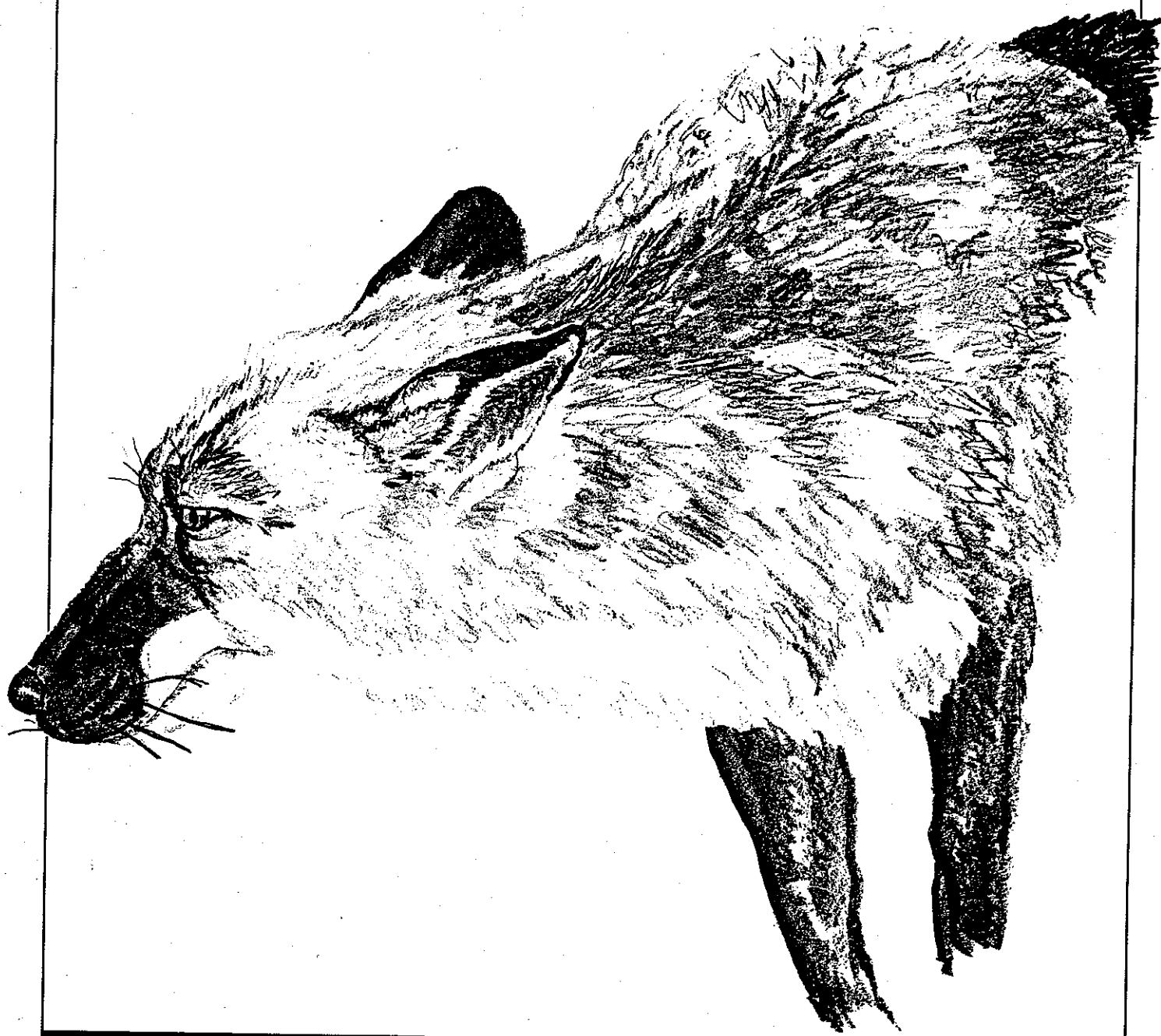


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Pathways

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State of the Art

The artwork on our cover and featured throughout this issue is by Robert McCall. See page 3 for more on this artist.

Pathways is printed on recycled paper.



Editor's Log Book



September always brings the *Pathways* editorial board to its knees. The summer break leaves a great void of feature and art submissions. September finds us hunting and pleading. We spend much of the autumn short of materials, spend the regular teaching season with limited selection and correspondence in the way of feedback, submissions, new ideas, etc. Then, the summer returns the cycle. Of course (and it has been said many times, many ways, but remains true), the strength of our journal/newsletter depends on the enthusiasm of all of us as COEO members to submit materials. In short, to communicate! We would love to feature an account of life at "your" field centre, "your" classroom, "your" work place. Successes and failures are equally intriguing for learning.

We would love to see a description of urban encroachment to your O.E. center and how this is being treated as both threat and opportunity (?). We'd love to print feedback to features and, ideally, Prospect Point (it is there to stir up our collective butts). For example, what did you think of the summer issue's efforts to offer a "different" read? We would like to hear from out of province members. We'd love to hear from COEO veterans who have so much to share. Equally we need the vitality of new members with new suggestions for direction.

Where are you all? Get the hint! It's September. There are over eight hundred of us out there!

Watch for the signs of a struggling editorial board. They are, 1) regular reprints from other journals, 2) "Hey, those submitters are all so and so's friends and colleagues", 3) "Look, the editorial board are doing all the writing again". And worse, always a threatening possibility, but hopefully never the case, 4) "Gee, the quality has really dropped off". If you

have identified 1, 2, or 3, then unfortunately 4 is ever looming over our collective shoulders.

The point is simple, to be a valued journal to us, *Pathways* needs the input of its readers. We need art work; cover, in text and for margins. We need features. We need shorter entries for regular columns. The journal itself is the best guide for suitability (see the "contributing to *Pathways*" blurb within). We associate editors hope to do a thorough job in replying promptly to all correspondence. Admittedly this has been a weak link. *Pathways* has continually evolved since its ANEE precursors. Let's hope many a path brings you to *Pathways*.

