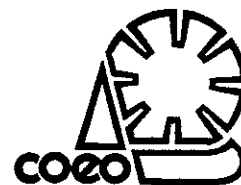


# Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

VOLUME 2, NUMBER 2

NOVEMBER, 1989



*Alvin Clarke '89*

Laughter is a great way to :

# Make Peace with Winter

A winter conference primarily for teachers  
sponsored by the  
**Council of Outdoor Educators of Ontario**



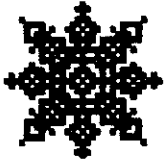
>>>> DANGER <<<<  
GROUCHO CROSSING

**Date :** Friday February 2, to Sunday February 4, 1990.

**Location :** Leslie Frost Natural Resources Centre, Dorset, Ontario

**Possible Sessions :** Winter and Science \* Cross Country Skiing

- \* Winter Games\* Natural Resources\* Orienteering \*
- \* Snowshoeing \* Animals and Winter \* Arts and Crafts \*
- \*Language Arts\* Winter camping



**Fees** \$120.00 Members \$110.00 Full time students

This fee covers registration ,accommodation, all meals and snacks, wine and cheese on Friday evening, prize draws and all social activities.



**Registration Form**

**Coeo Conference**

**Make Peace with Winter**

Please fill out a separate registration form for each participant.

Name (Mr. Ms Mrs.) \_\_\_\_\_ Board of Education \_\_\_\_\_

Home address \_\_\_\_\_

street

city

postal code

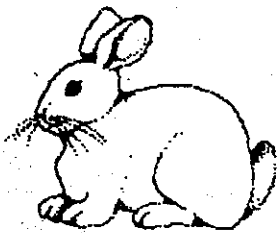
Telephone (HX) ( ) \_\_\_\_\_ (BX) ( ) \_\_\_\_\_ COEO Membership Number \_\_\_\_\_

Accommodation is 2 per room. If you wish to room with a specific person  
please indicate the name \_\_\_\_\_

Please enclose your fee and mail it to : Make Peace with Winter,

Barrett Greenhow .  
112 Kingsview Dr.  
Bolton, Ontario  
L7E 3V4

Cheques payable to : Make Peace with Winter  
(No Postdated cheques please)



**Cancellations :** Please write or call Barrett (416) 221-1988 as soon as you are aware that you can not attend as there has always been a waiting list. An administration fee will be charged to those "no shows" and those who cancel the week of the conference.

# Pathways



## THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

November, 1989

VOLUME 2, NO. 2

### The Council of Outdoor Educators of Ontario Advisory Board

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## State of the Art

The cover of this issue of Pathways was created by Glenn Clarke, a grade 11 student at Grey Highlands Secondary School in Flesherton. Glenn is hoping to follow in his sister, Christine's footsteps and enter the field of outdoor education. She works at Mono Cliffs O.E.C. The inside art comes from Andy McLachlan and Lynn Harrison, both of whose work was featured in the September issue of Pathways.

# Editor's Log Book

## Following the Pathways to Environmental Literacy

Why an entire issue of COEO's Pathways devoted to the topic of environmental literacy? It is a valid question, and one which deserves to be answered by the editor on this page.

Concern for our environment is in the forefront of the news these days and this should come as no surprise. Statistics are increasingly frightening and the need for action has reached a critical stage. More importantly, people *are* trying: governments (as Metro Toronto Council's suggestion to ban corner newspaper boxes of those papers who do not use recycled paper is evidence), corporations (Loblaw's devotion to their Green products is a prime example), and individuals (the Blue Box program in Ontario is noted as one of the finest in the world). But we do have a distance to go.

What better example of this

than the image I now carry around with me. The picture I have is not one of raw sewage being dumped into a northern river, nor of old growth forests being brought to the ground, but rather, a small simple one full of meaning. We have become almost desensitized to seeing litter strewn about our parks and conservation areas, just as we are to seeing it in our cities and towns, but GREEN garbage? In a conservation area near Toronto, not ten feet from the garbage can, crumpled on the ground was the wrapper from a so-called "Green" product. It proved to me the necessity of a large-scale attitude shift. We all must know WHY we are making these changes in our lives; it must be more than trendy.

Another equally powerful image is that of Ringo the mallard who lives in High Park's Grena-

dier Pond. Having become entangled in human garbage, in this case the plastic rings from a six-pack, he is at time of writing the subject of a rescue mission which is a tragi-comedy of errors. Metro Toronto Police have tried to catch Ringo by rowing out to him. He flies away before they reach him.

(Con't. on Pg. 4)



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# Outlook

## Advisory Board Report

The atmosphere during the Annual Retreat of the COEO Advisory Board (Oct. 20 - 22, at Camp Kawartha) seemed to be filled with anxiety, excitement, caution, and enthusiasm. A new slate of officers came together in a setting conducive to decision-making and team-building, to plan the operation and direction of the council for the coming year. The challenge comes in maintaining the high standards of organization and dedication exemplified by previous Board members.

The success of the weekend meeting revealed itself in the goals and objectives established for the 1989 - 90 operational year. With a group of such energy and innovation, it remains a task to develop an operational plan which is workable for all involved. It is often too easy to plan responsibilities which exhaust your human resources. This year we will continue valuable practices from previous years, such as the Journal and Annual Conference, and initiate new projects in order to provide better service to COEO members.

To give you a brief overview of the year ahead, the Board plans:

- 1) to develop a proposal to the Ontario Ministry of Education for the production of a curriculum resource guide highlighting outdoor education opportunities across the curriculum throughout the various subject areas;
- 2) initiate the planning and

organization of an "international conference" in 1992 in co-operation with the North American Association of Environmental Educators (NAAEE) on environmental and outdoor education;

- 3) complete the review and revision of the Council's constitution and by-laws;
- 4) host a colloquium in the spring of '90;
- 5) secure financial assistance to investigate the feasibility of establishing a paid staff position within the administration of COEO; and
- 6) develop strategies towards the financial stability and better communications and marketing.

On the last item, the Board has had the pleasure of working with two consultants, John Fisher of INPO and Stephen Chait of Stephen Chait Consultants Limited, during the past two Annual Retreats. (John Fisher spoke on financial management in volunteer organizations in 1988.) Stephen Chait joined the board this year to facilitate "Communication is the Key," a valuable and intensive discussion on COEO's present communication and marketing techniques. Discussions focused on the overall marketing strategy, membership, communications, professionalism, and monitoring and accountability of the Council. There was general agreement that we are progressing in this area and

we realize our strengths and weaknesses and are now better equipped to continue our efforts!

Members of the Advisory Board left the weekend retreat feeling that the year ahead would produce tangible results. Many thanks are extended to Cathy Beach, Clarke Birchard, and Lloyd Fraser for orienting new members and offering advice and support.

- Kathy Reid  
President



# Editor's Log Book

## Log Book (con't. from Pg. 2)

The Humane Society has also tried. He flies off. A local newscaster whose heart lies with the environment has tried at least twice. First, enticing the duck in question to shore with bread, he leapt into the pond, fishing net outstretched. Ringo flew away. Second, he and television compatriot, appropriately attired in wetsuits and plastic decoy Canada geese on their heads swam in...quite close this time. But, once again the ungrateful avian took to the skies.

As outdoor educators, we have a prime opportunity instill in ourselves and others the need to follow this formula through each of its steps: from awareness through knowledge to action. Without all three parts, we will not be successful in implementing meaningful change. Clearly, we must internalize this process ourselves before we can enable students to follow it as well. Many of us in COEO are following these pathways to environmental change. As the articles in this issue of Pathways are evidence, COEO members are active and involved both in personal action as well as empowering students to do the same. And it seemed fitting to finish the issue with a Prospect Point entry of COEO member's environmental goals which arose from a session of the Periwinkle Project which took place at the Fall Conference

## Letter to the Editor

### Reflections on "Reflections"

Dear Editor,

Having just returned from one of the best COEO Conferences I have attended, I felt compelled to congratulate the Committee not only on the excellent program, but also on the choice of facility. Several times during the four days I heard many people comment on the quality of the accommodation and the excellence of the food, and I heartily agree. I also heard a few opposing comments suggesting: a) the conference was too expensive, and b) outdoor educators do not need such fancy surroundings for their conference. Before the vocal minority bombard us with their criticism, I would like to speak out in favour of a quality conference centre complete with its first class maid service, bar service, and dining room

Outdoor educators tend to be a hardy bunch, prone to everything from rock climbing to ballooning, but just because we regularly engage in such earthly pursuits and even work in a Gore-Tex and jeans environment, does not mean we must perpetuate this syndrome when we conference. In fact, it should be quite the opposite. The rugged nature of our vocational endeavours should qualify us to be pampered once a year when we conference. In addition to the

benefit such facilities provide for the delegates, I believe it also gives our organization a higher profile and an air of professionalism that must help when we attempt to attract high quality speakers. I, for one, am fully in favour of more conferences held in facilities of the calibre of a Talisman Resort where I don't have to recite a colour co-ordinated jingle before deciding whether or not to flush the toilet.

