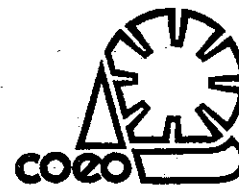


# Pathways



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THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

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VOLUME 2, NUMBER 5

JUNE, 1990



ISSN: 0840-8114

# 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 more important. *Think: be creative, have fun, share your ideas.*

Articles should be typed and double-spaced. Please include a short biography and return address. Feature-length articles are 1000 to 2000 words, at approximately 250 words per 8 1/2" x 11" page

Submit to: Carina van Heyst, 811 - 10330 Yonge Street, Richmond Hill, Ontario L4N 5C1.

### ADVERTISING IN PATHWAYS

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

We ask that the product or service be:

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

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1/3 page	150	250	350	400	Jan./Feb.	Dec. 15	Jan. 30
1/4 page	125	200	275	350	Mar./Apr.	Feb. 15	Mar. 30
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# Pathways



THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

June, 1990

VOLUME 2, NO. 5

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## State of the Art

This month's cover is entitled "Authority on Conservation" by Lori Nicholas. Depicting a Red-tailed Hawk currently under the care of the Mountsberg Wildlife Centre's Raptor Rehabilitation Program, proceeds from the sale of this print go to support and build a special care room for the program. For \$20, you receive a limited edition print (one of 250), a certificate and a feather. Contact the Mountsberg Wildlife Centre at (416) 854-2276. Inside art comes once again from Lynn Harrison.

# Editor's Log Book

## Keeping up with the Greens

Across the province in corporate headquarters, boards of education, municipal governments and even COEO meetings, people are asking themselves the same question: are we doing all we can to send our environment on its path to recovery? And the first thing they do is quote examples of peers who are "doing more".

The standard counter-argument is that it is not the purpose of the corporation, school board, government or organization in question to be dabbling in the environmental arena. It's kind of an ethical "it's not my department". But there will always be opposition to change; democracy allows for that.

The ripples through the groundwater of COEO suggest that we too ought to take some leadership in this field. One area where such a decision would be most strongly reflected would be in the content and production of

the journal. To avoid what is meant as a criticism in "you're too environmental", we presently try to create a journal which will "have something for everyone". It would not be difficult to include more articles of that nature if the membership desired it. Such a change of tone would surely change the face that COEO presents both to its members and outside contacts to that of an organization with stated concern for the environment.

Without a commitment from the membership, the production changes needed for the journal also remain on the the "To Do" list. *Pathways* is currently printed on paper which is 28% reclaimed stock (made from the previously unused scraps on the mill floor), but to produce the journal on recycled paper (my personal dream) would require the agreement of the membership. At a greater cost for paper, several

options present themselves: fewer journals each year for the same membership fee, downscaling the recently upscaled production for the journal, or levying higher membership fees.

All of these would likely be issues requiring constitutional reform. For such a thing to happen, the voice of the membership should be heard.

### MEMBERS!

The time has come to renew your membership for the 1990-1991 year. This issue of *Pathways* will be followed by a summer newsletter and then your last journal will arrive in October. Membership forms can be found on the inside back cover of every journal.

### PATHWAYS EDITORIAL BOARD

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

ISSN: 0840-8114.

# Outlook

## Advisory Board Report

### Call for Nominations: COEO Executive and Advisory Board

One or two executive positions on the COEO Executive and Advisory Board usually come open each year. Occasionally, due to retirements or resignations, additional positions need to be filled. Any paid-up member in good standing may stand for election and any paid-up member in good standing may submit nominations.

Nominations or offers to volunteer for a position should be submitted in writing before August 31, 1990 to:

Clarke Birchard  
Chairman  
Nominating Committee  
c/o The Bruce County Board of  
Education  
Box 190,  
Chesley, Ontario  
N0G 1L0



### Call for Nominations: COEO Annual Awards

Each year the Council of Outdoor Educators of Ontario honours a number of persons or institutions through the awards program. Awards are presented during the annual conference or at the annual general meeting.

Nominations are invited for the following awards:

**The Robin Dennis Award** is presented to an individual or outdoor education program or facility having made an outstanding contribution to the promotion and development of outdoor education in the province of Ontario. The award was created in tribute to Robin Dennis, one of the founders of outdoor education in Ontario and is presented annually by the Boyne River Natural Science School and the Toronto Island Natural Science School.

**The President's Award** is presented to an individual who has made an outstanding contribution to the development of the Council of Outdoor Educators of Ontario (COEO) and to outdoor education in Ontario.

**The Dorothy Walter Award for Leadership** was created in 1986 to give recognition to an individual who, like Dorothy Walter herself, has shown outstanding commitment to the development of leadership qualities in Ontario youth. The individual should have demonstrated commitment and innovation in leadership development, to learning in the out-of-doors, to personal growth in their own life, and service to an organization or community.

**Honorary Life Memberships** are awarded occasionally by the Advisory Board to individuals who have made outstanding contributions to COEO and to outdoor education in Ontario.

Nominations should be submitted in writing by August 31, 1990 to:

Kathy Reid  
Chairperson  
COEO Awards Committee  
c/o The Otonabee Region  
Conservation Authority  
380 Armour Road  
Suite 200  
Peterborough, Ontario  
K9H 7LY

# Editor's Log Book

## Letter to the Editor

*Through these events, the life and character of Alexander Mackenzie will be profiled, a man whose vision, courage, commitment, endurance and resourcefulness can inspire modern Canadians. Through the image of this founding explorer of our nation, the Mackenzie Project will make a powerful statement about Canada's adventurous heritage and the important role that adventure and entrepreneurship must play in today's increasingly urbanized world.*

This passage from "Canada Sea-to-Sea: A 'Living History' Experience" in the April, 1990 issue of Pathways is, to be blunt, Outhouse Education!

The Canada Sea-to-Sea Project both excites and troubles. As an overall project, it is to be commended. Even Mackenzie himself might be overwhelmed by the logistical, financial and physical dealings necessary to pull off such a series of educational travel experiences. I'm excited and consider myself a big fan. BUT, I am troubled with the description quoted above.

It is always problematic when a feat is engrandized in neglect for some equal attention to the fundamental spirit that underlies it. Concerning the Mackenzie Project, if one is going to "do" history, one must study the history in some comprehensive manner. This includes how the trip was conducted, not

merely what was accomplished. We amateur historians who are outdoor educators, myself included, should be careful in seemingly gratuitously linking our historical retracing accomplishments of then to now with any particular engagement with native peoples and landscape that the historical feat conveys. The link of the feat with its underlying spirit should not be an assumed positive image left unexplained. It is a central concern and leads to among the most interesting aspects of historical study for the re-explorer. For example, explorer David Thompson, fur trader George Nelson, and missionary Gabriel Sagard can all be rendered as historical precursors who emulate an engagement to Canadian landscape and indigenous peoples that will inspire our collective design for the so-called turn-around decade (ecologically speaking). Mackenzie's brand of entrepreneurialism and adventure, I will suggest, should not. Thompson, Nelson and Sagard explored Canada as a landscape of wonder. Given their task at hand, they were consciously receptive to blending their thought world with the new set of truths before them in a foreign wilderness of people and place that was Canada. The ensuing ambiguity would bear fruit for each of them in a richer understanding of the world than would be available otherwise. They all found some new synthesis of worldview. Mackenzie, on the other hand, was locked in dogma: natives

were savages and the land was to be conquered. Which fundamental spirit most captures our culture's current struggle to balance ecology and economics into a new synthesis to address ecological consciousness?

Maurice Hodgson describes the commercially-minded Mackenzie's travels to the Arctic and Pacific Oceans as striding "...over the west like a latter day Cortez conquering the land with his Scot acumen and his formidable prose." I.S. MacLaren suggests the formidable Scot reduced the landscape and it's indigenous peoples to a "landscape of commerce." Consider Mac's comments on the scenic French River, classic Shield country that in part characterizes much Canadian landscape: "...unsuitable for agriculture." He is right, of course, but do you sense that he is missing something along the way?

My point is simple. There needs to be some interpretation of a historical feat and text (narrative) before such claims can be made to fully endorse "the vision" and "image" of any historical traveller. We must not judge on feat alone. T.D. MacLulich described Mackenzie as "unchanged as tourist." Is this the spirit of engagement to the landscape and peoples upon which we, as educators, want to frame our vision?

Now, one might ask of the Mackenzie Project exactly how all this is to inspire us as we struggle with the paradigm shifts necessary

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## Letter to the Editor

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to save ourselves from our own cancerous covenant with the land.<sup>1</sup> Perhaps that was too radical. Start again. Exactly how is Mackenzie's image and vision to inspire us in our quest to foster an ecological consciousness for our budding RE-GREENABLE planet? Is not our environmental/social malaise today not a product of a FUNDAMENTALLY "wrong" spirit of discovery in the "New World" of North America of which Mackenzie, in fact, could serve as an exemplar model? Yes! We should respect Mackenzie's feats, courage and endurance but not his vision and commitment for Canada. His vision and commitment was totally tied to the "Old World" exploitive interests for this exotic New World of Canada. He was building a commercial empire without a thought for the welfare of the raw material (including people) within. I don't mind so much what he did. I am most concerned for all he did not do. In brief, he was not changed as tourist. He did not converse or seek any new truth through his experiences in Canada. He was not open to insight. He was locked in dogma. But of course, those were different times...That is precisely my point.