Dennis Hitchmough is stepping down as the Chairman of the *Pathways* editorial board. He has been the central figure in the evolution of the *Pathways* in your hands now. If you want to thank anyone for the maturation process from our beloved ANEE, thank Dennis! He has not only been dedicated to the task, but he has been the leading ideas man. He has been *Pathways*' jack of all trades both supporting people like Carina Van Heyst and Bruce Murphy, earlier editors, and serving regularly as chief editor himself. He continues to be an inspiration of talents and energies to us as he moves onto other commitments after six years of volunteer service. He always brings the donuts to meetings, not to mention the agenda and array of technical matters already tended to.

Fortunately, Dennis will continue to help out with technical issues that arise. (You'd be surprised how often). To Dennis, in a word, THANKS! on behalf of COEO members.

Bob Henderson

Eyes

By Rob McCall

When people look at animals, often they interpret them as being quite different from ourselves. People think of animals as being inferior to humans due to size, or due to so-called "intellectual ability". These views lead to mistreatment of animals. When an environmental problem develops, we say, "how is this going to affect 'our' environment", with the connotation being that of 'a humans environment'.

When I look at animals' eyes I try to think about what it must be thinking, to really look at those eyes you can tell they have something going through their minds. This is where my drawings come to mean something to me. I can see the pride and the fighting spirit of the eagle, the fear and the feeling of helplessness in the rabbit, the cleverness in the young raccoons and the

cunning and strength in the fox. I believe that if everyone stopped saying, "look at that eagle", or "look at that rabbit", and started trying to look into the eyes of animals, they would come to know there must be an extraordinary view from those eyes. With this perception, our environments could become unified.

Robert McCall is from Norwich, Ontario. These drawings are inspired by the work of artist Glen Loates and by looking into the eyes of animals. Rob credits his Grandma for his artistic spark.



Outdoor Adventure and Legal Liability

By Terri Holosic and Simon Priest

The newest concern is that of legal liability

Introduction to an Emerging Trend

Over the past decade, one of the more recent developments in education has been the deliberate seeking of risk and challenge through outdoor adventure activities (Ewert, 1987). Termed "adventure education" or "adventure recreation", these experiences differ from traditional activities by posing elements of risk to the participant (Ewert and Hollenhorst, 1989). Adventure can be defined as an undertaking where the outcome is uncertain due to the presence of perceived risk arising from real dangers (Miles & Priest, 1991). Adventure activities include, but are not necessarily limited to: rock climbing, backpacking, white-water canoeing, hot-air ballooning, rafting, ropes courses, orienteering, Scuba, sky-diving, hang-gliding, mountaineering, rappelling, wilderness trekking and kayaking.

A variety of benefits accrue to the participant of adventure activities. These benefits can be grouped as interpersonal (relationships among people) and intrapersonal (relationship with oneself). Intrapersonal benefits include internalized focus of control (Laurence, 1987), improved perceived competence (Iso-Ahola, La Verde & Graefe, 1989), increased confidence and enhanced self-concept (Ewert, 1988). Interpersonal benefits include developing empathy, compassion, teamwork, trust, cooperation, communication (Attarian, 1990).

It seems that millions of North Americans are participating in some form of adventure learning, and a number of studies suggest that this participation will continue to grow (McLellan, 1986; Foot, 1990). Factors that point to growing popularity in

adventure activities include: growth in total numbers of participants, proliferation of recreational and educational programs or organizations, sales expenditures for outdoor opportunities and equipment, and increased legislation and regulation affecting outdoor recreationists (Ford & Blanchard, 1985; Ewert, 1988).

The newest concern emerging along side the popularity of outdoor adventure activities is that of legal liability. Liability implies obligation or debt, and while there are several types of legal liability, the one of greatest concern to outdoor educators is tort liability (civil wrong doing) arising from negligent acts. "Negligence is the failure to act as a reasonable and prudent person would have done, given similar situation and experience." (Priest & Dixon, 1990, p.31).

In order for negligence to be established, four elements must be proven. First, a duty of care must be owed to an individual by virtue of their participation in an activity and relationship to its leader. For example, teachers on a field trip are legally expected to care for their students in attendance. Second, the duty of care must equal or exceed that of reasonable and prudent people. In outdoor adventure activities the yardstick is not the average person, but the average trained outdoor leader. Third, the duty of care must be breached in such a way as to cause an injury. Fourth, that injury must have been foreseeable and compensable (Van der Smissen, 1979).

Knowledge of negligence is only one tool to help guard against fear of litigation. Such fear "has emerged as a significant inhibiting factor in the development of innovative outdoor education/recreation

programs" (Laurence, 198, p.13). As a result of this fear, the quality of many outdoor adventure programs suffer, due to programmers being more concerned with the risk of being sued, rather than viewing the activity risks in terms of manageable physical or psychological challenges to the client.

Consequently, many programs may become ultra-conservative in order to reduce the probability of lawsuits, resulting in impacts of these programs being less effective. Furthermore, perceptions of both danger and lack of control over the safety of participants have caused insurance companies to increase agencies' premiums. In an industry for which there as yet exists no "actuary tables" for the statistically derived probability of accidents, these high premiums may result in outdoor adventure programs not being implemented or in being shut down.

Ongena (1984) pointed out that "because of potential danger and possible accidents that may occur, many public agencies and schools are questioning the validity of these activities as a regular part of their programs" (p.4). This hesitancy Ongena (1984) pointed out, "is usually cloaked in the fear that accidents could result in litigation" (p.4). As a result, the trend in many recreational and school programs is to make their activities so safe for the participants that much of the risk, excitement, and value is eliminated. Consequently, this liability fear may impact negatively on participants in terms of preventing the maximization of their enjoyment and acquisition of the positive attributes mentioned above, since "any attempt to reduce or interfere with the challenge and risk-taking potential of an area may severely inhibit the potential for satisfaction for the adventure-based recreation user" (Ewert, 1987, p.6).

The goal of this article then, will be to

share further defences against the spectra of legal liability, which may be utilized by typical adventure programs and their outdoor leaders to avoid lawsuits. These defences may be further categorized according to their respective roles in preventing the determination that an adventure organization or outdoor leader were negligent in delivering their program. Risk management includes the procedures undertaken prior to a participant engaging in the activities. Safety guidelines refers to the requirements and recommendations for operating a program with the appropriate standard of care. Accident prevention incorporates the actions taken before, during and after the potential for an accident arises. The defences within each of these three categories are discussed in the following sections. These suggestions should allow organizations to become more confident that their programs are sensitive to the dangers involved and become aware of ways to reduce the risk without removing the challenge that is necessary for these programs to be successful.