Ron Hudson  
Supervisor  
Lake St. George Conservation  
Field Centre.

### Editor's Note

*Since the conference is a key time for COEO members to get together, the more members we hear from, the better a picture of the sentiments about this and other conferences we'll get. So, pick up those pens, and WRITE!*



# Sustainable Development and Its Implications for Outdoor Education

By Marilyn MacDonald

*"We are all going on an Expedition," said Christopher Robin...  
"We're going to discover the North Pole."  
"Oh," said Pooh again, "What is the North Pole?"  
"It's just something you discover," said Christopher Robin carelessly, not being quite sure of himself.*

In Winnipeg, from May 17 to 19 of this year, a conference was held on "Environment and Economy — Partners for the Future". This conference was sponsored by Energy, Mines and Resources Canada, Environment Canada, Noranda, and thirteen other development: international centres to study it, economic and technical ways to measure it, sectorial ways to achieve it, and business opportunities for Canadians arising from it. Keynote speakers included Joe Clark ("Sustainable development — moving towards concrete steps for international action"), Colin Isaacs ("Sustainable development — the public's perspective"), Tom McMillan ("Business and sustainable development — impacts and opportunities"), Gary Filmon ("The urgent need for action now...sustainable development in the private and public sectors"), and a number of other speakers or workshop presenters from groups as diverse as the Ecology Action Centre, Pollution Probe, the World Bank, Canadian Manufacturers Association, Canadian Environmental Industries Association, and the Canadian Council of Ministers of the Environment.

Yet, by the end of the conference, I felt that, like Pooh and Christopher Robin, we were off to find something that we couldn't recognize, somewhere that we weren't too sure about. Rather than finding evidence of a major shift in the way that we view the world and our position in it, it seemed that we'd found a new rhetoric that would let us justify our continued overuse of the biosphere. That is, there is "us" and "them", but as long as "we" carefully exploit "them" (rather than wantonly), then things will turn out all right (as if intent can overcome the Third Law of Thermodynamics).

The entry of the new buzzword "sustainable development" into our language came after the World Commission on Environment and Develop-

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## Sustainable Development

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ment, chaired by Dr. Gro Harlem Brundtland, reported to the United Nations in 1987 on "Our Common Future". In this report, she defined sustainable development as:

"development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (43)

Further:

"The satisfaction of human needs and aspirations is the major objective of development. The essential needs of vast numbers of people (note: estimates of between 6 and 14 billion shortly after the year 2000) in developing countries — for food, clothing, shelter, jobs - are not being met, and beyond their basic needs these people have legitimate aspirations for an improved quality of life." (43)

and:

"In general, renewable resources like forests and fish stocks need not be depleted provided the rate of use is within the limits of regeneration and natural growth. But most renewable resources are part of a complex and interlinked ecosystem, and maximum sustainable yield must be defined after taking into account system-wide effects of exploitation. As for non-renewable resources, like fossil fuels and minerals, their use reduces the stock available for future generations. But this does not mean that such resources should not be used. In general, the rate of depletion should take into account the criticality of that resource, the availability of technologies for minimizing depletion, and the likelihood of substitutes being available." (44)

Now I would, in a contest between *laissez-faire* and sustainable development, be one of the first to opt for SD (as it's affectionately referred to in the government). However, there are enough problems with the model of SD that it may create as many problems as it removes.

First, an overreliance on technology and the pat answer: in wildlife management, there is a concept of sustainable yield which states that we can harvest off the excess of some species, leaving a suitable number to carry on as if we'd never bothered them (or even, in some cases, better off than before we'd culled them down to a manageable level). But the basic fact is that we do not know enough about the population dynamics of individual species, or about how many species the Earth can support, or which species are necessary



to other species, or whether species interact mostly in negative or positive ways to be able to maximize yield. We don't collect enough information about the species that we do use, let alone about the myriad of species that have escaped our direct notice. We do not have a good enough grasp of the mathematics of uncertainty to be able to predict the effects of the unpredictables (like oil spills or nuclear plant breakdowns or forest fires and soil loss in a dry Western springtime). We have barely scratched the surface of understanding the synergism of global factors (like loans to Third World countries that spell the destruction of rain forests by multinational corporations). Environmental assessments and cost-benefit analyses give solid-seeming answers based on shallow and human-biased interpretations of insufficient facts.

Second, rational self-interest: within the Brundtland report and at the SD conference, most of the justification for conservation was based on self-preservation - an appeal to the level of cognitive functioning that stops us, as children, from putting our hands twice on a hot burner. We assume that, once we know how to achieve SD, we will automatically be able to do so. Once we know that PCBs are carcinogenic, we won't dump them in diesel fuel or sell them overseas.

It is in challenging these two problems — of inadequate knowledge and immature attitude — that I feel outdoor education can help us to achieve a realistic sustainable development. If, for example, in North America, we can go from being the "25% of the human world that uses 75% of the resources" to a less consumption-oriented and more "four Rs"-motivated (Reduce, Recycle, Reuse, Recover), then we are on the way to SD.

This was stated most clearly by a keynote speaker at the conference from Indonesia when he said, in response to a question from the floor on how Indonesia could possibly hope to raise its 300 million or more people to the level of industrialized glory of the West, that frankly, they didn't want to; that, for his culture, once basic subsistence needs were met, then spiritual concerns were more important, and that living in harmony would be what they would hope to attain. This was complemented by another comment from the floor, that they would believe in industrial commitment to SD when General Motors spent as much on commercials telling car owners how to make their cars last for 25 years as it did on selling the cars in the first place.

The question that I was left with at the conference, and that I'd place before the members of COEO is this: can we take something like *Science Intermediate and Senior Divisions: Program Outline and Policy* and develop a curriculum that puts those approaches into an outdoor setting, so that people learn not only cognitively, but also affectively and spiritually that we must sustain not only ourselves, but the life around us?

*"...they would believe in industrial commitment... when General Motors spent as much on commercials telling car owners how to make their cars last for 25 years as it did on selling the cars in the first place."*

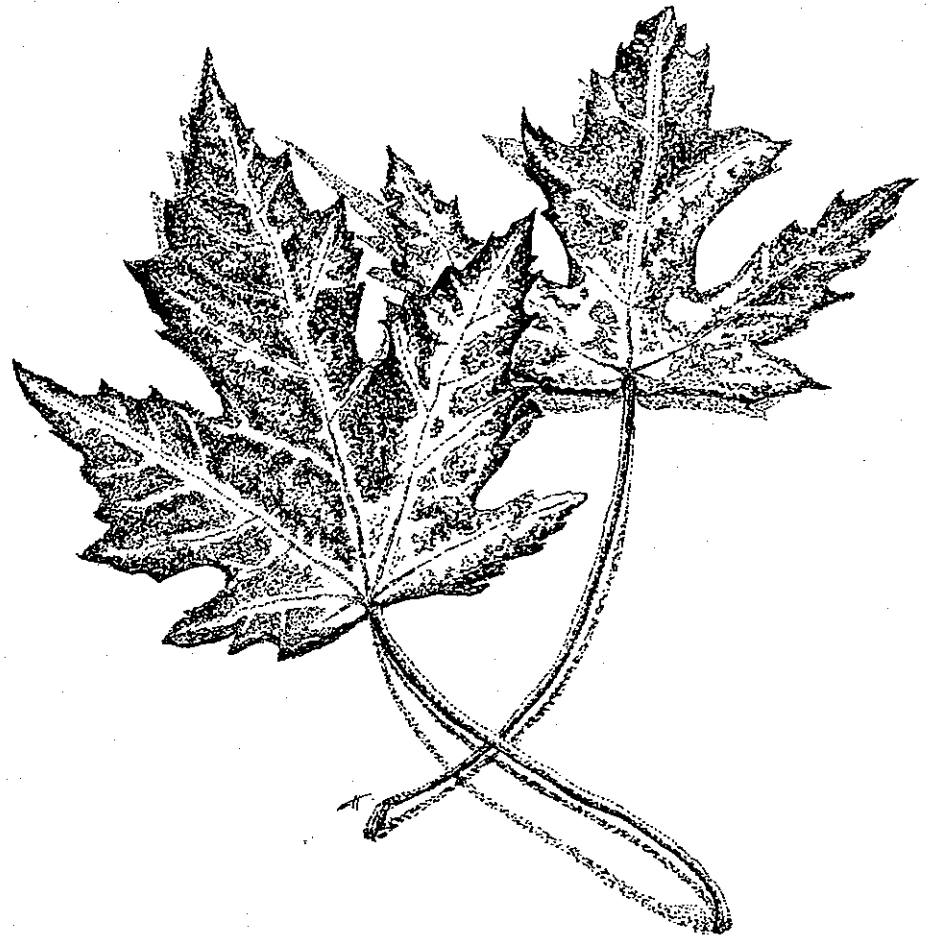
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## Sustainable Development