We cannot simply retrace historical feats. Our travel history is far too interesting. We must re-evaluate and interpret, so that we might recover important traditions such as courage and fortitude as inherited and reject the erroneous ones that

make us detached and ignorant in our own country's wildlands. Times change. So should we.

In short, we outdoor educators ultimately do not want to be like Alexander Mackenzie. To suggest that we do is to put history and our use of it outside any culturally relevant context. We outdoor educators will be made the fools in a scholarly setting and will do a great disservice to all that makes history MOST interesting. That is, who really was Mackenzie and how am I the same and different? What was his cultural baggage? What is mine? How was David Thompson different and why? Perhaps what is most disturbing is that while this exciting and commendable "Living History" experience is lost in a romantic vision, there remains so much potential to challenge one's imagination with the complexity of studies and meanings Mackenzie's life and travels offer.

Poet Wallace Stevens provides a useful distinction for today's cultural RE-EXPLORER:

*The imagination must cleanse itself of the romantic. The imagination is one of the great human powers. The romantic belittles it...The imagination is the liberty of the mind. The romantic is a failure to make use of that liberty...We have it (imagination) because we do not have enough without it.*<sup>2</sup>

Bob Henderson

I'm confident that the Mackenzie travellers have this enriching quality of imagination though the opening passage suggests otherwise.

1. See Dave Foreman's comments in "Only Man's Presence Can Save Nature: Towards a Truer Understanding of the Environment." Harpers, April 1990, p. 47.

2. Wallace Stevens, "The Necessary Angel: Essays on Reality and the Imagination." Vintage Books, 1942, p. 130.

### *Sources Quoted:*

M. Hodgson. *The Exploration Journal as Literature.* The Beaver, Winter 1967.

I.S. MacLaren. *Alexander Mackenzie and the Landscape of Commerce.* *Studies in Canadian Literature*, Vol 7, No. 2, 1982.

T.D. MacLulich. *The Emergence of the Exploration Narrative in Canada.* Ph.D. York University, 1976.

*For further information on Thompson and Mackenzie apart from primary sources, see:*

Barbara Belyea. Mackenzie meets Moodie at the Great Divide. *Journal of Canadian Studies*, Autumn, 1988.

Brian Fawcett. *The Secret Journals of Alexander Mackenzie.* Talon Books, 1985.

I.S. MacLaren. *David Thompson's Imaginative Mapping of the Canadian Northwest 1784-1812.* *Ariel: A Review of International English Literature*, April, 1984.

### Stepping into the Other World:

## A Report on the Goa International Environmental Education Conference

By Morris Wiener

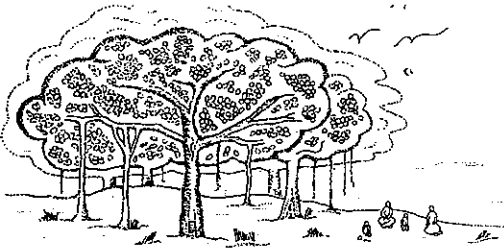
The Department of Tourism brochure describes the State of Goa, India as follows:

Eighty-two miles of coastline, with the silvery sands of some of the world's most beautiful beaches, palm-fringed rivers moving lazily down to the Arabian Sea, lush scenery with rice paddies, mango groves and jack fruit, white-washed villas, and easygoing, hospitable people, all combined to make Goa the precious "Pearl of the Orient". No bigger than a thumbprint on the Malabar Coast, this tiny former Portuguese territory is a world unto herself....and with all of this bounty in one little territory, 'tis little wonder that Goa has become a much sought after tourist paradise with each sun-soaked day stretching enticingly into another.

A flyer received in late summer, 1988 announced the Third International Conference on Environmental Education to be held October 3 - 7, 1989 in Goa, India. The theme was "Environmental Education for Sustainable Development". Sixteen major topics were listed that would be discussed, with presentations selected from participants who submitted 500-word abstracts by May, 1989, as well as addresses by "eminent experts including U.N. representatives". The conference was organized by the Indian Environmental Society with sponsorship and support from the Asian Environmental Society, International Society for Environmental Education, Indian Ministry of Environment and Forests, UNESCO, several large foundations, the Indian University Grants Commission, and Australian, British, and United States international development agencies.

After having submitted my abstract proposal in May, 1989, I forwarded the registration and accommodations forms and deposits in June, and began to make plans for travel. I was really going to exotic India...even if for only six days, plus almost four days of travel!

The old adage, "getting there is half the fun" proved to be true. With swim trunks packed for the silvery beaches, I departed Chicago, September 30 to arrive October 2, the day before the conference, with an 11 1/2 hour time difference. However, things didn't go as planned. My altered route took me to Dallas, Frankfurt, London, Bombay, and then Goa, arriving at the confer-





ence hotel, 11:30 a.m. October 3, two-and-a-half hours after the Inaugural Session, and as the Keynote Addresses were underway. Dr. Ghaznawi, UNESCO, Paris, was speaking and Mr. H. Singh, Director, Ministry of Environment and Forests was to follow. I managed to get to my third floor room and stretch out, rather bushed. Several hours delay in Dallas, long layovers in Frankfurt and London airports, five airline carriers, and a 1:30 to 8:00 a.m. wait in a soft chair in the back room Bombay Operations Office of British Airways, left me dazed and wondering, "should I really have come?"

The mid-morning taxi ride from the airport to the conference hotel in Panjim, capital city of Goa, provided as great a cultural jolt as I experienced as a G.I. debarking at Incheon Harbor, Korea in 1955. The tourist brochures and conference literature didn't describe the other environmental conditions that I was to experience for the next five days — abject poverty — smell and sight of street sewage, rotting food and rats at the market, crowdedness and slums, a still prevalent caste system, women walking along roads with water jugs or fire wood balanced on their head, and on and on. Environmental problems of the North American variety seemed extremely remote and irrelevant to the needs of 800 million people of India and the many other underdeveloped and developing countries of the world.

The Fidalgo Hotel in downtown Panjim, portrayed as a very good facility at 700 rupees, double occupancy, per day, probably was in its glory some fifty years ago, along with the rest of the city, now overcrowded and run down. But accommodations were adequate and comfortable and air conditioned! Days of 30°C and more were in contrast to the balmy fall days I had left behind in Oregon, Illinois.

Over 180 abstracts were submitted to the conference organizers. One-hundred-and-fifty persons were anticipated, but it was reported that there were over 235 registered from some 40 countries. Over eighty per cent were from throughout India, with several countries in Africa and Asia represented, and a handful of North Americans and Europeans. There were speakers and participants from Japan, Sri Lanka, Malaysia, Thailand, Egypt, Ghana, Kenya, Mauritius, Russia, Finland, Sweden, West Germany, Great Britain, France, Canada and U.S.A. to name a few.

Other than informal gatherings and discussions in lobbies, hotel rooms, restaurants, and bars, all sessions took place in two large hotel rooms — a second floor auditorium and an equally large conference room on the main floor that was also the dining room where breakfast and dinners were served. These meals were included in the accommodations fee for those staying at the Fidalgo at \$21.00 U.S. per person per day. The \$150 registration fee included all lunches and the banquet on the last evening, as well as an evening cruise and folk entertainment on the Mandovi River.

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## The Other World

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The format for the five-day conference included plenary sessions, two concurrent "technical sessions" four times a day from 9:30 am to 5:30 pm.

There were three basic types of papers presented: 1) technical/research projects and results, 2) theoretical and socio-political positions, and 3) reports of practitioners. Plenary sessions addressed such topics as: Biodiversity as a Basis of Environmental Education, Environmental Education and the Role of U.N. Environment Program, Problems of Environmental Education for Sustainable Development in the Developing Countries; and addresses by Dr. M.S. Swaminathan, International Union for the Conservation of Nature and Natural Resources (ICUN), and Dr. Gordon Conway, Director, Ford Foundation.

Some sixty individual papers or lectures were given under the following major topical themes:

- Human Settlements and Urbanization
- Land Resources
- Global Warming and Atmospheric Changes
- Environmental Legislation
- Decision-Making and Professionals
- Role of Women and Youth
- Environmental Information and New technologies
- Environmental Actions and Programs
- Our Common Future

When you realize that four-fifths of the presentations were made by persons from India and developing countries, you can better appreciate that while these themes are familiar in North American conferences, the substance and content in India were with different perspectives, orientations, and issues. Being in the minority at this environmental conference was a new experience, but one that I had looked forward to, and greatly appreciated. While all sessions were in English, it was not the English of Illinois and Ontario that I was used to. Listening to the intonation, inflection, rhythm, and pace of "Indian English" made me aware of another minority status I held while in Panjim!

Examples of technical/research presentations included:

- Environmental Pollution in Mega-Cities: A Case Study of Bombay
- The Deforestation of Southeast Asia: A Historical Analysis of Management Conflicts
- The Effect of Brick-Making on Land and Soil Loss
- Effect of Automobile Exhaust-Lead on the Traffic Policeman
- Environmental Action Towards Chemical Pollution in Industrial Belts
- Environmental Education in Ethiopia: The Sources of Decision-Making



Theoretical and socio-political presentations included such topics as:

- Problems, Prospects, and Challenges of Fragile Planet Earth for Sustainable Development
- Human Settlements Programs and Policies in India
- Finland's Contribution to International Environmental Education
- Compensatory Relief to Pollution Victims
- Environmental Impact Study: Need for Law in India

COEO practitioners would have been interested in such sessions as:

- Environmental Education for Rural Youth and Children
- Environmental Education in the USSR: Two Years after the Moscow Congress
- Energy and Environmental Education in Primary Schools
- The Interaction Method in Environmental Education
- Environmental Education for Urban and Rural Masses
- Children and Trees Project: An Approach to Environmental Education for Youth

The Children and Trees Project was of particular interest and focussed on developing program materials, children's books, teacher aids and assessment materials to encourage environmental awareness among teachers and children throughout India. Their poster **WHAT IS A TREE?**, gives a feeling of contrast between how much of the world views trees and forests and how the technological forest industry of developed nations is known to operate.