Risk Management

The term risk management, "is concerned with reducing loss or peril or both, through identifying risk levels, evaluating loss potential and selecting risk treatment measures" (Davis, 1988, p.31). With this definition in mind, according to Attarian (1990) one such measure might include hiring only experienced and qualified staff. "There is perhaps no more important single factor in the management of risk than the proper selection and training of staff for adventure programs" (Meyer, 1979, p.13). Outdoor leaders need an appropriate blend of experience and qualifications with the right mix of hard (activity, safety, and environmental) skills, soft (organizational, instructional, group facilitational) skills, and meta (communica-

*an industry for
which there as
yet exists no
"actuary tables"*



Leaders need to make certain that participants understand that they have a responsibility for their own safety and the safety of others

tion, leadership style, ethical behaviour, problem solving, decision making, and judgment) skills. Limited certification in particular competency areas may also prove useful: "Every director of an adventure activity or risk sport should see to it that their (leaders) have not only a first-aid refresher course with periodic review within the season but also an up-to-date briefing on the most desirable first-aid practices available" (Van der Smissen, 1979, p.37).

Leaders need to make certain that participants understand that they have a responsibility for their own safety and the safety of others. They should apply appropriate practices including the use of a comprehensive safety policy with program "guidelines and safety management planning for each activity or trip: The use of first-aid kits, communications, transportation and equipment; procedures for health care (including a collection of medical histories or health disclosure forms), drug use, participant screening, activity screening, activity selection, active participation, site selection; and a safety committee charged with performing regular safety reviews (Priest & Dixon, 1990, p.32).

The potential for liability can be further reduced by having participants assume the risks and responsibilities by signing an appropriate form. Van der Smissen (1979) pointed out that signing a waiver form makes "the participants more aware of the type of activity in which they are engaging..." and it "...is suggested that the forms be carefully drafted to be correct and that they can be on either or both of two types of content, a statement of physical condition and a recognition that there is some risk involved in the activity" (p.39). Van der Smissen (1979) stated "that the signing of a form is recommended to help impress upon the participant the nature of the activity and that he should make a positive

or affirmative recognition of responsibility" (p.32).

"This form ought to include statements about understanding and accepting the various risks and responsibilities related to: reading the form carefully, participation, food, transportation, drug use, safety rules, following leaders' instructions, developing a questioning attitude, being medically fit, completing health disclosure forms, agreeing to modify the program of any health changes, and giving permission to be photographed and to receive first-aid or receive assistance in the event of an accident. These statements ought to be signed or initialled to substantiate the claim that participants were warned and informed. The form should clearly mention that it will be legally binding and should state that the participant can actually die through involvement in the program. Lastly, the form ought to absolve the sponsoring agency, program, employees, and volunteers from all liability from any damages, injuries, or losses which may be sustained by participating in the program. This waiver ought to be voluntarily signed, dated and witnessed" (Priest & Dixon, 1990, p.33).

Another prevention strategy area would be taking the initiative to obtain insurance coverage for accidents and liability that might arise from an activity. Doing this "will help the organization pay for injured parties' medical bills beyond the coverage of their own health insurance and damages which may be assessed as the result of a lawsuit" (Priest & Dixon, 1990, p.33). In order to get the most favourable coverage at the lowest cost, organizations should try to demonstrate that it understands and practices risk management techniques (Mobley, 1984). Some techniques included, but were not limited to, having: a safety record; a written policy, procedures and guidelines for all programming; standards

for staff hiring, progression and supervision; adequate staff training (especially first aid); systems for handling emergencies; systems for detecting and correcting staff burnout and the real nature of risks involved in a program; regular inspection schedules; safety coordinators and safety committees with regular safety peer reviews; involvement in national and/or regional associations that address issues of safety; a willingness to utilize outside consultants and experts when needed; and an understanding and identification process for high risk participants with methods for handling them.

Managing risks in terms of safeguarding the individual participant from harm and protecting activity sponsors or the agency and leaders from legal action (that can lead to a loss of reputation or the ability to continue program/activity) will help to ensure that unnecessary risks are minimized. Thus, minimizing risks through the appropriate strategies should lessen the likelihood of lawsuits occurring. This, in turn, should lead to an increase in agency confidence, which would probably be reflected in the level of programs offered.

Safety Guidelines

Safety guidelines for a wide spectrum of adventure activities in North America have recently been published by the Association for Experiential Education (an international organization based in Boulder, Colorado). The guidelines present a range of acceptable approaches to safety; not standards to be adhered to all, they are rather a description of common practice which a program can use to assist in the development of their own program specific standards. The guide covers general safety considerations, staff qualifications, the use of sound judgment, legal liability, specific safety skills, environmental skills, a code of ethics, and techniques for designing, delivering, and

debriefing adventure activities. However, by far the largest portion of the guide is devoted to the safe operation of particular technical activities under the categories of land, water and other (ropes courses, service projects, solos, expeditions, etc.).

Earlier in this article, negligence was defined as "the failure to act as a reasonable and prudent person would have done, given similar situation and experience." (Priest & Dixon, 1990, p.31). Part of being a reasonable and prudent outdoor educator means following the practice of one's professional peers. These safety guidelines provide a view to staying within the acceptable limits. Therefore, it behoves adventure educators to be aware of the North American guidelines, to know their own program standards, to follow their local operating procedures and to use good judgment and common sense.