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A conference for science teachers was held October 18 - 21 in Ottawa. One session of this conference was on SD and how to teach it. Sponsored by the people who were involved in the Winnipeg conference, it was, more or less, a call for ideas for another conference to be held back in Winnipeg next October. It is a challenge for us to ensure that science is grounded in the full range of human abilities, and a chance for us to ensure that the teaching of science takes place in a context that develops an intuitive as well as a rational concern for the biosphere. If anyone is interested in forming a discussion group around such issues, please contact me at 4 Corrigan Street, Kingston, Ontario, K7K 1S4. Like Pooh and Christopher Robin, we should delight in going exploring, but let's learn to recognize the North Pole along the way.

*Marilyn MacDonald is a Bachelor of Education student at Queen's University.*



# Global Perspectives: The Periwinkle Project

By Skid Crease

*VISION: A Healthy Planet*

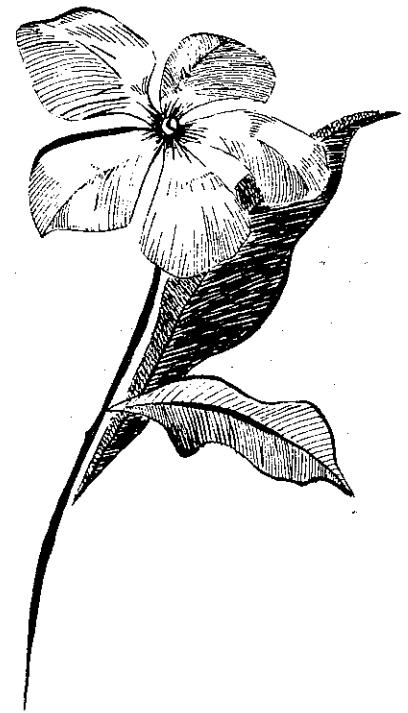
*MISSION: To stimulate educators to create and deliver a relevant curriculum for the 21st Century, and now, that will empower students to become environmentally literate, globally responsible, actively participating members of society.*

The Periwinkle Project was born from the synthesis of two significant events, both initiated through the Council of Outdoor Educators of Ontario. The first occurred in May of 1986, when I was asked to represent COEO at the Ontario reception for the World Commission on Environment and Development. As I spoke with the commissioners, I was immediately impressed by the depth of their knowledge on global environmental issues, their patient listening to a wide spectrum of public and professional presentations and their commitment to positive action plans for the future. The leadership of Gro Harlem Brundtland and the vision of Commission members like Canada's Maurice Strong were truly inspiring.

On February 27, 1987, the Commission issued the Tokyo Declaration: a summary of eight principles that governments *must* act upon to achieve global sustainable development. That same year, Our Common Future, now known widely as the Brundtland Report, was published. While seen primarily as a political document on environment and development, the recommendations for education are clear and comprehensive:

“Environmental education should be included in and should run throughout the other disciplines of the formal education curriculum at all levels — to foster a sense of responsibility for the state of our environment and to teach students how to monitor, protect and improve it.”

The second event took place in September of 1988, at the COEO Annual Conference. Long overdue recognition of the strong leadership of then COEO President Cathy Beach and David Whipp's Program Committee must be acknowledged here. Through a combination of vision and hard work, COEO



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## Periwinkle Project

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brought together a trio of powerful speakers who issued a challenge to the outdoor educators of Ontario.

Dr. Bill Fyfe, Dean of Science at Western University, presented a hard science look at the endangered state of the planet Earth. As a contributing member of the Global Change Project, he utilized data that was current and frightening. Dr. Milton McLaren from Simon Fraser University then spoke on the urgent need to move away from our 4000-year-old Greek model educational system and its industrial revolution curriculum, and create a curriculum relevant to the twenty-first century that would be steeped in the skills of environmental literacy. Bill Hammond then concluded with a global perspective on how to emulate natural systems in our organizations and use action education to empower students to become positive creators of the twenty-first century. Their combined message was quite clear:

*We have the skills to make positive curriculum change happen to create an environmentally literate society. We have the knowledge of the state of the Earth that shows us the urgency of the task at hand. We will never know everything there is to know, but we have enough information to act now and act wisely, and to adjust our actions in conjunction with the dynamics of the planet.*

The key question that concluded these presentations was: "If not you, who? If not now, when?"

When I returned to Mono Cliffs Outdoor Education Centre after that conference, I decided that what I valued most in life was a healthy planet for future generations of all living things. I did not want my children to come walking to me across a global desert and say, "Dad, you knew about this...and you did nothing." I reflected upon the story of Dr. Jay Hair's young daughter brought back to life through the alkaloid distillate held in the leaves of the Rosy Periwinkle of Madagascar, and of how that flower's native habitat had been destroyed in the razing of Madagascar's rainforests. This was the creation of the Periwinkle Project.

The essence of the project is based upon three principles: individuals make a significant difference, charity begins at home, and action must be the outcome of awareness and knowledge. In order to initiate the Periwinkle Project for North York, I booked the same three speakers in the sequence previously described, booked a weekend at Mono Cliffs for the conference to take place, and then asked Lloyd Fraser for permission. Lloyd immediately put an approval committee together, and the advertising was circulating by November of 1988. The audience was composed of 20 per cent North York administrators (the key budget and policy movers and doers), 60 per cent North York teachers representing a balanced mix from secondary to elementary, and 20 per cent outside accountability from the universities and colleges

*"I did not want my children to come walking to me across a global desert. . ."*

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## Periwinkle Project

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and neighboring outdoor education field centres. The conference was held on February 17-19, 1989 and was an outstanding success.

Since then, North York has defined a Mission Statement for the Project:

"To educate students to be environmentally literate and locally active on global issues," and a slogan,

"Education towards a healthy planet."

Our director has endorsed the principles of the Project and the creative risk-taking necessary to curriculum innovation and the acceptance of new challenges. Individual global classrooms have been created, school-wide environmental conferences have been organized, and proposals to OTF for the creation of a Provincial environmental education action plan have been officially submitted.

Members of the Project receive a monthly Environmental Literacy package including the best of CIDA's material, and resources from Canadian Wildlife Federation, World Wildlife Federation and UNICEF. As well, a two-hour multimedia Periwinkle presentation has been created to take this message to schools and Boards of Education. The show has a powerful emotional and intellectual impact that focuses on individual responsibility through raising environmental awareness. Since its first showing in September 1989, it has been booked for sixteen school and board presentations across Ontario.

The simple truths begin at home: waste reduction, recycling, non-toxic cleansers, composting, litter-free lunches and caring for our home planet. They expand into a board of education's curriculum and procurement policies. They reveal themselves in the political decisions we cast when we vote or write or lobby our MPs and MPPs and local politicians. If we can focus our energies on the three Rs of reduce, reuse and recycle, and create a new curriculum based on the five Cs of caring, cooperating, communicating, conservation and commitment, we may just have a chance to leave our children a planet with a peaceful and sustainable future.

As educators, we will need to infuse outdoor and environmental education into every existing curriculum opportunity from Kindergarten to OAC. We will need to initiate in-service training for all teachers currently employed, and lobby teacher training institutions to begin pre-service training in the skills of environmental literacy and outdoor methodology for all teacher's college students. We will also need to create special programs focused on the middle school and grade twelve years.

Knowing what we know as outdoor educators, we have a responsibility to act now and act wisely. All systems on this planet move together into the twenty-first century. We alone have choices to make.