The Centre for Environment Education, Ahmedbad, India was another example of efforts to develop innovative programs and materials. Program areas include school, urban, rural, interpretive, training, and media. The centre also operates a nature discovery facility for both school and family groups.

A field trip to the Bondla Wildlife Sanctuary provided a glimpse of a resident centre with housing for school groups, teacher workshops, and informal education groups. However, because of travel time and expenses, the facility is infrequently used.

This day trip was guided by Therese Almeida, an innovative private school principal, community leader and activist, and ardent conservationist and preservationist whom with her architect husband, Sarto, lives 35 km south in Margao. Accompanied by Bob Szaro, U.S. Forest Service, and Chuck Hopkins, Toronto, we had a full itinerary of area sights and visits with local people, including the principal, teachers, and students of a high school in Ponda.

Having "brain overload" from sitting through four days of sessions, this

### WHAT IS A TREE?

*To a carpenter, it is a table. To a fisherman, it is a boat that carries him across the waters. To a plowman, it is a yoke to harness his oxen. To a village woman, it is firewood to cook the evening's rice. To a herder, it is fodder for cows and goats. To a farmer, it is what prevents the good soil from being washed away. To a child, it is a place to play amidst the squirrels and birds. To a tired and weary traveler, it is shade from the sun and shelter from the rain. To elephants and monkeys, it is home.*

*For Humankind, it is part of a vast green blanket that protects the earth from the intense rays of the sun. To our planet Earth, it is lungs. Trees produce oxygen that we breathe. a tree is the very breath of life itself!*

1989 Children and Trees Project, Shanta, Success Road, Auroville, Kottakuppam 605 104, Tamil Nadu, India

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## The Other World

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tour provided a welcome change. I have always appreciated people connections at conferences and it was especially nice to meet and be hosted by the Almeidas in their home and community on my first visit to India. Our time ran out in the late afternoon before we could get to the silvery beaches with swim trunks stowed in our van, but we returned to Panjim much richer for the day's experiences.

Being a conference-goer for many years, including some of COEO's best, what kinds of impressions did I take from Goa? How did the conference rate personally? What was meaningful, provocative, disturbing....worth sharing?

This conference, while international in scope and title, was not a class act. It wasn't until mid-September that a confirmation of registration was received. I didn't know until I walked into the hotel, picked up my packet, and looked through the program, that I had been selected to give my presentation on Improving Environmental Education for Youth Through Leadership Preparation. Audio-visual equipment was inadequate, copy service not available, list of participants not provided, program changes not posted, and time-schedule not adhered to. It seemed to be a bit overwhelming for the organizers, but not to the point of being unmanageable.

Even with these and other minor disappointments, I would have to say that positive outcomes outweighed the difficulties. The conference was very successful in:

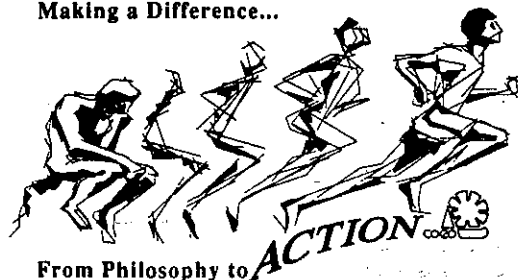
1. Bringing together many people with quite different orientations to environmental education and roles in contributing to its growth and progress.
2. Providing a breadth of concerns and interests expressed from philosophical, scientific and practical perspectives.
3. Highlighting common global issues and problems, particularly in terms of impact upon developing nations.
4. Involving internationally prominent organizational leaders, spokespersons, researchers, and key Indian governmental agencies and organizations.
5. Including abstracts of all submitted program proposals, proceedings from two previous conferences; and encouraging participants to share displays and materials.
6. Providing a forum for sharing knowledge, for raising critical questions, and for pointing towards future needs and actions.

*Morris Wiener is a professor with Northern Illinois University's Outdoor Education program and comes to Ontario to teach courses that are part of the COEO-NIUM.S.Ed.degree program.*

The inspirational message is: A sustainable development strategy is a possible long-term goal. Those attending the Goa Conference realize more clearly that the problems are complex, the solutions are not ready-made, and that the global community — developed, underdeveloped, and developing — all have a stake, and must work cooperatively for the good of the planet and all existence.

# Fall Conference

Making a Difference...



From Philosophy to

**Council of Outdoor Educators of Ontario  
20th Annual Conference  
Thurs., Sept. 27 - Sun., Sept. 30, 1990  
Leslie M. Frost Natural Resources Centre  
Dorset, Ontario**

For our 20th Annual Conference, COEO returns to the Frost Centre, the site of our first conference in 1971. COEO, and outdoor education in Ontario, have come a long way since the early 70's and our message has finally reached the grassroots. People's environmental awareness has never been nigher and this year's conference will give us all an opportunity to examine our attitudes, refine our philosophy and refocus our vision to enter the "turnaround decade" with the energy to lead our students in environmental action.

PLEASE  
PRINT

NAME \_\_\_\_\_ PHONE ( ) \_\_\_\_\_ (H) ( ) \_\_\_\_\_ (W)

MAILING ADDRESS \_\_\_\_\_ SEX \_\_\_\_\_

1991 COEO MEMBERSHIP NUMBER: \_\_\_\_\_ If you have not renewed for this upcoming year, please do so by submitting the appropriate fee:

	Regular - \$ 35.00 _____	
COEO Renewal for 1990-91 Membership Year	Student - \$ 20.00 _____	
	Family - \$ 45.00 _____	(indicate other name(s) to be included

in Family membership \_\_\_\_\_)

Conference Registration	Package A - full conference	\$300.00 _____	
	Package B - Fri. a.m. - Sun.	\$275.00 _____	(no breakfast Friday)
	Package C - Fri. p.m. - Sun.	\$225.00 _____	(no supper Friday)
	Package D - one day only	\$ 50.00 _____	(includes lunch)

A \$100.00 deposit is required upon registration with a post-dated (July 1/90) cheque enclosed for the balance. Prior to Sept. 14, cancellations will be accepted, subject to a \$25.00 penalty. After Sept. 14, cancellations will be accepted and refunds (minus cancellation penalty) issued only if we can find someone to take your place at the conference.

Summary: COEO Membership \$ \_\_\_\_\_ + Conference Registration \$ \_\_\_\_\_ +

\$20.00 surcharge for "Earth Education" (if that is one of your session choices) = \$ \_\_\_\_\_

A cheque for \$100.00 and a postdated cheque for \$ \_\_\_\_\_ is enclosed.

Mail to: Ms. Jan Heinonen, P.O. Box 517, South River, Ont. POA 1X0. (705) 386-0580 (H) (705) 386-2311 (W). Make cheque payable to: "COEO Northern Region - 1990 Annual Conference".

### SESSION PRE-REGISTRATION

Pre-registration is required for many sessions, others (indicated by an "Open" classification) do not require pre-registration. Please indicate your first, second and third choices for sessions. We'll do our very best to accomodate your wishes.

# Fall Conference

## FRIDAY

10:30 a.m. -  
4:30 p.m.  
3/4 day sessions  
B2 \_\_\_\_\_  
B3 \_\_\_\_\_  
B4 \_\_\_\_\_  
B5 \_\_\_\_\_

10:30 a.m. - 12:00 noon  
1/4 day sessions

B6 \_\_\_\_\_ B8 \_\_\_\_\_ B10 \_\_\_\_\_ B12 \_\_\_\_\_  
B7 \_\_\_\_\_ B9 \_\_\_\_\_ B11 \_\_\_\_\_ B13 \_\_\_\_\_

1:30 - 4:30 p.m.  
1/2 day sessions

B14 \_\_\_\_\_ B17 \_\_\_\_\_  
B15 \_\_\_\_\_ B18 \_\_\_\_\_  
B16 \_\_\_\_\_ B19 \_\_\_\_\_

1:30 - 3:00 p.m.  
1/4 day sessions

B20 \_\_\_\_\_ B21 \_\_\_\_\_  
3:00 - 4:30 p.m.  
1/4 day sessions  
B22 \_\_\_\_\_ B23 \_\_\_\_\_

9:00 - 10:00 p.m. B27 \_\_\_\_\_

9:00 - 10:30 p.m. B28 \_\_\_\_\_

## SATURDAY

9:00 a.m. -  
4:30 p.m.  
full day sessions  
C1 \_\_\_\_\_  
C2 \_\_\_\_\_  
C3 \_\_\_\_\_

9:00 a.m. - 12:00 noon  
1/2 day sessions

C4 \_\_\_\_\_ C7 \_\_\_\_\_  
C5 \_\_\_\_\_ C8 \_\_\_\_\_  
C6 \_\_\_\_\_ C9 \_\_\_\_\_

9:00 - 10:30 a.m.  
1/4 day sessions

C10 \_\_\_\_\_ C12 \_\_\_\_\_  
C11 \_\_\_\_\_

10:30 a.m. - 12:00 noon  
1/4 day sessions

C13 \_\_\_\_\_ C14 \_\_\_\_\_

1:30 - 4:30 p.m.  
1/2 day session

C15 \_\_\_\_\_

1:30 - 3:00 p.m.  
1/4 day sessions

C16 \_\_\_\_\_ C18 \_\_\_\_\_ C20 \_\_\_\_\_  
C17 \_\_\_\_\_ C19 \_\_\_\_\_ C21 \_\_\_\_\_

3:00 - 4:30 p.m.  
1/4 day sessions

C22 \_\_\_\_\_ C23 \_\_\_\_\_

9:00 p.m. - 11:00 p.m. C26 \_\_\_\_\_

## SUNDAY

10:00 - 11:45 a.m.  
1/4 day sessions

D1 \_\_\_\_\_ D3 \_\_\_\_\_ D5 \_\_\_\_\_ D7 \_\_\_\_\_ D9 \_\_\_\_\_ D11 \_\_\_\_\_  
D2 \_\_\_\_\_ D4 \_\_\_\_\_ D6 \_\_\_\_\_ D8 \_\_\_\_\_ D10 \_\_\_\_\_ D12 \_\_\_\_\_

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# Fall Conference

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## THURSDAY

6:00 - 11:00 p.m.