Doing something a peer would not do, or not doing something a peer would do, can lead to a claim of negligence in one of three ways: malfeasance, misfeasance, or nonfeasance. "Malfeasance is the performance of an unlawful act (doing something illegal), such as striking a participant who refuses to stop swearing... ..Misfeasance is the improper performance of an act (doing something wrong which you are expected to know how to do right), such as teaching the incorrect way to wear a personal flotation device... ..Nonfeasance is the nonperformance of an act (not doing something which you are expected to do) such as not belaying a novice participant on their first rappel" (Priest & Dixon, 1990, p.32). Adventure educators can be held responsible for deliberate acts of commission as well as errors or omissions. They must know what to do according to acceptable practice and must apply it within their own limitations and must not fail to do what acceptable practice suggest should be done. "Adherence to these minimal guide-

Minimizing risks through the appropriate strategies should lessen the likelihood of lawsuits occurring

Environmental dangers arise out of the local surroundings and are beyond human control



lines may also do much to improve the legal position of practitioners through the defence of custom" (Hanna, 1986, p.16).

Accident Prevention

In the safety practices document, Priest and Dixon (1990) outline primary, secondary and tertiary lines of defence to help protect adventure programs and outdoor leaders. "The primary line of defence (for the outdoor leader) is to take action to prevent an accident from happening in the first place" (Priest & Dixon, 1990, p.32). These proactive measures relate primarily to good trip planning and reconnaissance, coupled with program safety and completion of legal paperwork.

The secondary line involves properly responding to an accident with reactive measures such as first-aid, search and rescue, evacuation, and accurate data recording. Accurate data recording provides evidence which may be useful in a possible future legal defence and helps with accident analysis.

The tertiary defence includes contacting program attorneys and insurance providers, as well as visiting the injured party in hospital or at home. To protect against litigation programs should file potentially damaging evidence with program attorneys: in this manner such evidence becomes privileged attorney-client information and may not be readily available to the opposing side.

One way to prevent accidents is through understanding their causes. Alan Hale has developed a simple model to help others understand why and how accidents take place (Priest & Dixon, 1990). His overlapping circles equation suggests that accidents may have the potential to occur when two kinds of dangers are present in the same situation at the same time: environmental dangers and human dangers. Environmental dangers arise out of the local

surroundings and are mostly objective in nature and beyond human control. They can be avoided or removed, but rarely prevented from being present, and include things like loose rocks, fast water, darkness, or icy snow. Human dangers arise from interactions within the group and are mostly subjective and within control. They can usually be prevented and include things like inattentiveness, fatigue, improper equipment, and horseplay. Kept apart from one another, these dangers are fairly benign, but allowed to overlap at the same instance, they give rise to accident potential. Continuing with the examples: the inattentive climber gets hit with loose rock, the fatigued swimmer drowns in fast water, the hiker without a flashlight misses finding camp in the dark, and two skiers horseplaying about on icy snow, slip and break a leg. The key to preventing accident potential from arising is to keep the two types of dangers from happening at the same time. This simple and well tested strategy can and should be shared with students on every trip.

Meyer (1979), in echoing Hale's model, reported that most accidents, of various kinds of adventure programs were caused by an unfortunate combination of any of the following: (1) an unobserved or underestimated unsafe condition; (2) an unsafe act, usually on the part of the participant; and, (3) an error of judgment, usually on the part of the instructor. "The ability to make adventure programs safer rests upon the extent to which agencies, leaders/instructors and participants understand and are capable of controlling not only unsafe acts and conditions, but judgmental error, as well" (Meyer, 1979, p.12).

Judgment is the most important attribute an outdoor leader can possess. Unfortunately it is difficult to measure and even tougher to teach. For this reason, no leadership certificate can possibly guarantee

the soundness of a leader's judgment. Although certificates do represent that the bearer has mastered a minimal standard of technical performance, their possession does not assure future correct performance. In fact, certified leaders may be held up to greater liability than noncertified ones, because their training commits them to following a higher standard of care. Witness the certified mountain guide in comparison with the uncertified school teacher (Rollins, 1983).

Lastly, another way to prevent accidents is through awareness. Published accident reports help programs to become aware of new concerns, by reading about the problems other programs have experienced. For example, a rash of sprained ankles associated with the "Electric Fence" group initiative activity, reported internationally by Project Adventure, led to its discontinuance in many outdoor programs. Laurence (1988) commented on how an accident and incident reporting system is an important risk management tool which provides the adventure programmer/leader with critical information regarding potentially unsafe or dangerous practices. "The value of these reports is multiplied exponentially when a networking system enables them to be shared with colleagues" (Laurence, 1988, p.16). Laurence (1987) also mentioned that "urban adventure programs have an enviable safety record of being almost 33 times as safe as traditional physical education classes... ..based on preliminary data of over 600 organizations reporting to the Project Adventure 15 Year Safety Study" (p.7).

In addition, by tracking these accidents and incidents, databases can be created to serve as "actuary" tables for the insurance industry. In turn, these tables will likely provide reduced premiums due to the profession finally having accurate statistics on risk and safety. Furthermore, programs will

have evidence to support their contentions that "the number of deaths from the whole range of new risk-taking sports is still low compared with deaths each year on the nation's highways, households, and industrial accidents... ..as speculative as these statistics may be, they permit us only one conclusion: the chance of dying from a 'high risk' activity is no higher than the changes of dying from the normal life risk in our country or the USA" (Ongena, 1984), p.6). With lowered insurance rates more outdoor programs will be encouraged to emerge, thus providing additional opportunities for participants to reap the benefits that accrue from participating in an educational adventure experience.

Summary

In closing, a new trend that seems to have emerged is the fear of legal liability occurring in outdoor adventure recreation programs. This liability fear might be negatively influencing the quality of programs being offered. The anxiety organizations have, is turning the programs ultra-conservative and reducing the benefits for participants that can be realized through these programs.

Adventure recreation programs are being watered-down in an effort to decrease the probability of a lawsuit occurring. This does not have to occur, as organizations can use safety and risk management strategies, along with establishing safety guidelines to lessen the probability of accidents from occurring. Utilization of these strategies can allow challenge to still prevail in these programs and benefit the participants. The benefits that are gained from these programs tend to warrant the risks that are necessary for the programs to be as effective as they are. It must be remembered that safety and risk management strategies will reduce real risks and allow organizations to be confident. This will enable

*Published
accident reports
help programs
to become aware
of new concerns*

With this knowledge and understanding, (organizations/leaders) can continue to improve the quality and safety of programs

them to offer some challenge in their programs without having to fear liability suits because they have taken necessary precautions to ensure there is a balance between safety and challenge.