*Skid Crease is a Program Leader at North York's Mono Cliffs Outdoor Education Centre.*

**For a complete report,  
write to:**

Skid Crease  
Periwinkle Project  
R.R. # 1  
Orangeville, Ontario  
L9W 2Y8

## **“OUR WORLD”**

# **The Summit on the Environment**

**By Ralph Ingleton**

“The Summit”, as it is now commonly referred to, was held at the Ontario Science Centre from September 10-17, 1989. It was billed as an international conference and exposition for environmentalists, government, industry and concerned citizens of the world. The goal of “Our World” is to inform private citizens, businesses, and governments about environmental issues and concerns while motivating them to act now to preserve our planet. “The Summit” was divided into several different parts. These include:

**1) The Conference**

World-class environmental specialists offered keynote addresses, workshops and panels.

**2) The Consumer Expo**

Displays illustrating what people can do on a daily basis where they live, shop and work, to preserve the environment were featured. “Green Products” that “don’t cost the earth” were presented together with exhibits by many environmental organizations.

**3) The Industrial Expo**

Exhibits of environmentally sensitive technologies and services were featured to illustrate how business can be conducted in a more environmentally responsible form.

**4) School Programs**

Several thousand students attended the various presentations and events. They had opportunities to ask questions of presented as well as express their concerns.

The Summit organizers realized that they did not advertise to the schools appropriately and, if such events occurred again, they would like to have better communications with them.

**5) Special Events**

The component included:

The United Nations Dinner and Awards

### The John Denver Concert, "Higher Ground" Our World Festival

Dramatic presentations by youth groups, Native Canadians and various singers were held throughout the week.

The funds for staging the Summit came from the private sector. Some people were skeptical about the involvement of business and industry in such a conference, but the time has come to work toward greater participation by all sectors of society. The Summit was a good first step in collaboration.

### Conference Topics

These included a wide range of current issues such as ozone layer depletion, global climatic change, air and marine pollution, acid rain, nuclear energy, hazardous waste management, the effects of urbanization, water management, agriculture, rain forest depletion, fossil fuels, recycling and the politics of the environment.

Rogers Cable T.V. taped each session and these programs were aired during October.

### Conclusions

The success of "The Summit" will be illustrated by the relationships it has created among many sectors of society. The strength of this conference was its ability to draw so many groups together with a common focus. What the next steps are remain to be seen, but there is a momentum that could lead to wider participation in the years to come.

It was Robert Kennedy who once said, "If we fail to dare, if we do not try, the next generation will harvest the fruit of our indifference; a world we do not want - a world we did not choose - but a world we could have made better by caring more for the results of our labour."

The "Our World" conference was organized by Paddy Carson, Vice-President, Loblaw's; The Honourable David MacDonald, M.P., The Honourable Dennis Mills, M.P.

*Ralph Ingleton heads North York's Forest Valley Outdoor Education Centre.*



# C.O.E.O. - NORTHERN ILLINOIS UNIVERSITY

present

## "OUTDOOR EDUCATION AND ENVIRONMENTAL EDUCATION IN ENGLAND AND WALES"

Northern Illinois University



July 5 - 26, 1990 (Tentative)

Now is the time to begin making plans for a very special event, a three week educational study program to England and Wales during the summer of 1990. This unique program is designed to emphasize the connection between English education and outdoor and environmental education. Participants will visit Environmental Education Centres, Museums and participate in a variety of field activities typical of those followed by school groups throughout England. This experience is open to anyone meeting university requirements. Spouses are also welcome to apply.

A tentative itinerary has been established as follows:

**Departure:** July 5th from Ottawa International Airport to Gatwick Airport in London.

**Program:** The first few days will be spent in London with accommodation at the University of London's International Hall. International Hall is situated within a few minutes walk of London's famous Oxford Street and is very close to the British Museum. Visits to the Notting Dale Urban Studies Centre, Covent garden Conservation Area and the London Transportation Museum Education Centre are planned.

From London, it's on to Birmingham. "Brum" as it is locally known, is a very important commercial and industrial centre surrounded by other "West Midlands" industrial towns. Local points of interest are the Art Galleries, theatres, an International Exhibition Centre, plus a full range of restaurants providing international cuisine. Most importantly, however, it is one of the leading areas in the U.K. for Environmental Education.

Snowdonia National Park is the next stop and here the group will pursue field activities typical of those followed by school parties involved in Environmental Studies. Other activities may also include a visit to the Welsh countryside, some small industrial towns, a Castle and the Slate Cavern in Llechwedd.

After Snowdonia, the group will move on to tour the Lake District and then to York and a visit to Hadrian's Wall. It is hoped that some time can be spent in the Yorkshire Dales as well as a visit to the environmental study centre used by children in the Yorkshire area.

**Program Leader:** Dr. Sonia Vogl

**Program Costs:** Tentative at this point, however, if everything goes as planned, total costs should be less than \$2,500.<sup>00</sup> Canadian (including travel, room and board, and tuition).

**To Reserve Your Place:** Contact: Mr. R. Ferguson,  
c/o MacSkimming Outdoor Education Centre  
R.R. # 2, CUMBERLAND, Ontario K0A 1S0

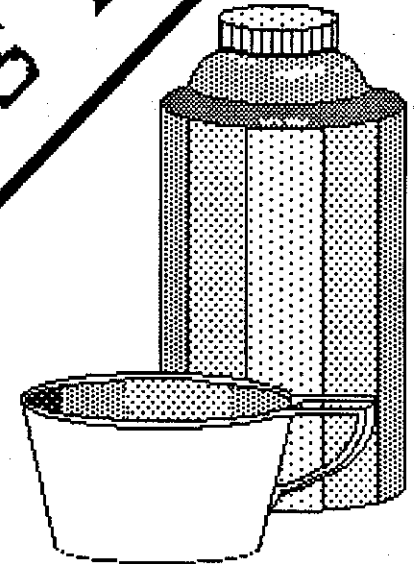
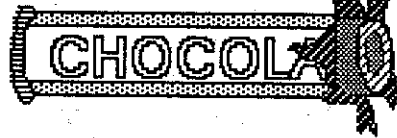
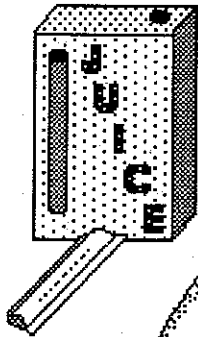
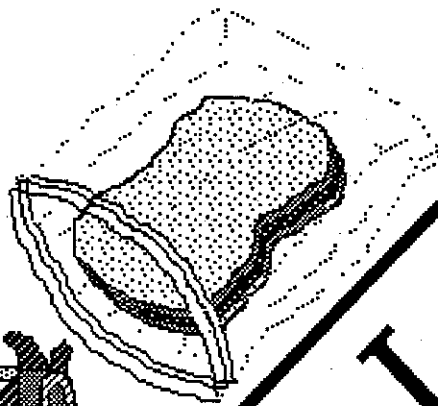
A \$200.<sup>00</sup> deposit is required to reserve a place. A cancellation fee of \$100.<sup>00</sup> will be charged after December 1, 1989.

"The Ministry of Colleges and Universities does not endorse this programme of studies or certify that it meets Ontario University standards. The programme of study being offered in Ontario is equivalent to the programme being offered by the institution in its home jurisdiction. In addition, the Ministry of Colleges and Universities cannot guarantee that the degree will be recognized by Ontario Universities and employers." You are advised that the NIU programme is deemed "an approved Master's Degree in Education" for QECO Evaluation Programmes 3 and 4, and it is evaluated by QECO as "no less favourable but no more favourable than degrees taken from recognized Ontario Universities." Further, you are advised that students from this programme have found Ontario Universities willing to accept equivalency when credits are being transferred to the Ontario University. Some Ontario Universities will only accept credits which they consider appropriate for the programme of studies undertaken at the Ontario University."