### REGISTRATION

7:00 - 8:30 p.m.

A1 FIRE TOWER HIKE - Peter Middleton - Open  
Stroll around the trails with Peter, an experienced birder and naturalist. Enjoy a view from the Fire Tower (if you're daring).

A2 EVENING PADDLE - Doug Hull - Open  
Take yourself on a quiet evening paddle on St. Nora Lake to shake out the cobwebs of travelling. Doug Hull will be there to issue Frost Centre Canoes, paddles and PFD's and point you to the water. He may even give you some pointers!

7:00 - 8:45 p.m.

A3 FILMS - "ENVIRONMENTAL AWARENESS" - Glenda Barber - Open  
Drop in to catch some environmental and recreational films selected by Glenda for your viewing pleasure.

A4 QUIET LOUNGE - Tanys Stevens - Open  
Informal guitar and song by Tanys and friends. Relax, chat and enjoy.

9:00 - 10:30 p.m.

A5 CABARET/WINE BAR - Cedric Smith - Open  
A musical cabaret with Cedric Smith of the 70's recording group "Perth County Conspiracy".

## FRIDAY

6:30 - 7:30 a.m.

B0a PRE-BREAKFAST PADDLE - Doug Hull - Open  
The Frost Centre will provide canoes, PFD's and paddles for an informal, relaxing paddle. Doug will give pointers to those who wish.

B0b MORNING SWIM - Linda McKenzie - Open  
An informal morning dip.

B0c MORNING JOG - Leader TBA - Open  
A misty morning run - just the thing to get your blood pumping!

8:45 - 10:15 a.m.

### KEYNOTE ADDRESS

B1 SUNSHIP EARTH - Steve Van Matre, Institute for Earth Education - Open  
"Sunship Earth" presents a stimulating and entertaining view of our relationship with the earth and its life. Steve's keynote address speaks to three main concepts: "You are a piece of the sun"; "You are not your head"; and "You are a leader of magical learning adventures".

10:30 a.m. - 4:30 p.m. - 3/4 day sessions

B2a COMMERCIAL MARKETPLACE - Open  
A variety of producers and distributors of goods of interest to outdoorsy types will display their wares. Who knows, you might find a bargain or two!

B2 DILEMMA - Scott Reed, Frost Centre  
Not sure which session to choose? Why not get in a canoe and head downstream? Discover the meaning of "integrated resource management" from a canoe in this full day, adapted Project WILD activity. Canoes provided.

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## Fall Conference

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- B3 ROCK CLIMBING - Leader TBA**  
A 3/4 day introduction to rock climbing and rapelling: the equipment, the experience, the excitement!
- B4 MOUNTAIN BIKING THE BACKROADS - Bob Knapp, Bruce Co. Bd. of Ed. and Bill Caswill**  
Bill and Bob will take you on the trails for a good intro to this fast-growing sport. You should be in good physical condition. Bring your mountain bike, a water bottle and a saddle bag or handle bar bag to carry your lunch. A swim suit may also be useful.
- B5 CO-OPERATIVE LEARNING AS AN INSTRUCTIONAL STRATEGY FOR TEACHING ENVIRONMENTAL ISSUES - Bob Almack, Durham Co. Bd. of Ed.**  
Teachers participating in the workshop will be involved in identifying and experiencing the essential characteristics of effective group work. Appropriate for K - 12. Although this strategy is appropriate for OE centres, the workshop will focus on a classroom setting.

### 10:30 a.m. - 12:00 noon - 1/4 day sessions

- B6 GARBAGE: KICKING THE HABIT - Gillian Kranias, Citizens for a Safe Environment**  
The Garbage Cycle: What we throw away; how much we throw away; how we try and "dispose" of it; how it comes back to us.  
Breaking the Cycle: Asking "is this really garbage?" exploring and applying the three R's (Reduce, Re-use, Recycle).  
The workshop will explore techniques for teaching these issues at the primary, junior and senior levels. We will discuss possible projects for reducing waste at school (i.e. what materials we use - paints, glue, tape - and how we use them).  
Through such efforts, as students and teachers, we start taking responsibility for how our daily activities affect our environment.
- B7 THRESHOLD OF EXTINCTION - Ted Cheskey, Waterloo Co. Bd. of Ed.**  
What are the main causes of species extinction? You will answer this question as you play the roles of endangered species and the causes of extinction for this simulation on the endangered species of Ontario. This is a grade 7 to OAC activity.
- B8 EARTH DAY '91 - Cathy Beach**  
Earth Day is now an annual event. Come and find out what you can do in your home, school and class for Earth Day '91. Resources available.
- B9 MEDIA LITERACY FOR ENVIRONMENTAL EDUCATION - Lou Cormier, TV Ontario**  
Through an interactive approach, this workshop will make the participants aware of what programming TV Ontario offers, how it relates to the curriculum, and more specifically, how to teach effectively and creatively using video in the classroom.
- B10 CHILDREN'S ENVIRONMENTAL FESTIVAL - Selby Kostiuk and Steve Smith, Public Focus**  
This session will present an overview of our Children's Environmental Festival program and look at how a school board or community could work with Public Focus on staging a festival. There will be a hands-on demonstration of games and activities.
- B11 ENVIRONMENTAL ACTION PLAN AT THE FROST CENTRE - Frost Centre Staff**  
A look at our initiatives to become more "Environmentally Friendly" and how to do the same at your



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workplace or home. We will look at the Frost Centre's current and proposed projects including institutional composting, fine paper recycling, purchasing etc. and how we developed our plan. Active components to the session.

- B12 EDUCATIONAL MATERIALS FROM THE FEDERATION OF ONTARIO NATURALISTS (INTERMEDIATE/SENIOR) - Dorcas Turney, F.O.N.  
Dorcas will bring and demonstrate books, kits and videos available for intermediate and senior education. Included are the new "Soil Conservation Kit", the "Discover Wetlands" kit and other resources.
- B13 THE CAMPING TRIP AS NOT JUST A CAMPING TRIP - Bob Henderson, McMaster University  
Bob will examine, through slides and personal anecdotes, outdoor education as a critical stance to present ideas for variance in value orientation.

1:30 - 4:30 p.m.

1/2 day sessions

- B14 CONNECTING WITH NATURE - Skid Crease, Mono Cliffs OEC  
A magical sequence of activities to help urban humans re-establish connections with their living planet. Participants will be using at least 19 or their 53 senses, and using journalling skills. Please bring a writing implement and journal to the session.
- B15 GREEN MUSIC WORKSHOP - Tanys Stevens, Bob Henderson and Friends  
In this workshop we will share some songs on environmental themes and create some music jug-band style. Successes here will help wow the crowds at the variety show Saturday night. Bring your musical instruments and your imagination.
- B16 AQUATIC PROJECT WILD - Barb Elliot, Frost Centre  
The "wet" version of Project WILD including activities and information from the Project WILD aquatic supplement. This will be an active session. Participants should have already taken a Project WILD Introductory Workshop and will receive the Project WILD aquatic supplement at no charge.
- B17 HOME SWEET HOLE - Mark Stabb, Fisheries Extension Biologist, OMNR  
Close to 50 species of Ontario wildlife interact and compete for the shelter of holes in trees. Through activities, slides and a field trip, this session will introduce you to competition and ecology of cavity-nesting wildlife.
- B18 ENVIRONMENTAL EDUCATION - ETHICS, ENJOYMENT, ENERGY - Janice Palmer, Palmer Sci-Ed Services, Toronto  
If you feel that preserving our natural environment for its own inherent value as well as for human survival is important, join us to share how we can put these basic philosophies and values to work on most, if not every, outdoor education event. In the 1990's, orienteering, camping, hiking and other outdoor activities must include more than mere enjoyment or survival of oneself. These activities must also involve the survival of our ecosystems. During this intensive workshop, you will explode some myths, learn what you don't know and gain new, or expand your old, knowledge and understanding of what it's going to take to stop plundering the earth. If we truly care about this planet, we must do more than meditate and enjoy its resources. We must reassess our priorities, make decisions and then put time and energy into action.
- B19 WILDLIFE GARDENS IN BACKYARDS AND SCHOOL YARDS - Wayne Wilson, Frost Centre  
Is your school yard a boring patch of dirt, grass and concrete? Why not put a little something wild into it? This session will give you ideas and tools for creating patches of wildlife habitat in your schoolyard and

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## Fall Conference

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other urban settings. Wayne will help you plan a habitat project for your school and will demonstrate how the Community Wildlife Involvement Program can help you get a project going.