Hanna (1986) points out that organizations are only just beginning to understand moral and legal obligations to those individuals that participate in adventure recreation programs. Given the increasing legal accountability that is occurring, practitioners must be obliged to learn as much as they can about the responsibilities they accept. "With this knowledge and understanding, (organizations/leaders) can continue to improve the quality and safety of programs, and the credibility of the profession" (Hanna, 1986, p.16). Considering these factors, the outdoor adventure recreation movement can continue to grow, effectively meeting the needs of its participants and providing quality recreation opportunities with the fear of legal liability being reduced.

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Terri Helesic and Simon Priest are affiliated with Brock University.

My Semester in the Outdoors

By Jill Besse

A teacher, Mr. Nickel, came to my class about a year and a half ago to hand out applications for Minn-a-kee Outdoor Education. It is a program for grade eleven students at Collingwood Collegiate, designed to give advanced credits in various studies. These studies cannot be taught anywhere except in an outdoor environment.

The studies focus on four areas: Physical Geography, Environmental Biology, Physical Education and Leadership Skills. Through scientific field work and lab studies in areas such as ecology, wildlife, biology, soils, weather, cartography and forestry, as well as physical skills such as orienteering, snowshoeing, hiking, cross country skiing, and canoeing, we were able to learn, apply and lead other elementary students. Perhaps most exciting and beneficial was the Leadership Credit. We were taught leadership styles, techniques, and methods, to apply our studies to teach and lead elementary students in nature and outdoor programs.

I do not think I will ever regret my decision to participate in this program. I can remember wondering if I made the right decision. I would be missing a lot of school activities and credits. I didn't know if I could handle the work, the physical demands, or if I wanted to be outside all day every day, rain or shine. Even though a few of my friends were in the program, I was a little nervous about fitting in, and how our group would get along. It now seems that the things I feared most about Minn-a-kee, became the most enjoyable parts of it. The past four and a half months have been filled with many memories of companionship and learning which I never

will forget.

Another thing I like about the program is that it gives you a break from regular indoor school life. Each morning our group loaded the bus for a fifteen minute ride to what we call the Minn-a-kee property, which is the "Petun Conservation Area". The property is over forty hectares, and located above Osler Bluff on the Niagara escarpment.

When I first started the program, I liked the area. Over the past semester I have grown to love and appreciate it. As the learning is hands on, we take many observations from our property, which otherwise would have been learnt from a textbook. When the elementary students come to visit, we have the opportunity to reiterate all we have learned about trees, insects, survival, and nature. I have found that teaching others has helped me remember my learning, and has made it much more fun!

Independent observation and teaching of nature is only half of the educational values learned at Minn-a-kee. Mr. Nickel continuously asked why we got the results that we did, and to explain the effects on nature and ecosystems. At the beginning of the semester I found these questions to be very challenging. There are no books around to explain why, for example, the snow is deeper in a deciduous forest than an open field. However, these somewhat difficult questions forced my mind to think. I surprised myself at how easy it is to figure out a solution if you look at all of the surrounding characteristics of a problem. Now I find myself asking these questions about anything I see, trying to make some sense of the problems in the world around

*The past four
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*Jill Besse is a
Grade 11 student at
Collingwood Collegiate.*

I surprised myself at how easy it is to figure out a solution if you look

me. This has been quite beneficial as it has given me the confidence to think that no problem is too big to solve.

Minn-a-kee has helped me educationally. The teaching experience has been the most rewarding because of the social skills I learned. The last five weeks of Minn-a-kee are spent teaching elementary students. This really gives me a sense of confidence about myself and what I have learned. The students, their teachers and parents depend on you for their safety, education and happiness. Sometimes it's challenging teaching kids, but when they finally learn, it is very rewarding. We felt a strong sense of responsibility for these children. We all tried really hard to see that they had a good time, learned what we were supposed to teach them and remain unharmed.

In my opinion, the best part of Minn-a-kee has been the various trips we've taken. This is where most of our phys-ed mark is accumulated for effort, attitude, physical strength and endurance. In the winter, after two weeks practising cross country skiing over fields and hills, we went on an overnight ski trip to Kolapore. This excursion was quite different from any other trip because we had to sleep in quin-zhee's (snow beds). This was a new experience for everyone in our group. We had to fight hard to keep warm and the group really had to work together to keep the fires going and to build our shelters. It was on this trip that I realized how much we depend on others, and how others depend upon you.

On the hiking trip, our Minn-a-kee group worked even better while hiking 55 kilometers from Tobermory to Dyer's Bay. Any time a member of our team needed a hand there was always a friend to help. The chores were equally spread amongst the group.

The same system worked for the five day Algonquin Park canoe trip. I noticed how

efficient our group worked to get a task done. My classmates had all become good friends - always there for support. At times this trip was very frustrating, and I knew the big challenge was going to be our 2.4 kilometer portage. Even if you had a large pack on your front and another on your back, or a canoe resting on your shoulders, with the incredible encouragement from the group, the journey did not seem that bad. After the canoe trip was over, I had such a sense of accomplishment. It felt so good to have such a group of classmates in which everyone fit in and was there for support.

I know that this program has been the greatest for me and has made this year by far the best ever. It is an experience that will be with me for a long time. A past student explained that because of the increase in her self-confidence, she was more outgoing after Minn-a-kee. As a student from the program three years ago, she explained that she learned much more than possible to learn in a semester at school, not only about nature but about herself. This past student felt she has kept and used the skills of working under pressure, frustration and stresses, the importance of determination, and how to push herself academically and physically. Another student who completed Minn-a-kee finds that he still looks at various trees and applies the knowledge that he learnt in Minn-a-kee. Aside from the fun times and educational experiences, he finds his new leadership skills to be valuable skills. The importance of self-confidence, how to delegate authority without being forceful and how to not allow yourself to get frustrated in tough situations, are skills he has used many times since learning them in Minn-a-kee.

From an administrative point of view, the vice-principal of my school feels that Minn-a-kee is an excellent program which

develops a student in a way that can only happen in a small group outdoor environment. His only wish for improvement with the program is to expand the numbers.