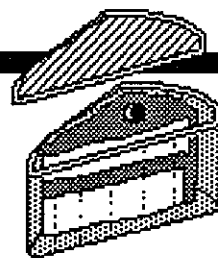
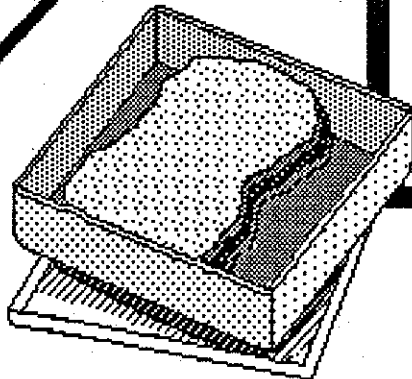
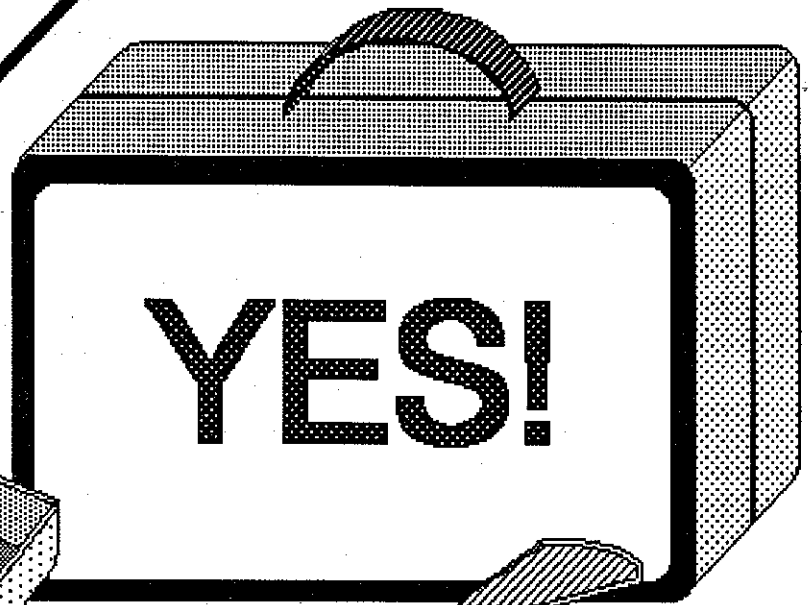
**PLEASE RESERVE BY DECEMBER 1, 1989!**



**NO!**



**Pack a Litterless Lunch**



An environmentally friendly idea from Forest Valley Outdoor Education Centre

# In The Field

## Reports on Centres and Programs

### Beyond the Apathy Line: Student Action on Environmental Issues

By John Fallis and Norm  
Frost

Attitudinal change leading to activism is a complex and interesting concept for all educators. Whether the topic is racism, sexism, or "environmentalism", our role has been to provide information leading to some knowledge within a framework of critical thinking. As educators, we then hope that the students can think critically about values issues rather than being indoctrinated or proselytized. Pretty serious "stuff" for a bunch of outdoor and environmental educators!

But we thought we must be serious in attempting to have students not only change their attitudes and values but be prepared to act on them.

At Boyne River Natural Science School, we have the opportunity to teach the same students sometimes three or four times in their educational life between grades 5 and OAC. We were finding (with embarrassing consistency) that the students *did* remember some of the things we had taught them in their previous visits. They knew the weight of a chickadee, they knew how to use a map, they understood food webs,

and the list goes on. They also realized that environmental problems are serious. What they didn't have was an understanding of how to affect change. As Bert Horwood of Queen's University once said, "All we really have is better educated polluters." We wanted to do something about this. We wanted the students to leave our centre committed to doing something about their environmental concerns.

Within the framework of traditional educational practice, teachers and students actively researched and propose solutions to environmental issues. But, when the report or presentation is evaluated and the appropriate mark recorded, the educational objective is achieved.

For our program, we consulted other educators whose students had accepted the additional objective of action on environmental issues.

We asked these people for advice and ideas and two sources with a similar message proved to be very helpful. Janice Palmer at North Toronto Collegiate, and Frank Glew, with the Waterloo County Board of Education, strongly suggested keeping the subject matter, the topic, the research, the cognitive input (whatever you want to call it) concise and relevant. As Milt McLaren of Simon Fraser said, "The knowledge explosion has happened. There is too much to learn so choices have to be made." The other suggestion from Palmer

and Glew was the importance of a mentor or leader for the students. It is too much to expect students to become active without a support person who, as well as having a fund of knowledge, is also a source of inspiration and encouragement.

A subject teacher from each Toronto high school that participated was asked to accept this role. As well, they chose the students for this program from their Grade 10 and 11 classes.

What can one do in a five-day program at a residential facility? The Toronto Board supported this initiative financially and academically, because they thought it was worthwhile to move the students from awareness through knowledge to action, all in five days: We wanted to push, encourage or help the students past "the apathy line" as Frank Glew described it. We needed a new model for the design of a five-day program so we went back to Frank Glew to get us over "the apathy line". We adopted his "five R" approach: recognition, research, resolution, responsibility, and revision. The apathy line is between resolution and responsibility.

The staff had talked about re-emphasizing environmental aspects of programs before. Due to other program initiatives, this perspective had often been displaced. Here was a chance to get back on the environmental education track, albeit on new ground. As well, it was a great opportunity for professional development

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through guest speakers and resource people who have expertise in specific local, regional and global issues. Furthermore, it was a chance to research and plan an entire program and to take responsibility for that program, beyond the "apathy line".

The Boyne staff decided on the environmental issues to be investigated and developed the activities within the "five Rs" process for the students. (It is important to mention here that during the program, some of the students commented that they would have liked to have taken part in the planning.) With respect to relevancy and experiential learning, the staff decided that the issues chosen should reflect a local perspective. Thus, the five topics represented local issues dealing with Forest Practice, Land Use, Water Quality, Wetlands and Waste Management. In another setting, other topics may be more appropriate but the main objective was to follow the conceptual framework of the "five Rs" process that could be applicable to any issue.

For the students, the success of the program depended on their ability to move through recognition, research, and resolution to cross the "apathy line" and to take responsibility for action in their own surroundings in Toronto. They studied the processes in local forests and wetlands, examined local water quality and waste disposal practices, and surveyed the landscape of a proposed pro-

vincial park. Based on this research, they identified relevant environmental problems and made plans to resolve those issues. In one case, they planned and implemented a waste management system for the Boyne School.

For most of the week, the students had been organized so that representatives from each school would actively participate in each of the five topic areas. In order to develop an action plan for their own school, they re-grouped with fellow school mates. Reflecting on their experiences and with some action planning advice, they formulated what may take them beyond the "apathy line".

Here are a few of the proposals:

- reduce garbage in the school;
- reinstate an environmental club;
- write letters to government;
- develop petitions on specific issues;
- organize a rally in downtown Toronto;
- make presentations at other schools to educate other students, especially the younger ones
- return plastic bags to grocery stores.

As they presented their plans to other students and staff at the end of the week, it was apparent that they had realized some of their own limitations. Suggestions were made to focus efforts on actions that would be specific, visible, and successful so that support could be obtained from a larger group of people so they could eventually carry out more

involved projects.

Many of the students left the Boyne with serious commitment to action. As a footnote to this week and a reflection of a student's perspective, the comment of a student who returned to the Boyne a few weeks later is significant. She had helped to set up a system to separate cafeteria and kitchen waste to be composted and recycled. When she observed that the system had been carried through by the Boyne staff, she expressed both gratification and surprise because she thought that it would not have continued. If we, as teachers and adults, expect students to take action, then we must also go beyond the "apathy line".

Next April at a student conference on the environment, in Toronto, these students and their teachers will report to their peers on their experiences in trying to take action in their communities. Thanks to the Science and Geography consultants, the Toronto Board will support this conference. It is hoped that some of the students attending this conference will form the nucleus of the program at the Boyne next year.

*John Fallis is Vice-Principal at the Boyne and Norm Frost is a teacher there.*

# Tracking

## Workshops, Conferences and Other Events

### Associate Editor Bill Andrews In the News

Pathways' Associate Editor Bill Andrews has been in the pages of two publications recently. First, the University of Toronto Magazine, which is sent to all U of T alumni featured an article on Bill entitled "Doing Battle for the Environment: Bill Andrews' Quest for Natural Balance". Three pages and a few colour photographs later, the reader has a good picture of the Faculty of Education professor and his battle to keep Haliburton hunters off his land. In an article entitled "Reading, Writing and the Environment" in Seasons, Bill receives note as a resource on the topic.