1:30 - 3:00 p.m.

1/4 sessions

**B20 EDUCATIONAL MATERIALS FROM THE FEDERATION OF ONTARIO NATURALISTS (PRIMARY/JUNIOR)** Dorcas Turney, F.O.N.

This is a session for those who work with elementary level students. Dorcas will bring and demonstrate books, videos, kits and mini-kits from the F.O.N. Included will be the new "Flora and Fauna" series, "Bird-wise" and "Bug-wise".

**B21 BACKYARD ACID RAIN KIT (BARK) PROGRAM** - Julie Whitfield, Public Focus

This hands-on workshop will introduce materials and equipment used in the revised BARK Program. Results and successes of the pilot program will be discussed and explained. The Backyard Acid Rain Program will normally be used by elementary school aged children.

3:00 - 4:30 p.m.

1/4 day sessions

**B22 MEDIA LITERACY FOR ENVIRONMENTAL EDUCATION**

A second chance to participate in this session!

**B23 VISIONS 2020 NATIONAL PROGRAM** - Tom Green and Rebecca Hahn, Public Focus

Visions 2020 is a program for high school students which introduces the concept of sustainable development and helps students from across Canada work together to come up with a vision of Canada with both a health economy and environment.

4:30 - 5:30 p.m.

**B24 THINGS THEY NEVER TOLD ME ABOUT OUTDOOR EDUCATION** - Cathy Beach and Co. - Open

Join Dennis Reed, John Aikman and Cathy Beach for a fire-side chat about aspects of outdoor education not covered by university courses or professional development seminars. If you have, or want to have, a career in outdoor education, Dennis, John and Cathy would like to talk with you!

6:30 - 7:30 p.m.

**B25 REGIONAL MEETINGS** - Open

A chance to meet and greet COEO people from close to home. A great way to start networking.

7:30 - 9:00 p.m.

**B26 DANCIN' WITH THE HONEY BEES** - Cliff Wright - Sunflower - Open

Cliff will help us explore the ecology of honeybees through the use of music, puppetry and drama. We'll be as busy as Bees! This program is exceptional!

9:00 - 10:00 p.m.

**B27 KAYAKING** - Bob Knapp, Bruce Co. Bd. of Ed.

Bob will show some of his whitewater slides to whet your appetite for his whitewater kayaking session on Saturday.

9:00 - 10:30 p.m.

**B28 NIGHT MAGIC** - Dave Newnham, YMCA Camp Wanakita

Come! Discover some unique and exciting night-time activities, and find out first-hand how they can be put together to create magical experiences in exploring the natural world at night.

9:30 - 1:00 a.m.

**B29 SQUARE DANCE** - Open

A traditional COEO good time. Suitable for dancers of all levels of competence. Licensed.

- B30 GUITAR LOUNGE - Open  
Share some conversation and informal music with friends. Bring your own refreshments.

### SATURDAY

6:30 - 7:30 a.m.

- C0a BIRDING - Leader T.B.A. - Open  
An early morning birding opportunity. Bring your own binoculars.
- C0b MORNING DIP - Linda McKenzie - Open  
Informal pre-breakfast dip.
- C0c MORNING JOG - Leader TBA - Open  
Work out the kinks after last night's square dance.
- C0d MORNING PADDLE - Doug Hull - Open  
Explore Lake St. Nora by canoe. Equipment provided by the Frost Centre.

9:00 a.m. - 4:30 p.m. Full day sessions

- ECO-FAIR - Open
- C1a Resources and materials of interest to all. Open all day.
- C1 IN SEARCH OF THE OLD GROWTH FOREST - Deb Pella Keen, Frost Centre  
A forester will be your guide as you canoe in to discover a local area of old growth forest - a complex and controversial ecosystem.
- C2 WHY ALGONQUIN? - Scott Reed, Frost Centre  
This session will look at the Management Planning Process for a complex environment (Algonquin Provincial Park). It will be highlighted by a spectacular flight over the park in a Twin Otter Aircraft (weather conditions permitting).
- C3 EARTH EDUCATION - Steve Van Matre, Institute for Earth Education  
In an Earth Education workshop with Steve Van Matre, participants can expect the following presentations: \*overview of Earth Ed. and Acclimatization \* an in-depth look at our leadership guidelines \* an introduction to our approach for building complete programs \* participation in several Earth Ed. activities including Magic Spots, an Earth Walk and a Conceptual Encounter \* a look at Earth Ed. programs and the materials available to leaders plus an overview of new programs being developed by the Institute for Earth Education. There will be a \$20.00 surcharge for participants in this session.

9:00 a.m. - 12:00 noon 1/2 day sessions

- C4 KAYAKING THE GULL RIVER - Bob Knapp, Bruce Co. Bd. of Ed.  
We will visit the Minden Wild Water Reserve to learn and play in this half-mile long world class section of whitewater rapids. Previous whitewater experience and own equipment is a must. Canoes are also welcome. Wet-suit recommended.
- C5 THE BASICS OF WILDERNESS NAVIGATION - Chrismar Mapping Services Inc.  
A hands-on session in which you will learn to use a topographic map for wilderness navigation, some of the basic mapreading and compass techniques, and try out your new skills in the nearby forest.
- C6 DRAMATIC ARTS - Cliff Wright - Sunflower  
Bringing Environmental Education to life through the creative use of puppets, music, pantomime,

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## Fall Conference

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dance, poetry and participatory theatre. Cliff will provide you with many useful ideas that will help empower students to become responsible members of the ecosystem. Participants will create a performance to be shared at Saturday night's variety show. This will be an extra-special session!

- C7 SUSTAINABLE DEVELOPMENT - A PROGRAM FOR SECONDARY STUDENTS.** - Frost Centre Staff  
We will actively workshop a four-part theme package for presenting sustainable development to secondary students. It will introduce participants to the concepts and issues within a Natural Resource context and take them from a global perspective to local action possibilities.
- C8 (NATURAL) RESOURCES FOR YOU** - Frost Centre Staff  
Lots of free posters and resource materials highlight this active introduction to the many Ministry of Natural Resources programs and materials available to educators. Includes activities from Focus on Forests, Project WILD, Fish Reaching Youth, The Resource Kit and more!
- C9 LEADERSHIP FOR THE TURNAROUND DECADE** - Jim Gear, London Bd. of Ed.  
This session will examine some of the latest theory on leadership development by researchers such as Warren Bennis and Burt Nanus. Participants will have the opportunity to put theory into action. The "turnaround decade" will need all the leadership it can get and environmental educators are in a powerful position to provide this leadership.

### 9:00 - 10:30 a.m. - 1/4 day sessions

- C10 DEEPECOLOGY: AN INTRODUCTION AND A CHALLENGE** - Bruce Murphy, Temiskaming Board of Education  
Are outdoor educators getting at the real roots of our ecological crisis or are we merely a means for salving the conscience of an increasing ecologically literate society? This session explores the fundamental concepts of deep and shallow ecology and contemplates the implications of deep ecology for outdoor educators. Is it possible to teach deep ecology without seeming subversive? While this session is meant to serve as an introduction, those familiar with deep ecology may benefit and their thoughts will help in sharing ideas as we "move from philosophy to action".
- C11 BEYOND THE APATHY LINES** - John Fallis, Boyne River Natural Science Centre  
The gap between residential outdoor education programs and environmental activism at the student's home school (i.e., their real world) has always been significant. How does one encourage follow-up in the city? Is it really happening? The Toronto Board and Boyne River Natural Science School, with a great deal of help, have tested a model that seems to be working, yet is constantly changing.
- C12 WHO'S GARDEN WAS THIS?** - Grant Linney, Smythe Field Centre  
An A.V. presentation, readings and other props are used for the purpose of increasing student environmental awareness and providing a different perspective on our home planet in the 1990's.

### 10:30 a.m. - 12:00 noon - 1/4 day sessions

- C13 WHAT DOES IT MEAN TO BE GREEN?** - David Bruer/Craig Boljkovac, Pollution Probe  
In this workshop a number of consumer products will be presented with the participants to be taken from production through purchase to disposal. A re-thinking of the entire consumer process will be presented through the recognition of the consequences that each step has for the environment. Through this, people of all ages will be better able to make responsible decisions in the face of a confusing new era of green consumerism.

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## Fall Conference

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**C14 SOUTHERN PERSPECTIVES: ENVIRONMENT AND DEVELOPMENT - Merebeth Switzer, Learning Alternatives**

A great deal is happening in developing countries to balance the needs of development with immediate human survival and the survival of the planet. Merebeth has worked with researchers and educators in the Third World in many unique projects in soil conservation, agroforestry, water management and in environmental planning and education. Share Merebeth's experiences and insights into developing countries.

**1:30 - 4:30 p.m. - 1/2 day session**

**C15 MAPREADING AND PROBLEM SOLVING GAMES FOR CHILDREN - Chrismar Mapping Services Inc.**

Learn about and experience the steps in this popular progression of classroom to schoolyard activities. Designed to prepare children for a lifetime of reading maps and solving navigation problems. Lots of fun too!