The current Minn-a-kee program contains the top academic and athletic students of our school, and our vice-principal thinks it would be helpful to general and basic level students as well. The plans for a new outdoor education program of this type are underway for Collingwood Collegiate Institute.

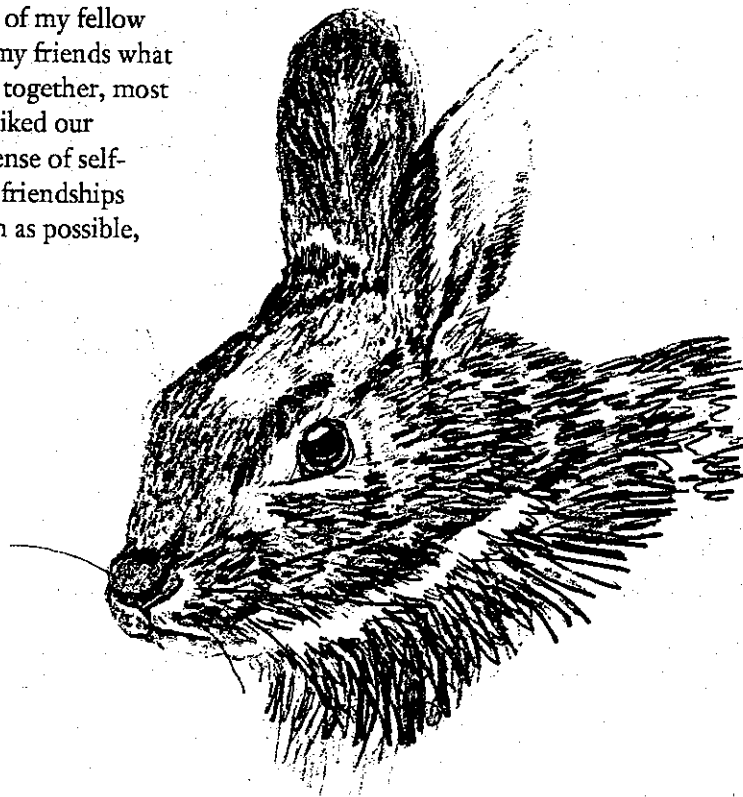
Parents of students involved in Minn-a-kee Outdoor Education immediately notice a change in their son/daughter. A parent sees this course as giving his offspring a chance to move away from the aggressive materialistic world, and towards the beauty, richness and quietness of nature. Some parents notice a boost in their child's academic life, while other students gain more self-confidence and social skills.

The most important view point of the Minn-a-kee program is that of my fellow class mates. When I asked my friends what they felt of our past months together, most had similar responses. We liked our freedom and fresh air, the sense of self-confidence, the long lasting friendships made, being outside as much as possible,

and having a nice break from school. We also loved learning by teaching children our awareness of the environment, the challenging trips, and our new appreciation for the outdoors. Over the semester our class had grown into one big family. We had been through so many frustrating times, and even more rewarding times, which we would not have had if we hadn't worked as a team, and been supportive of each other.

I know that I will never forget the many experiences, fun times, and friends that I have made in the Minn-a-kee program. I now enjoy spending time in the nature as I have gained such an appreciation for it. I hope that everybody has the opportunity to experience the outdoors as I and many others have, in Minn-a-kee Outdoor Education.

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Environmental Education: Looking to the Past for Future Direction

By David Baird

Presented here is a useful historical backdrop to Environmental Education. Straight-forward and always relevant.

Editors

There is no question that the last three years have seen more of an environmental consciousness-raising among the general population than any other time in the history of mankind. Unlike the anti-nuclear movement of the late seventies and the eighties, the environmental movement (of which the nuclear question is still an important part) can easily be embraced by most people regardless of their political viewpoint.

From business leaders scrambling to "green" their company products and practices, to political leaders struggling to position their party's platform under the "green umbrella", environmentalism is both politically and socially fashionable. Close behind these political and industrial interests are the school administrators and educators who must translate these new environmental interests into curriculum guidelines.

As environmental and experiential educators, many of us have seen ebb and flow in trends over the last thirty years. Recent media reports highlight some of the preliminary stages in environmental awareness (i.e., recycling, energy education) being carried out across the country. But as many Environmental Education teachers know, these basic actions have been implemented to various degrees for the last two decades. Are we now as a society rediscovering the wheel that Environmental Education teachers have been demonstrating for the last twenty years?

Have we indeed made progress? Has the last twenty years in the schools' environmental studies curricula been a total failure? Or has success been random and coincidental, dependent on the charisma of individu-

als working within a system that frequently and inadvertently confounds their best efforts? In light of the renewed interest in environmental curricula in many provinces and states, it is useful to reflect on the international origins of Environmental Education to see if we have strayed from the original ideals.

Foundations For Environmental Education

Many of us have been actively involved in teaching environmental education, becoming thoroughly engrossed in the material we present to our students without taking the time to gain a firm philosophical foundation of the discipline. As a result of this negligence, we have spent a great deal of our energy and time, as the saying goes, reinventing the wheel. It is interesting to note that some of the most concise philosophical discussions of environmental education were laid down more than eighteen years ago in documents which, unfortunately, have had limited circulation in the teaching field. We should reflect on the aims of Environmental Education as they were first established.

Environmental Education as a discipline grew out of the United Nations Stockholm Conference on the Human Environment (1972). After this landmark meeting, major goals were set and further conferences were planned. The Belgrade Conference (1975) and Tbilisi Conference (1977) developed a set of premises to guide environmental education. The major premises were as follows:

1. The rate of social and cultural evolution is faster than the rate of biological evolution. Therefore, biological evolu-

tion cannot cope with the environmental imbalances brought about by sociocultural evolution.