### To See Ourselves/To Save Ourselves: Ecology and Culture in Canada

This is the 1990 Conference of the Association for Canadian Studies taking place May 31 - June 2 at the University of Victoria. For the purposes of the conference, ecology is defined in its largest sense, and the subject matter will have a distinctly Canadian focus. For further information, contact

Rowland Lorimer  
Organizing Committee Chair  
Association for Canadian Studies/L'Association d'études canadiennes  
C.P. 8888, Succ. A.  
Montreal, Quebec H3C 3P8  
Tel. (514) 987-7784  
FAX (514) 987-8210

### Toronto's Changing Waterfront: Perspectives from the Past

On November 3-4, the Toronto Harbour Commission is sponsoring a symposium to examine the changes to the shoreline, planning and development for the future, agencies involved in determining policy and development, industrial impact on the area, housing, shipping and recreation. The conference will be held in the Toronto Harbour Commission Administrative Building. A volume of selected papers will be published following the proceedings. For more information, contact:

Toronto Harbour Commission  
Archives  
60 Harbour Street  
Toronto, Ontario M5J 1B7  
(416) 863-2073

### The Environmental Research: 1989 Technology Transfer Conference

Under the sub-title "A Decade of Sharing Results", this conference is the annual presentation of results from projects funded by the Research Advisory Committee of Environment Ontario and will be held at the Royal York Hotel in Toronto. In addition to a panel discussion, five concurrent sessions will be run on the following topics: air quality research, water quality research, liquid and solid waste research, analytical methods and instrument development, and environmental socio-economics. For further information, contact:

1989 Technology Transfer Conference  
Conference Secretariat  
c/o Congress Canada  
73 Richmond Street West,  
Suite 300  
Toronto, Ontario M5H 1Z4  
Tel. (416) 860-1772  
FAX (416) 860-0380

### Earth Day, 1990: April 22, 1990

On the twentieth anniversary of the first Earth Day, this is now a global event, involving every level of society and encouraging them to act on their commitment to peace with the environment. Activities already planned include: tree plantings, school-created flags flying high on Earth Day 1990, a large-scale Earth game played by thousands of students across the country and more. For information on how you can become involved, contact:

Earth Day 1990 - Canada  
P.O. Box 835, Station E  
Victoria, B.C. V8W 2P9  
Tel. (604) 382-1990 FAX (604) 382-4453

### Fastforward '90 Conference: Energy Education for Sustainable Development

This conference is aimed at educators and promises to send them home with curriculum ideas and discussion topics on some of the most pressing environmental concerns of today. It will provide practical tools and hands-on activities to pursue energy and en-

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vironmental themes, and meet Ministry of Education guidelines. Secondary level workshops will be geared to Geography and Science Curriculum requirements. Elementary workshops will tie into the Ministry's "Science is Happening Here". Workshop facilitators are teachers and consultants from a broad range of backgrounds, covering all grade levels and both French and English. There will also be displays of materials available (including audio-visual and classroom games) for teachers to examine. Held February 22-24, 1990 at The Ambassador Hotel in Kingston, you can register or get further information from:

Energy Educators of Ontario  
229 College Street, Suite 206  
Toronto, Ontario M5T 1R4  
Tel. (416) 974-9412

### **Friends of Bill Mason and The Bill Mason Centre**

This is a non-profit association dedicated to environmental issues and administered by a board of trustees. Friends pursues three goals in concert and cooperation with other environmental groups,

1. The conservation of environmentally and culturally significant wilderness areas;
2. The establishment and operation of environmental learning centres;
3. The continued dissemination of Bill Mason's films, writings and paintings which express his vision and passion for the natural world.

The Bill Mason Centre on the shores of Lake Superior at Beaver Rock is dedicated to environmental education. Week-long workshops on topics such as archaeology, natural history, environmental issues, hiking, canoe instruction, music and art in the outdoors will be offered. Friends is supported by individual donors, corporations, foundations, and earned income. For further information, contact:

Imago/Friends of Bill Mason  
126 York Street  
Ottawa, Ontario K1N 5T5  
Tel. (613) 232-1482

### **Growing Forests: Our Green Estate**

This is the annual meeting, auction, seminar and conference of the Ontario Forestry Association. It will take place on February 2nd and 3rd, 1990 and include: a tree farm seminar, and white pine auction as well as exhibits, awards and the annual meeting of the members. For more information, contact:

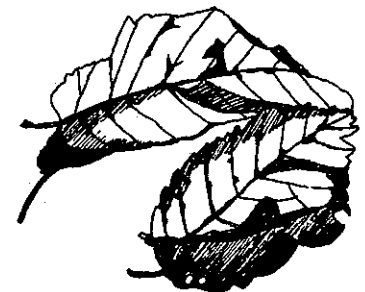
The Ontario Forestry Association  
150 Consumers Road, Suite 209  
Willowdale, Ontario M2J 1P9  
(416) 493-4565

### **Global Change and Sustainable Development**

The Canadian Nature Federation's 19th Annual conference opens with a day long session on global change. Following this are workshops focussing on the local

level as well as natural history seminars and field trips to highlights of Canada's Carolinian zone as the conference is in London, Ontario on May 18-21, 1990. For more information, contact:

CNF Conference 1990  
P.O. Box 4185  
London, Ontario  
N5W 5H6



# On The Land

## Environmental Update

W.A. Andrews  
Faculty of Education  
University of Toronto

### Recycling or Pulp Mills?

Much of the following information has been digested from clippings from the *Edmonton Journal* and *Environmental Network News-Alberta*, sent to me by Bob Henderson:

As we have discovered in Ontario, the recent increase in the amount of used paper collected for recycling has created an apparent surplus and a marked drop in price.

Newsprint can be recycled six or seven times before it enters the wastestream. As a result, there may be no need for new pulp-producing facilities at this time. Therefore, instead of the government helping paper companies build new facilities, it could spend our tax dollars more effectively by supporting the building of recycling plants.

From an environmental perspective, recycling is defensible. According to a University of California study, to recycle paper requires only 36% as much energy as is needed to make paper from trees. Also, recycling uses only 42% as much water, produces 74% less air pollution, and causes 35% less water pollution. And, of course, recycling saves trees.

Much of our pulp comes from clear-cutting operations. Under

certain circumstances, clear-cutting is ecologically justified. However, clear-cutting is often performed solely because it is the most economically viable way to operate. Frequently, it results in soil erosion, wastage of immature trees, loss of wildlife habitat, pollution of waterways, and destruction of valued scenic vistas.

As you are well aware, the pulp industry has been a notorious polluter of both air and water. Historically the industry has used the **kraft process** in the pulping process. This process uses sulfur dioxide for wood chip "cooking" or "digesting". You have likely smelled this gas if you have been within 10 km of a pulp mill. This process uses chlorine and various chlorine compounds at the bleaching stage to get whiter pulp. As a by-product, this stage produces unwanted and toxic chlorinated organic compounds, including 2,3,7,8-TCDD (one of the dioxins) and several other dioxins and furans, most of which are persistent and toxic.

A few years ago, dioxins were discovered in milk. They had leached from the cardboard containers. Because of consumer pressure, the Canadian pulp and paper industry announced on November 1, 1988 that, by using more chlorine dioxide in the bleaching process, dioxin pollution from pulp mills could be almost eliminated. The industry

has now moved in this direction. However, organochlorine compounds, including smaller amounts of dioxins and furans, still occur in the effluents of pulp mills using this process.

A newer process, **thermomechanical pulping**, or **TMP**, uses hydrogen peroxide as the bleaching agent. It produces a different product for different markets and it produces much lower concentrations of pollutants as by-products. Perhaps some variation of TMP would be a better option for all pulp and paper operations.

### Bouchard Shows Park Support

This note is reproduced, with permission, from the Canadian Nature Federation *Almanac* (Fall 1989 issue of *Nature Canada*).

Minister of Environment Lucien Bouchard showed he could make tough decisions when he moved to ban sport hunting from Point Pelee National Park. The CNF had secured a similar commitment from the former minister of the environment, Tom McMillan, but in October 1988, McMillan was defeated before he had a chance to implement the ban. Mr. Bouchard, however, followed through.

Sport hunting is contrary to established national parks policy and Point Pelee has been the only exception to the rule. It has taken

November, 1989

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decades of lobbying by naturalists to secure the ban, although they have come close before. Until now, however, no minister had the courage to make the decision.

This is the third time in his short tenure as minister that Lucien Bouchard has come down solidly behind protecting the integrity of national parks. In April, he terminated an emotional debate over the expansion of the Sunshine Ski Village in Banff National Park and the development plans of the owner are now being substantially revised. Shortly thereafter, he made a private visit to South Moresby to meet with the Haida. Progress on the establishment of South Moresby National Park was bogged down due to the manner in which Haida concerns regarding the park were being handled. Bouchard's frank discussions helped to get negotiations moving again.

The CNF urges all of its members and supporters to take the time to write Bouchard commending him on the strong support that he has shown for our national parks since being appointed minister of environment. Encourage him to keep it up! Write to The Honourable Lucien Bouchard, Minister of Environment, House of Commons, Ottawa, Ontario K1A 0A6. No postage is necessary.

### **Footnote from Bill**

Most of us are great at criticizing the government. Yet "Thank you" is in order from time to time and often returns dividends. Please write Mr. Bouchard.

### **Will Elms Grace the Landscape Again?**

Elms were virtually eradicated from our cities and countryside in the early 1970s by a fungus that was spread by the European bark beetle. This particular fungus enters the vascular tissues of the elm where it grows and eventually slows the flow of water and nutrients through the tree. Death results a few years after the invasion by the fungus.