**1:30 - 3:00 p.m. - 1/4 day sessions**

**C16 WHAT DOES IT MEAN TO BE GREEN? - David Bruer or Craig Boljkovac, Pollution Probe**  
If you couldn't make this session before lunch, here's another chance at it!

**C17 WILD VALUES - Margaret Moran, Sir Sanford Fleming College**  
A discussion about whether the land ethic can be incorporated into daily life.

**C18 ESTABLISHING A SEMESTER COURSE IN OUTDOOR EDUCATION - Eric Saunter, Simcoe Co. Bd. of Ed.**

This workshop will explore how to set up and run an interdisciplinary group of courses for senior high school students. As you examine this unique model of a semester course in Outdoor Education, you will see slides of daily activities and experience some of the activities developed and implemented by the students in a package they delivered to elementary schools. Some graduates will be on hand to share their experiences.

**C19 A PRACTICAL APPROACH TO TEACHING WASTE MANAGEMENT IN THE CLASSROOM - Tracy Patterson, Ontario Waste Management Corp.**

Participants will be taught the skills of performing a waste audit. A walk-through waste audit of the Frost Centre will be followed by a practical hands-on lesson for the classroom.

**C20 BOOKS LEADING CHILDREN OUTDOORS - Arnis Pukitis, York Region Bd. of Ed. and Rosann Freed, Children's Book Store, Toronto**

Learn to generate interest and inquiry into outdoor explorations through reading and sharing stories. Discover the new and exciting children's books that lead into outdoor ed. concepts and topics. Examine a wide range of titles, topics and approaches using picture and story books.

Gain ideas for pre-trip classroom reading or use of books within centre programs. Topics: Camouflage, forests, animal behaviour, appreciation, animal homes, influence of man, seasonal changes, myths and legends, and many others. Suitable for primary to intermediate.

**C21 ENDANGERED SPECIES OF AFRICA: THE DECIDING DECADE - Loretta Smith**

How can children in local schools make a difference? There are some direct day-to-day steps that they can take. Loretta will share with you her experiences with endangered species in Africa and how your class can help.

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## Fall Conference

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### 3:00 - 4:30 p.m. - 1/4 day sessions

- C22** PANEL DISCUSSION - SUSTAINABLE DEVELOPMENT: KEY TO ENVIRONMENTAL SALVATION OR EMPTY RHETORIC? - Moderator: Representative from the Ontario Round Table on the Environment and the Economy. Panelists: Chris Winter, Ontario Conservation Council; Merebeth Switzer, International Educator; Jim McLean, Director of Wildlife Branch, OMNR; Sarah Thorne, Dow Chemical (Corporate Public Relations/Employee Communications Manager)

Over the past several decades, there has been a growing awareness in Ontario and around the globe for the need to reduce the environmental stresses which result from human activity. Sustainable development is a strategy that has emerged as a possible course of action for humanity. What does this mean for the people of Ontario?

- C23** LEADING THE WAY: ENVIRONMENTAL UNDERSTANDING, AWARENESS AND ACTION FROM A LEADERSHIP PERSPECTIVE - Jan Stewart, Past COEO President, Moderator. Panelists: Ian Yolles, Executive Director Canadian Outward Bound Wilderness School; Rob Heming, Ontario Camp Leadership Centre; Bob Henderson, Professor of Outdoor Education, McMaster University.

This panel discussion, featuring four prominent leaders from diverse outdoor education fields, will focus your attention and stimulate your thinking on the role of the environmental leader of the 90's. Come prepared to share concerns and issues and be ready for a challenge to action!

### 6:45 - 7:30 p.m. - KEYNOTE ADDRESS

- C24a** KEYNOTE SPEAKER - Ian Yolles, Executive Director, Canadian Outward Bound Wilderness School - Open

Developing leaders for the 90's.

- C24b** COEO AWARDS - Open

### 8:00 - 9:15 p.m.

- C25** VARIETY SHOW - Open

Delightful entertainment by your peers, featuring fruits of the "Green Music", "Dramatic Arts" and "Books Leading Children Outdoors".

### 9:00 - 11:00 p.m.

- C26** NIGHT ADVENTURES - Bert Horwood, Queen's University

An action workshop for teachers who would like to explore nature in darkness. Emphasis on progressively more adventurous activities and on being comfortable in the dark. Come and be nocturnal animals for a while!

### 9:30 - 10:30 p.m.

- C27** GUITAR LOUNGE - Bob Henderson - Open

For those who prefer less strenuous evenings.

### 9:30 - ?

- C28** FILMS - "ADVENTURE FILMS" - Glenda Barber - Open

Drop in and view some adventure films selected for your viewing pleasure.

### 9:30 p.m. - 1:00 a.m. C29

- DANCE TO THE D.J. - Open

Boogie 'till you drop or 1:00 a.m., whichever comes first. Licensed

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## Fall Conference

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### SUNDAY

8:45 - 9:30 a.m.

- D0 ANNUAL GENERAL MEETING - Open  
Elections and other important COEO stuff.

10:00 - 11:45 a.m.

- D1 SHOVELS...HAMMERS...AND...ACTION!! - Mark Stabb, Fisheries Extension Biologist, OMNR  
Conservation action is the ultimate aim of programs such as Project WILD, Fishing Reaching Youth and the Community Wildlife and Fisheries Involvement Programs. This session will introduce you to student-based habitat projects and how to get your classes involved. Plan to get your paws dirty in this hands-on session.
- D2 HOME-GROWN GAS AND POLITICS - Richard Thomas  
A pioneer of alcohol fuel, Richard will tell you everything you always wanted to know about home-grown gas. Through his involvement in the political arena, he will also share tactics on being heard and getting action.
- D3 SOLAR BOX<sup>2</sup> Alex Waters, Kortright Centre for Conservation  
Researching environmental problems like acid rain and the greenhouse effect clearly demonstrate a direct link between our use of energy and environmental degradation. What are the alternatives? This workshop investigates solar energy, in particular solar heating. Participants will conduct a series of solar experiments using a simple solar box. This box is easy to build and can be used to perform 15 or more experiments. Participants will take home instructions on how to build their own box and an example of 9 experiments they could do in the classroom or outside.
- D4 A HANDS-ON APPROACH TO COMPOSTING - Charles Kunc, Recycling Council of Ontario  
What's a worm bin and how does it work? Experience composting first hand. Bring a glass jar and build a composter.
- D5 HABITAT RESTORATION IN THE CURRICULUM - Ted Cheskey, Waterloo County Board of Education  
Bringing ecological health back to the schoolyard and adopting natural areas will be examined. We'll discuss theory and practice from ecological and educational points of view. Includes a slide presentation, video and interactive learning. Come prepared to actively participate outdoors.
- D6 NEW PAPER FROM OLD - Barb Elliot, Frost Centre  
What do you do with used paper? Make new paper! This activity from the "Focus on Forests" program will show you how to make your own paper for artpaper, note paper, greeting cards etc. Easy to do at home or with a class.
- D7 A PLANET IN EVERY CLASSROOM - Ann McTaggart  
A simple idea: Place a photograph of our planet in classrooms worldwide! The image of our Earth is a unifying symbol to focus global awareness. This experiential workshop will include creative visualization and a context enriched by resources from the "Planet Library", a collection of global awareness material for teachers and students.
- D8 THE MODERN SOLO CANOE - Clare Magee, Seneca College  
Are these sleek, comfortable, personalized, high-tech, 30-pound canoes a means for deeper exploration of the natural world? Or are they another set of hedonistic toys? Come talk about, think about and paddle a selection of these specialized craft.

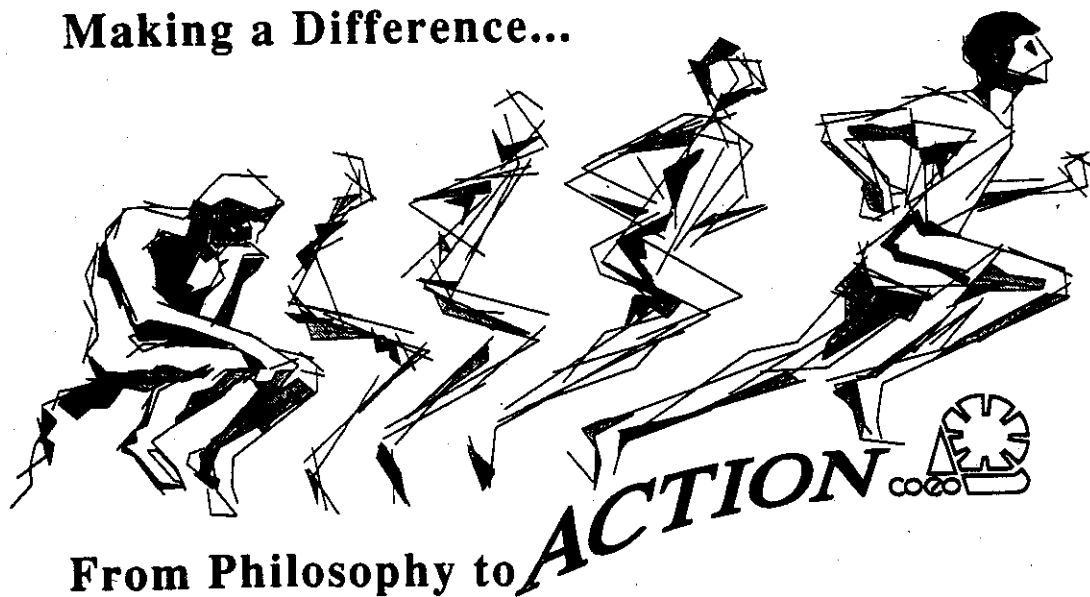
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## Fall Conference

