Registrar's Office. Academic information is available from the Office of the Assistant Dean of Education at the University, or from Brian Richardson, Course Director, at 416-797-2362.

Note: Each course is limited to 20 candidates. Courses must meet minimum enrolment by June 1, 1989.

This announcement is for the information of prospective students. The College reserves the right to make changes including the cancellation of a course.



**Nipissing
University College**

Affiliated with Laurentian University

Box 5002, North Bay, Ontario P1B 8L7 1-800-461-1673



COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO Membership Application Form

Please print and send with remittance to the address below:

Name (Mr., Mrs., Ms) _____

Address _____

City/Prov. _____ Postal code _____

Telephone (H) _____ (B) _____

Position _____ Employer _____

If applying for family membership, list persons who will be using the membership

University/college if full time student _____

I am in the _____ Region of COEO

COEO membership is from September 1 to August 31. Any membership applications received after May 1 will be applied to the following year.

Please check:

New _____ Renewal _____ Mem# _____

Fees (circle)

regular: \$30; student: \$20; family: \$40

subscriptions:

(available to library/resource centres only) \$25

Make your cheque or money order payable to The Council of Outdoor Educators of Ontario and mail, with this form to:

John Aikman
Membership Secretary
47 Rama Court
Hamilton, Ontario L8W 2B3

Far North:	Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming
Northern:	Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County
Western:	Essex, Kent, Elgin, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk
Central:	Niagara South, Lincoln, Hamilton - Wentworth, Halton, Peel, York, Ontario, Metro Toronto
Eastern:	Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carleton, Lanark, Prescott, Russell, Stormont, Dundas, Glengarry
Out of Province	Any area in Canada except Ontario
Outside Canada	

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ISSUE	CLOSING DATE	PUBLICATION DATE
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Nov/Dec	Oct 15	Nov 30
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Mar/Apr	Feb 15	Mar 30
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