A new more resilient strain of elm, the American liberty elm, has been developed by the Elm Research Institute at Harrisville, N.H. It has already been successfully introduced into parts of the eastern United States and is currently being tested at the Kemptville College of Agricultural Technology near Ottawa for possible planting in Ontario. If the tests prove successful, these trees will be clones to produce sufficient offspring to being widespread planting. In another 25 or 30 years, the familiar elm shape may once again grace the landscape.

I have noticed that our native elms are still struggling for survival. However, once the trees reach a d.b.h. (diameter at breast

height) of 10-20 cm, the disease usually strikes again. If you have noticed elms that have survived beyond this size, please send me a description. Take time to determine the species of elm. *Native Trees of Canada* is all you need. Escaped Chinese elms (used for hedges in cities) are now spreading through the countryside. Watch for them.

### **Is the Wilderness Gone?**

Wilderness is commonly defined as undeveloped land, the ecology of which is determined largely by natural forces, not by human intervention.

According to the *Ambio*, an environmental journal published by the Royal Swedish Academy of Sciences, there is still plenty of wilderness left on earth. Most continents are still between one-third and one-quarter wilderness. However, Europe is only one-tenth wilderness, with most of that being in northern Scandinavia and Russia. Only one-fifth of the world's wilderness occurs in temperate regions. Nonetheless, the journal concludes that humans can strike a balance with the remaining wilderness if we watch closely and stop the gradual encroachment of humans into the remaining wild areas as our numbers increase. About half the remaining wilderness is self-protecting because of its inhospitable nature...for the present time, at least.

# Explorations

## Reflections on Current Research

### Youth and Wildlife

By Bert Horwood

What do kids think about wildlife? During the last ten years, researchers for the U.S. Fish and Wildlife Service have tried to find out just what attitudes, knowledge and behaviour towards wildlife were practised by the young. Comprehensive surveys covered all school ages and geographic variables within continental U.S.A. There was a series of personal interviews with nearly 300 children in Connecticut. All of these were distilled through a final written national survey which had 15,787 returns from 10- to 12-year-olds.

Even though the population studied is not quite the same as in Ontario, the age group is one that frequently participates in outdoor education here. In addition, the survey permitted comparison of children's attitudes with those of adults. Read on and see if the findings match your experience with your pupils and their teachers and parents.

A sentimental identification with animals was the strongest attitude followed by a distinctly moral attitude mostly directed against hunting. Interest in wildlife as part of nature was only

moderately favoured. Fear and avoidance of animals was the least commonly expressed attitude.

The researchers were able to compare these attitude preferences to those of older persons. The sentimental attitude prevails as the most common. But the moral disapproval of things like hunting was less.

The children displayed a moderate knowledge level about animals. Facts concerning birds and spiders, and what they ate were best known. But there were distinct gaps. For example, few children knew what trout ate and most thought that snakes had a slime covering.

The most important finding in the knowledge category was the relationship of knowledge to attitudes. One would expect the discovery that greater knowledge was connected with a stronger interest in animals as part of nature, rather than as objects of sentimental or moral judgement. But there was a negative correlation between fear of animals and naturalistic interest. Researchers Miriam Westervelt and Lynn Llewellyn suggest that fear may need to be dispelled *before* knowledge can be gained. This is an interesting idea because there is a contrary notion among some outdoor educators that knowledge is the best antidote to fear.

Adults and children had about the same overall scores on the knowledge quizzes. But adults

knew more about animal classification and snakes than did children and less about birds and spiders. These findings are hard to interpret, and indicate the need for tracking the same people from youth to age to determine whether their knowledge changes over time or whether this is a generational difference.

The survey assessed the most liked and disliked animals. Children's preferences largely paralleled social stereotypes of the animals. Emblematic and symbolic animals like eagles and robins ranked high. Predators like wolves fell in between with large variance indicating that children attach strong dislike or admiration to these animals. The least popular animals — rats, mice and skunks — stereotypically harm people, but even then, the average scores for them indicated that they were held in generally positive regard.

The single most popular wildlife-related behaviour was fishing. Zoo visits and television wildlife shows were also enjoyed. Girls strongly favoured birding and a significant number of boys reported hunting. Having a father who hunts was commonly listed as an influence. Of course, this begs to be compared with the strong moralistic judgement against hunting. Those who reported hunting themselves or in the family did not participate in that negative attitude.

This is only a taste of the



wealth of information in the report. The question is: to what extent is it applicable in Ontario? Given the broad geographic sweep of the survey, it is hard to think that the picture is not useful here. Perhaps northern children might be an exception.

The other critical question is: how ought outdoor teachers to respond? How do the experiences and instruction we provide influ-

ence attitudes, knowledge and behaviours? To what extent should education support and enhance the children's values as they exist and to what extent ought it to shape them? The researchers conclude that early and extensive encounters with wildlife and emphasis on interdependent relationship rather than on classification and anatomical facts may be important elements in a sound wildlife education.

Westervelt, M. and Llewellyn, L. (1985) Youth and wildlife. Washington, D.C. United States Printing Office.

*Bert Horwood is an outdoor educator who belongs to a wildlife species that was not mentioned in the survey.*

### Traditional Winter Travel and Camping Workshop

A workshop on traditional winter travel by toboggan and snowshoe will be held Friday evening January 12 to Sunday afternoon, January 14, 1990, at the Leslie M. Frost Natural Resources Centre, Dorset, Ontario. The workshop leader will be Craig MacDonald, Recreation Specialist, Frost Centre. This workshop is sponsored by the Council of Outdoor Educators of Ontario (Northern Region) and costs \$225.00 per person (includes all meals, accommodation, the use of specialized camping equipment, displays, handouts and expert instruction). An optional field test and written exam for certification will be available at the end of the course for an additional fee of \$25.00 (payable to Mr. MacDonald). An overnight trip is planned to provide training in equipment handling and safe operation of wood-heated tents and emergency shelters.

Participants will be able to examine a wide range of sleds and toboggans as well as a collection of over 25 different styles of native-built snowshoes.

The first 15 paid-up registrants received will be accepted. To register, fill in the form below and mail, along with a cheque or money order, to:

Ms. Jan Heinonen  
Council of Outdoor Educators of Ontario  
P.O. Box 51  
South River, Ontario  
P0A 1X0

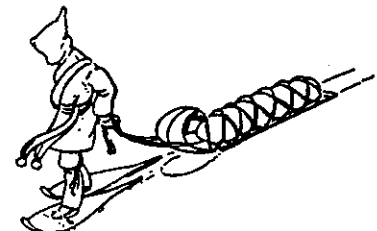
For further information, contact Jan at (705) 386-2311 (W) or (705) 386-0580 (H).

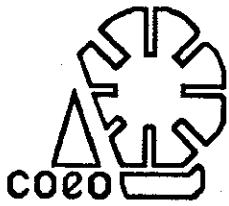
We believe that this course is the best ever offered concerning this rapidly expanding outdoor field. Out-of-province and country participants will be welcomed!

Name: \_\_\_\_\_ Male/female: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone number: \_\_\_\_\_ (W) \_\_\_\_\_ (H)





PROFESSIONAL DEVELOPMENT  
GRADUATE COURSE IN OUTDOOR EDUCATION

**CIOE 524: TEACHING ENVIRONMENTAL ETHICS**

**INSTRUCTOR - Dr. CLIFF KNAPP**

Saturday and Sunday, MARCH 24 - 25, 1990, 9:00 - 4:00

Saturday and Sunday, APRIL 28 - 29, 9:00 - 4:00

Saturday and Sunday, MAY 26 - 27, 9:00 - 4:00

Saturday and Sunday, JUNE 8 - 10, (at Sheldon Centre for Outdoor Education)

**Location: Toronto area      Fee: \$325.00**

Do you want to help your students think globally and act locally in dealing with environmental issues and values? This course is designed to provide teachers and other youth leaders with strategies for approaching the teaching of environmental ethics both indoors and outdoors. The course goals include the development of attitudes, skills, and knowledge necessary for implementing this important topic into camp, nature centre and school programme.

The following content will be included:

1. Defining key terms such as ethics, values, attitudes and moral education.
2. Various approaches to environmental values education.
3. Research findings in environmental ethics and values.
4. Teaching resources and model curricular programmes.
5. Environmental issues analysis and decision-making processes.
6. Developing activities and lessons for indoor and outdoor settings.
7. Expanding a personal environmental code of ethics.
8. Problems in implementing environmental ethics lessons.