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- D9 **THE PERIWINKLE EFFECT** - Skid Crease, Mono Cliffs O.E.C.  
A presentation of the action plans, policies and initiatives that have taken place across Ontario and beyond as a result of "Global Perspectives: The Periwinkle Project".
- D10 **BEYOND THE BLUE BOX** - Lynn Ingham  
It is becoming increasingly clear that intelligent and ethical waste management is imperative at both personal and political levels in order to maintain a viable environment on this planet. For personal initiatives, information, creativity and commitment are essential. This workshop will address a myriad of ways that the individual can minimize their contribution to the waste stream. Workable approaches in the political arena will also be discussed.
- D11 **TOWARDS AN ENVIRONMENTAL LEADERSHIP PROGRAM** - Rob Heming, O.C.L.C. Bark Lake and Jim Hopkins, Haliburton County Board of Education  
OCLC Bark Lake has undergone a major review to ensure that its programs and services will reflect the leadership needed for outdoor and environmental education and recreation in the future. Given the Bark Lake site and the resources to implement any program you plan, this hands-on, creative workshop will allow you the tremendous opportunity to build what you think should be the program model for an "Ontario Centre for Environmental Leadership". The input from this workshop will form part of the base for a future Environmental Leadership Program Model that the Centre will undertake.
- D12 **FROM ACTION TO PHILOSOPHY: THE ENVIRONMENTAL MANAGEMENT DILEMMA** - Bert Horwood, Queen's University  
Bert challenges you to think about developing theory out of practice rather than the reverse. Examples of timber and wildlife management will be used to illustrate the surprises there can be when philosophy is constructed rather than applied.
- 1:00 - 1:30 p.m. D13 **SUMMARY OF ACTION** - Open  
A wrap-up of the weekend.

### Making a Difference...



From Philosophy to

**ACTION**





PROFESSIONAL DEVELOPMENT  
GRADUATE COURSE IN OUTDOOR EDUCATION

CIOE 500:  
**PRINCIPLES AND CONCEPTS OF OUTDOOR EDUCATION**  
INSTRUCTOR - Dr. Bud Wiener

Saturday and Sunday,	September 22-23, 1990,	9:00 - 4:00
Saturday and Sunday,	October 13-14,	9:00 - 4:00
Saturday and Sunday,	October 27-28	9:00 - 4:00
Saturday and Sunday,	November 17-18	9:00 - 4:00

**Location:** Toronto area (location to be announced)      **Fee:** \$325.00

The course goals include:

1. Developing an understanding of the social, historical and psychological foundations of outdoor education.
2. Becoming familiar with the scope of present day outdoor education programmes, in Toronto and beyond.
3. Discovering resources and opportunities for teaching in various outdoor settings.
4. Developing competence in teaching outside the classroom.

The following content will be included:

1. History, meaning and scope of outdoor education.
2. Key terms and concepts and their interrelationships.
3. Organization and patterns of contemporary outdoor education programmes.
4. Teaching techniques and resources for teaching.
5. Principles of learning, and teaching processes relevant to outdoor education.
6. Trends and directions.

The course format includes discussion, lecture/presentations, individual and group projects and activities, reading and reporting, viewing media materials, (i.e., films, slides) and assignments.

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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Please enroll me in COURSE CIOE 500, PRINCIPLES AND CONCEPTS OF OUTDOOR EDUCATION, I enclose a deposit of \$50. (made out to COEO) to reserve a place.

NAME: \_\_\_\_\_ TELE.: h \_\_\_\_\_ w \_\_\_\_\_

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Please return to: Mark Whitcombe, 34 Blind Line, Orangeville, L9W 3A5  
h.(519) 941-9966    messages (416) 465-4631

Plan to attend all sessions. Please be sure the weekend dates are open and that you have no conflicts before you register.

"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."

# Tracking

## Workshops, Conferences and Other Events

### COEO Member wins Hilroy Fellowship

*Newstoday*, the OPSTF newsletter, reported good news about COEO member Shel Lowe:

"Sheldon Lowe, Sudbury, won a \$2500 Hilroy Fellowship for his project 'Polar Bear Week — Hungry Bear Day'. The Hilroy Fellowship awards cash prizes to teachers in recognition of their innovative and useful ideas for improving the quality of teaching and learning in their classrooms. Congratulations Sheldon!"

### New York Outdoor Educators' Conference

October 11 - 14, 1990 finds members of the New York State Outdoor Education Association at their annual conference, this year entitled: "A New Environmental Decade: The Outdoor Education Connection". The conference is held in the Catskill Mountains and will focus on the following: environmental education curriculum challenges in New York State, model environmental curriculum programs and activities, the education of an environmentally literate and aware citizenry, exploration of the professional role in meeting the diverse outdoor education demands in the upcoming decade, and enhancement of the skills of interpreters, environmental educa-

tors, and administrators of outdoor organizations. For information about the fall conference, write to:

The New York State Outdoor Education Association, Inc.

P.O. Box 71

Raquette Lake, New York

13436

United States

### Summer Workshops in an Ontario Indian Community

KINO.MUD.WIN means "teaching each other" and is the name of week-long workshops held on Manitoulin Island in Native Earth Wisdom. All the teaching is done by Native people in such subjects as: herbal wisdom, dreamwork, woodcraft, leather and beading, sacred circles, history and culture, community setting, swimming and canoeing. The workshops are recommended for professionals who work within, teach or study cross-cultural interactions and those who wish to learn about the environment from the original inhabitants of this continent. For more information, contact:

KINO.MUD.WIN

General Delivery

Parry Sound, Ontario

P2A 2X1

### Protecting the Environment— Preparing for Tomorrow: World Environment Energy and Economic Conference

With a theme of "Sustainable development strategies...the New World agenda", the conference of the Science Teachers Association of Manitoba hopes to provide participants with over 200 sessions from which to choose. Here is the opportunity to examine and discuss the links that must be made to integrate environmental concerns with continued development on the energy, resource, and economic fronts of Canada and the world. A special attempt is being made to address the role that curriculum, teachers, and schools play in helping students understand the environmental realities at the base of sustainable development. With a pre-conference "International Symposium of Sustainable Development" (Oct. 15 - 17, 1990), the conference itself (Oct. 17 - 20), and then a post-conference Youth Program including an International Science Olympics (Oct., 19 - 21), the week promises to be a busy and informative one in Winnipeg. For details, write:

Mr. Evhan Uzwyshyn

Conference Executive Officer  
Manitoba Education and Training  
Rm. 409 - 1181 Portage Avenue  
Winnipeg, Manitoba  
R3G 0T3

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## Birds and More Birds at the Royal Ontario Museum

For all avid birders in or visiting the Toronto area, a visit to the ROM is a worthwhile use of a couple of hours. This spring two exhibits opened which focus on the avian wonders around us. First, "The Nature of Birds: A Photo Essay" is an exhibit of 48 colour photographs which will run through July 2, 1990. Second, the Canadian National Sportsmen's Shows Gallery of Birds has become a permanent exhibit of the ROM with a good focus on the bird world. At the corner of Bloor Street and University Avenue, the ROM is a good destination for those practicing environmentally friendly transportation methods (foot, pedal or public transit).

## The 12th Annual Marsh Mash Canoe and Kayak Race


On Saturday, June 16th the Lake Simcoe Region Conservation Authority-sponsored race takes place along the canals of the Holland Marsh. Registration takes place between 8:00 am and 10:00am at the Portuguese Cultural Centre in the town of Bradford. Registration is \$7.00 per person. For more information, contact:

Lake Simcoe Region Conservation  
Authority  
120 Bayview Avenue  
Box 282  
Newmarket, Ontario

## Year End BBQ

Come one, come all, to the COEO Central Region Year End BBQ at Lake St. George Conservation Field Centre, Richmond Hill, on Thursday, June 14th from 5 p.m. All keen COEO comrades are invited to take part in cruising or paddling a scenic kettle lake, fantastic food, super socializing and a stimulating slide show "Outward Bound on Three Continents."

RSVP: Leslie Hoyle (416) 773-5525 (work) or (416) 895-7276 (home).



**Suntrail**

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# Reading the Trail

## Filling our Minds with the Landscape

### PLAYING DEAD: A Contemplation Concerning the Arctic

Rudy Wiebe, 1989

Newest Publishers, Edmonton

### SEVEN RIVERS OF CANADA

Hugh MacLennan, 1963

Macmillan, Toronto

Reviewed by Bob Henderson,  
MacMaster University

George Luste, a respected canoeist who knows our northern landscape with head, hand and heart, has described Canada in the minds of Canadians as "Chile on its side": the bump in Chile's north being the Maritime mainland, the St. Lawrence lowlands and Golden Horseshoe, while the narrow strip clings to the U.S.A. border around the Great Lakes and along the Prairies to the coast. Newfoundland and the cities of Edmonton and Whitehorse remain northern enigmas to this Canada. Somehow the Canadian psyche knows the North and our basic nordicity is part of our reality, but as a distant blurred and unfixed presence of the mind.