2. Environmental problems are often complex and require the expertise of various disciplines for their solution. To learn about the environment in the natural setting likewise requires an interdisciplinary approach.
3. Environmental problems should be seen, first, in their local context so that the individual sees their relevance to him, and second, in their global context so as to impress on the individual their magnitude and pervasiveness.
4. The human population, more than any other living species, has wrought damage to the environment and, therefore, it should be held responsible for corrective actions that will hasten the recovery of damaged environments and prevent the destruction of others.
5. The welfare and continuing existence of humankind on earth depends on the values people have concerning: regard and consideration for others, particularly the less fortunate; care and protection of humanity's resources; and a strong drive to actions that serve humanity as a whole and improve the environment.
6. The behaviour of people towards their natural and built environments is the overt expression of values and attitudes and understanding and skills.
7. A harmonious, ethical relationship of man to his/her environment, having environmental conservation and enhancement as its theme, can be developed from early childhood onwards through formal and nonformal education. (Jacobson, 1985)

Supporting the above mentioned premises are a series of guiding principles which were developed at the Tbilisi conference. Although they are generalized statements, they do provide a broad window into the diversity of concepts Environmental Education embraces. Any environmental curriculum must adhere to the following:

Guiding Principles of Environmental Education

1. The environment should be viewed in its totality, blurring political, cultural and physical boundaries since each part affects the others.
2. An interdisciplinary approach best fits the study of the environment and its interacting and interdependent parts.
3. Environmental Education should be a lifelong process, both in-school and out-of-school.
4. Environmental Education programmes should develop in each individual ethics or a code of behaviour leading him/her to: work for the development and utilization of natural resources with the least destruction and pollution; seek the improvement of the quality of life for everyone by eradicating poverty, hunger, illiteracy, human exploitation and domination; reject the development and economic growth of a nation that may lead to the collapse and debasement of another nation, and the lavish consumption of a few to the deprivation of many; utilize technology not only for self gains and a life of luxury in the short term but also for the economic stability and survival of humankind in the long term; and consider in his/her consumption of nonrenewable resources the needs of future generations.

*Leaders
scrambling to
"green" their
company*

One major reason why Environmental Education has not expanded is our inability to view environmental issues as systems

5. Since values and attitudes lie at the core of a person's ethical behaviour, Environmental Education should go beyond cognition (ie. awareness and comprehension) into valuation and attitudinal formation.
6. Environmental Education should begin with the local, current and most relevant environmental situation and issues and should move on to issues and situations that are national, regional and global in scope. The forms should be an enduring and never-ending processes, and the concepts, principles and values of general applicability.
7. Experiencing, through participation in real and simulated environmental situations, makes for greater impact and, therefore, more lasting learning of environmental concepts and values. In the pedagogic sense, local environmental problems are a good starting point for learning environmental attitudes and values. (Jacobson, 1985)

Environmental Education: A Need for Values Transmission

If there is one major reason why Environmental Education has not expanded to its full potential, it would have to be our inability to view environmental issues from a systems perspective and of course, structural constraints. Somehow during the last ten years, educators began compartmentalizing the Environmental Education field into "packaged" courses more closely aligned with the sciences than other subject areas. Biology, Chemistry, Geography, Economics and Psychology all had their own unique way of dealing with environmental issues. The particular environmental phenomena was isolated by the narrow focus that each discipline had towards the problem.

One of the basic aims of Environmental Education is to enable students, teachers and the general public to understand the complex nature of the environment as this results from the interaction of its biological, physical, social and cultural aspects. Environmental Education should provide a clear awareness of the economic, political and ecological interdependence of the modern world. Environmental Education, in any school milieu, should develop favourable attitudes towards the improvement and quality of the environment. This must be done for effective Environmental Education. And it cannot be accomplished by any one individual teaching from the narrow perspective of a single discipline.

Through the late seventies and early eighties, government education ministries implemented courses at all grade levels from a more ecological perspective. In high school curricula, new courses with names like Environmental Science were created, with the result that the teaching of environmental issues become the domain of the science department. Many teachers of the humanities were left with the impression that they did not have the scientific background to instruct their students in the "new" environmental studies direction. Nothing could be further from the truth. If we are to make a change in students' behaviour, it can be argued that subjects which deal in the effective domain (Art, English, Drama) can be just as affective (if not more) in teaching environmental values as can science-based curricula.

Most teachers will agree that changes in behaviour patterns with regard to our environment cannot be brought about until a majority of the members of a given society have freely and consciously been exposed to and assimilated more constructive attitudes and values concerning the environment. Environmental Education strives to clarify and correlate the concerns

and values - ethical, aesthetic and economic - of individual teachers who will be instrumental in effecting change. Environmental Education relies heavily on values transmission, and values transmission can and must be taught using the humanities. To limit the mandate to one discipline is to invite failure!

Environmental Education must be interdisciplinary in approach. The fact that there are so many environmental problems today is partly due to the system's failure to train people for the accurate identification and effective solution of concrete, complex problems. In support of this statement, the following points should be brought into discussion.

1. Traditional education, which is too abstract and fragmentary, has been unsuccessful in preparing individuals to face the ever-changing complexity of reality. An education geared to the specific problems of the environment implies, on the contrary, that the different aspects of knowledge combine to provide the explanation for complex realities.
2. Truly interdisciplinary education is an arduous undertaking which has to be approached gradually. It presupposes ease of contact between educators made possible by the provision of a new type of training for those concerned and by appropriate organization of the teaching system so as to take into account the conceptual and methodological affinities between different disciplines.
3. The need to devise a type of education that will meet social needs effectively brings us to another of the main characteristics of environmental education: the fact that it is open to the surrounding community. An education that seeks the

solution of concrete environmental problems implies not only the development of knowledge and techniques but also, and more important still, practical action by the community in specific environments. It is undoubtedly in everyday community life and face to face with the problems that they find there that individuals and social groups will come to feel concerned with the quality of the environment and will act with resolve and perseverance to preserve or improve it. (UNESCO, 1986)

Traditional Structures: Traditional Attitudes

For environmental education to be truly effective in the next decade it is important that each individual teacher and supervising administrator be cognizant of his/her own values with regard to environmental issues. It is critically important to stress the need for inter-disciplinary approaches to environmental learning, particularly among secondary teachers who are too often constrained by the philosophy and style of formal education and the parameters of their own disciplines. As A. Young and M. McElhone (1986) demonstrate:

"Firstly we must critically examine education practice, we often disregard the extent to which formal education may be a cause of our problems. Many educators today can be accused of using classical elitist approaches which are old fashioned and irrelevant to the vast majority of school children. Many children throughout the world should be receiving an education which uses the richness of the environment to develop a wide range of cognitive skills rather than focussing on disciplines and specialization for selection purposes..."