Course activities include lectures, discussions, debates, role playing, films, slides, audio and video tapes, demonstrations, and large and small group projects. On the weekend of June 8-10, we will meet at Sheldon Centre for Outdoor Education near Alliston. There will be no formal programme on Friday night, but people are welcome to arrive after supper and stay over. We will begin promptly at 9:00 a.m. on Saturday and extend into the evening. Everyone is encouraged to be in residence. There will be a modest additional charge for room and board.

In order to receive graduate credit, students must have been accepted by the Graduate School as either graduate students or students-at-large.

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# Reading the Trail

## Books, Films & Reviews

### The DREAM of the EARTH

Thomas Berry (1988)  
Sierra Club Books, San Francisco  
\$29.00 (approx.)

Review by Mark Whitcombe

*"In relation to the earth, we have been autistic for centuries."*

Not many people will read this book. Many of those who start will not finish. Berry writes in a wordy, vague yet dense and academic manner. But his message is important. To that end, I attempt to offer a summary and some critique of his ideas.

Thomas Berry's theme is that we must "renew our human participation in the grand liturgy of the universe." This religious mission is to be achieved through the Dream of the Earth — a new story combining scientific knowledge with a revival of what are essentially primitivistic attitudes towards the earth.

We must create a new functional cosmology, full of the "numinous", Berry's term for what Rachel Carson called "the sense of wonder." One of the significant parts of Berry's message is that this new story must combine the power of our developing scientific knowledge with the depth and feelings of the attitudes of aboriginal peoples towards the earth. This new grand mythology will

guide and discipline our human use of all our scientific knowledge, technological skill and creative human energies. The basic principles will guide us in developing technologies to mutually enhance both the human community and the earth process. Berry contends that we must create a sense of personal meaning together with a passion for the grandeur and meaning of the universe. This personal meaning will lead to a feeling of personal importance in the scheme of things, a commitment to the whole community of the earth. We must commit to move from exploitive anthropocentrism and people-centred democracy to a participative "biocracy" in which the well-being of the whole living and non-living world must be equally considered with ours. Progress must be redefined in biocentric terms, such that the whole earth community progresses in its integrity. We must establish a biocentric norm of progress in which we recognize ourselves as a species with the earth as our primary loyalty. Our human technologies should function in an integral relation with the systems of the earth.

### Comments

Three of Berry's central concepts are (1) that the earth has an entity beyond being the sum of its parts, (2) that there are psychic

energies that flow from the earth, and, (3) that the earth is passing control of itself to humanity through the evolutionary development of self-consciousness.

The first of these, the Gaia Hypothesis, acts as a powerful metaphor. Thinking of the earth as an organism, of which we humans are but one organ, is part of the reordering of our thought processes that helps us to think biocentrically. But the Gaia Hypothesis is really a metaphor, not a valid scientific hypothesis. Does this rational weakness at the heart of his arguments negate Berry's total thesis? I think not. Such is the environmental danger we have put ourselves in that we are required to think in new ways, albeit recognizing that these are metaphorical contemplations.

The second point exposes Berry's mystical roots. As a disciple of Teilhard de Chardin, Berry sees humans as a dimension of the earth and indeed of the universe itself. Once again, these are passionate sweeping ideas, fully in the broad religious manner that Berry feels is necessary to form the new functional religious cosmology.

The third point seems to me just another way of enthroning the human species at the centre of the universe. Is the earth really passing control in a conscious manner to humanity? If the Gaia interpretation is accepted metaphorically,

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then yes, the message of our relationship to the Earth is valid. Berry's image at least forces us to recognize the magnitude of our responsibilities. We are so powerfully destructive that we are having effects in our biological lifetime similar in magnitude to what until now has required a geological timescale.

It tempts me to resist Berry's mystical leanings. He is at his wordiest and most turgid when he holds forth in his mystical vein. His message that we must develop a new relationship with the earth based on a combination of scientific and primitivistic understandings can be understood on the basis of its rational merit alone. Yet adding the mystical interpretations is perhaps necessary to fully accept the 'numinous' dimensions of our experiences.

### Questions for the outdoor educator

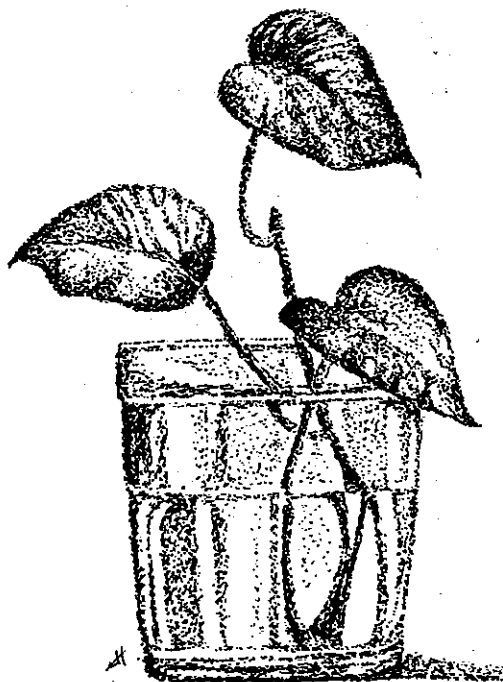
One of Lloyd Fraser's many contributions to outdoor education is his distinction that outdoor education is education for the child, while environmental education is education primarily for the environment. As outdoor educators, we believe that the outdoors is a venue in which to educate the whole child.

As a diverse group, we follow various models of outdoor education, including the pursuits model, the personal development model,

the social development model, the environmental model, and the advocacy model. There has been a definite shift in the last few years away from the personal and social development models of outdoor education towards the environmental model, in which teaching about the environment has become the prime focus. Some programmes are extending the environmental model to an overt advocacy model, in which the goal is to produce students with a sense of environmental mission.

Where do Berry's ideas fit into this interpretation of outdoor education? How do we continue to use the environment for the children, as opposed to using the children for the environment? Can we maintain a balance between the various components of outdoor education? How do we present this new story? Indeed, who makes up this new story in a form that we can use? Is it even possible to present such a story to the younger of our clientele?

*Mark Whitcombe is Superintendent at East York's Sheldon Centre for Outdoor Education.*



# Prospect Point

Opinions, Ideas, Reflections

## Environmental Literacy is Happening Here:

Priorities for Outdoor and Environmental Educators in the 1990s

In Skid Crease's Sunday session of the Periwinkle Project at this year's annual conference, those present developed a set of environmental education priorities of their own.

### Group One

To raise an understanding of the importance of environmental issues at the executive level;

To increase action at the executive level;

To provide outdoor and environmental experiences at the student level;

To support and encourage outdoor and environmental programs (ongoing) at all levels.

### Group Two

To formulate a personal/action philosophy;

To initiate outdoor and environmental education in-service training for teachers;

To provide opportunities for students to move from awareness to action to community involvement/outreach.

### Group Three

To change our own habits!

To change curriculum to include an infusion of current environmental issues;

Enthusiasm is catching: enjoy yourself while doing all of the environmentally safe things.

### Group Four

To raise awareness in educators of the danger facing our planet (deadlines/timelines involved based on current scientific global research);

To adjust the curriculum to put problem-solving skills and adaptable solutions to environmental issues over content;

To empower students to act on environmental and social issues;

To develop a personal environmental ethic that will ensure individual responsibility for a healthy planet.

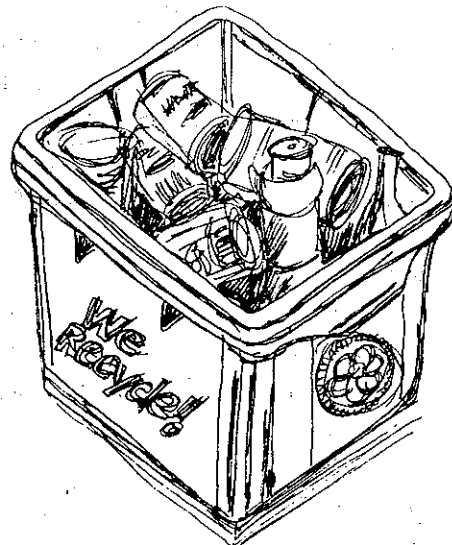
A total group synthesis highlights the following key points:

1. We must develop, celebrate and put into action a personal and positive environmental ethic;

2. We must raise awareness, at all levels, of the endangered state of our planet and the necessity for wise action and visionary leadership;

3. We must provide students with the opportunity to move from awareness through knowledge to action through outdoor and environmental education programs;

4. We must train our current and future teachers in the skills of outdoor methodology and the complexities of environmental issues.





COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

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