To get away from this geographic mindscape distortion, one has to get into the green and blue on our maps. We have to have some experience of our land which we can bring to our imagination. We need to balance our urban reality with our northern one. We need imagery, stories

and characters that humanize this expanse of land that is Canada; filling our minds with wonder. With this we begin knowing where we really are. As Wendell Berry has said, "not knowing where you are you can make the mistake of the utmost seriousness, you can lose your soul or soil, your life or your way home."

We outdoor educators, as a by-product to our daily curriculum activities, work in the Canadian "outdoors" to bring Canada a bit closer to the minds of students. We show them something more "wild" than what they know, whether it's a woodlot encroached upon by urban expansion or a trip to a more remote bush. The student comes to realize, "Hey, so this is what the rest of Canada up there is like." (This is a bit inaccurate, but it is a far better cry than that Canada as only an urban and highwayed landscape.) But the service of the outdoor educator is not as complete as it might be. What of the imagery, stories and characters linked to the Canadian experience? This demands that we attend to our northern Canada while conducting a stream inventory, leading a hike and crushing maize in the traditional style. A choice moment interpretation is a key to opening one's imagination. Tales such as the story of Peter Pond in the Athabaska country, the description of the Selkirk settler's hardship on

the unpredictable Red River, the account of Yukon trapper Albert Johnson, the craziness of explorer John Franklin's march across the Barrens, the fate of Étienne Brulé to the stomachs of the Huron, the gentle songs of connectedness to the land of the Inuit shaman, and more and more all fill the North and most importantly our minds with our landscape.

Two books, one old and one new, beautifully bring Canada's North to our minds by telling such tales. Hugh MacLennan's Seven Rivers of Canada was first published in 1961 and offers descriptions of the Mackenzie, Fraser, Saskatchewan, Red, Ottawa, St. Lawrence and St. John Rivers. The rivers serve as a focus for so many of Canada's sagas: the 35,000 Loyalists' arrival on the east coast and those settlers of the St. John River; Fraser's "most terrible and wonderful inland voyage in the history of North America" where he marvelled at the well worn pathways of native peoples on this rivers portages; the "lonely look" of the Saskatchewan rivers and the courage of it's homesteaders; and the vision of Jacques Cartier, and La Salle's St. Lawrence as the discovered route to China which later mockingly gave the name LaChine to that Quebec town. The rivers can tell the stories of Canada and give us a tangible link to all this heritage. This is MacLennan's

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rich achievement. But beyond this imagery, the stories and the characterization, Seven Rivers of Canada confirms for us now, that at a time of free trade, and Meech Lake confusions, at a time of pulp mill development and final old-growth forest extraction that, YES, we can do it. We can love this country whole. He asks "Is it unreal to believe that people can love an eternal question?" His book is affirmation of this ability.

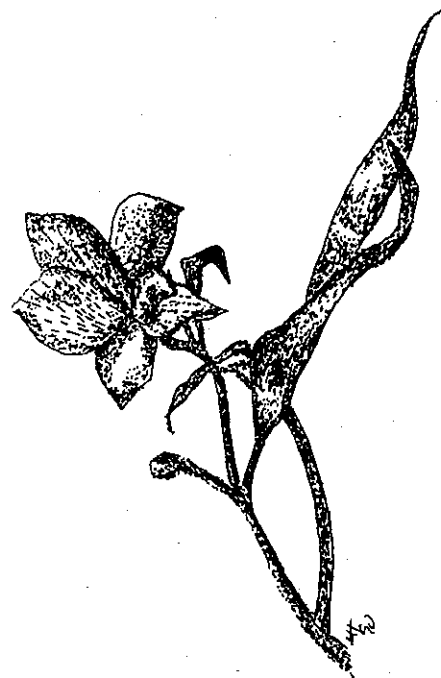
Rudy Wiebe's 1989 release Playing Dead: A Contemplation Concerning the Arctic fills us with geography and human drama. Presented is the voyageur hireling's perspective of the British Admiralty's fanatical ambitions. Navy midshipman Robert Hood said, the Canadians (voyageurs) of this first Franklin expedition "never exercise reflection unless they are hungry." This must be the greatest understatement of our history. These men had carried the expedition's supplies over 2000 miles into this foreign part of the country and would soon perish one by one at the expense of the British "feasibility study" and Franklin's driving career ambitions, both of which they surely had trouble understanding.

Also told is the tracking down of the "bushed" trapper Albert Johnson by R.C.M.P. in attempts to serve justice. Johnson shot an R.C.M.P. officer through his cabin door one Christmas day. He was

about to be questioned for a minor offence. The largely Inuit posse felt it better justice just to leave him alone as appropriate with reclusive trapper types. Wiebe continuously offers the northern perspective here — that white man's justice is confused to the ways of the North.

We receive insights concerning explorer Samuel Hearne's witness of a massacre of Inuit on the Coppermine River by his travelling Chippeywan companions, an Inuit woman forced to abandon two of her children on a march out of hunger in an Arctic storm to save others in her family, and explorer Stefansson's affections and dedication to Fannie, the Inuit woman so key to his success. But, more than the simple story (which would quite be enough to "exercise reflection"), we also learn through a rich interpretive quality brought to each story, such as why Hearne, so familiar with European battles, could be so affected by this Arctic skirmish, and why Stefansson would never acknowledge Fannie and his son by her. From MacLennan and Wiebe we come to understand general sensibilities for our land. Rivers become "tentacles, gnarling fresh fingers of the sea reaching for the mountains." Inuit songs bespeak an allurements to the land-cosmos. These images, so neglected in our culture, seem closer to us. If you want to bring Canada to

your evening campfires, classrooms and travels, then read with the passion with which they were written these two books by men who are filled to the brim with Canada. Both MacLennan and Wiebe finish with a query about our lack of imagination and knowledge for our Canadian nordicity. Both give us more than a good start towards seeing the Canada beyond our urban centres and highways.



# Prospect Point

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By Jamie Cottrell

Have you ever been on a canoe trip of two weeks or more? As you paddle across a calm lake, ideas, memories and dreams drift among your perceptions of the day. All is peaceful until someone on the trip infects the rhythm of the paddle with a question that will destroy the sweet bliss, which until that particular moment, filled your world. What if there had been a sudden world war and everyone at home had been killed by chemical warfare? The only ones to survive were four canoeists hundreds of miles from nowhere. The idea is ridiculous (especially in this age of hope — perestroika), and yet with no means to disprove it, the idea infects your mind and for a couple of hours the trip becomes very much like a prison.

Where I work that image is, in an ironic way, very real. I teach high school to federal inmates at Collins Bay Institution in Kingston. Most of my students are serving terms from five years to life. They are on a trip of sorts, a little bit longer than your average canoe trip, but the fears they hold are similar to those you held for only a few hours on your last extended canoe trip.

Inmates are inundated with media information: cable television, newspapers from across Canada, and talk radio. Combine that with forty-foot walls, flat gravel grounds with no trees, and the world becomes very bleak. Over the two years that I've been with this group, we've formed an informal "think tank" which meets once a week to discuss the sinking health of the world which exists outside the walls of our prison.

This place has no external influences, there is no escape from the depressing sickness of the earth. Everywhere they turn in search of good news, they are confronted by more details, more stories on the destruction of the rainforests, the holes in the ozone, the desperate search for garbage dumps, even the housing situation holds special meaning here.

They can't avoid what is taking place out there. Consequently, I think, that it is here behind these walls that true environmentalists exist. A while back, I asked them to look into the future and to draw me a picture of the world to come. As they talked I looked around at these men in green suits. Men who have held guns up to helpless store clerks now talk compassionately about the world they feel slipping away. Be it the greenhouse effect, acid rain or pesticides, their insights are often prophetic. "Out there" exists greedy and blind preoccupation with material interests which has caused the destruction of the oceans they can't hear, the forests they can't smell and the big sky they can't see. They predict that one hundred years from now, under a cold, white sun, what they call the civilized world will look muddy and sterile; there will be no trees, no deer or moose to hunt, and shortages of fuel, fresh food and water. The scarred landscape will only consist of bleak, lifeless buildings and long, deserted pot-holed highways.

Forget nuclear submarines, SDI initiatives, supertechnology and all hope for a just penal system. All these futuristic political daydreams will be lost to the realization of a

rapidly dying planet. As these men see it, in one hundred years everyone will be living in their own prison.

When their prison terms end and the gate opens to release them, they will step out into a poisoned earth and its smokey air. It will be dark and dull, just like prison. For one to understand this morose outlook, imagine that your only view of the world was determined by the news media. Could you imagine it differently? A couple of weeks later we will meet again and instead of pondering the dismal future, they'll lean back in their chairs and I'll tell them the story about my canoe trip along the shore of Lake Superior. There the water is as big and blue as the sky above, and together we'll imagine the breeze that carries the smells of the earth and its forest, and if just for a brief moment we're lost in that world, which for them can't possibly still exist, then that's okay.

In prison, the philosophy of life is similar to that of the Buddhist ideology. They live by the doctrine that all life inside involves suffering, and the only way to avoid suffering in the end is to escape from life and from an otherwise endless cycle of remembering. Suffering is due to desire, so if they can eliminate the memory of a beautiful world, then they can rid themselves of suffering altogether. Maybe that's what our little think-tank is all about. Yet for me, the one who leaves the prison each afternoon to step out into the beautiful sunshine, it only causes greater suffering.

*Jamie Cottrell has been teaching at Collins Bay for two years.*



COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

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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: \$35, student: \$20; family: \$45  
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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**

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