The traditional approach to education is also challenged by the process of environmental problem solving. The complexity of

(Continued on page 23)

Environmental Education must be interdisciplinary

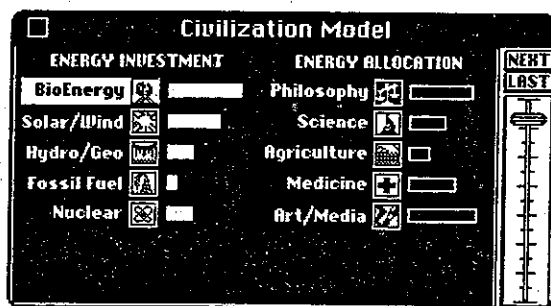


SimEarth, The Living Planet

Reviewed by
Dennis Hitchmough

Anyone who knows me knows how much I enjoy "working with my computer." I spend hours fine tuning programs or attempting to solve technical problems that might be over-looked by a less enthusiastic owner. It might, therefore, come as a surprise that I have spent years looking for good simulation software.

Most simulations revolve around a very few basic assumptions and leave the operator with little freedom to experiment. Certain "games" like *King's Quest* and *Space*, although graphically beautiful and quite complex, have a minimum number of decisions that can be made at any given step of the game. Most of us have played *Carmen Sandiego* and, while it serves to teach geography plus cause and effect, it can be easily won without looking at the supplied material. Its educational value is limited because of the predictable nature of the outcome. SimEarth by Maxis on the other hand, is all but impossible to predict.



SimEarth is a planet simulator. The manufacturer calls it a system simulation toy. It's based on the Gaia hypothesis of James Lovelock. In this version, the Earth is thought of as a living planet

where every action has a reaction.

The program comes with a 220 page manual that is more like a text than a normal software manual. In the first 37 pages, you are introduced to the simulation and given a tutorial that is expected to get you started. The next 183 pages is devoted to demonstrating the steps necessary to control this complex representation of Earth.

The program is meant to simulate the actions that take place during the evolution of a planet. To better facilitate this complex task, the "rules" are broken down into manageable components.

Chemical Factors — atmospheric composition, energy management.

Geological Factors — climate, extraterrestrial collisions, continental drift, earthquakes.

Biological Factors — formation of life, evolution, food supply, biome types and distribution.

Human Factors — wars, civilization, technology, waste control, pollution, food supply, energy supply.

Each of the above factors can be modified, edited or changed. You can create a planet in four different Time scales, physically modify the landscape, set the altitude of any spot on the surface of the planet, trigger events on the planet from hurricanes to volcanos or meteor strikes, plant various biomes and life-forms anywhere on the planet, or nurture a species to help it evolve intelligence. Although inaccurate as an absolute simulation of the Earth's evolutionary processes, this simulation is so

Technology Timescale

- Sentient Type: Mammal
- Highest Tech: Atomic Age
- Median Tech: Atomic Age
- Population: 1098 million
- Life Quality: Tolerable

Habitats

Work	* Eff%	= Energy	Allocation
16	69%	= 2429	2251
16	48%	= 1692	2251
16	49%	= 1748	2251
16	79%	= 2790	2251
16	73%	= 2600	2251

80hrs/wk 11259

Current Task:
Interstellar Migration

options at every step through the manipulation of icons in various windows. It has a stunning graphic interface which most students would enjoy working with.

Some of the problems with SimEarth as an educational tool stem from the complexity of the program. It is very easy to get caught up in the action and forget what changes you have made. If I were to use this game in the classroom, I would create tracking sheets that help student record their actions and the outcomes. I would also play this simulation in small groups of two or three with plenty of time to discuss actions and develop more theories. SimEarth is a lot of fun and quite educational too. For someone who loves to "tinker" with a program this is the one for you.

I wrote this review during a lull in the evolution of my planet; no wars or plague. I think I'll peek in now and see if the Carniferns have eaten all my insects yet. If they have, I'll never get them to become sentient.

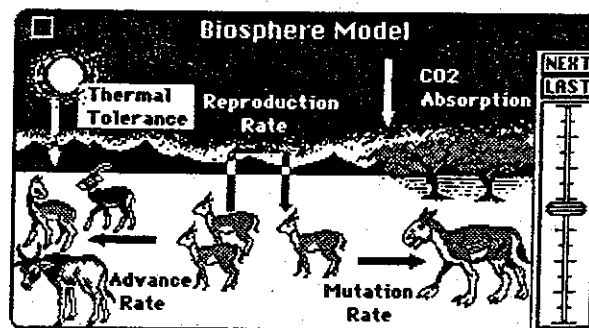
SimEarth is produced by Maxis, 1042 Country Club Drive, Suite C, Moraga, CA 94556 and runs on MS-Dos or Macintosh computers.

complex that the manual becomes an integral part of studying any planet.

For the faint of heart, the program comes with seven included planets. One planet is called Daisy World and is used to test the Gaia Hypothesis.

The manual carefully explains that this simulation is biased in that it assumes that intelligence comes from the evolutionary process and closely resembles Earth's evolutionary processes. These concepts still allow for the evolution of intelligent fish, insects, or dinosaurs. As a tool to predict "what might have happened if," this simulation has few equals.

The program offers a multitude of



A Christian Perspective on Our Environmental and Cultural Crisis

By Rev. Wm.C. Thomas

A follow-up to the Annual Conference 91's Sunday session, "Healing the Earth: Seeking Common Ground"
Editor

From a Christian point of view there can be no doubt that every individual human being is an inseparable part of a planetary and cosmic whole. Each of us is formed out of the elements of the earth. And every individual human being will, and does, play a part in the future that, moment by moment, is being created and shaped and formed. In the Christian understanding, we are co-creators with God of both the world that is, and the world that will be.

And we know from experience that no amount of legislation, or organization, or theory, or science, or indeed any structure or concept that the human mind can comprehend, will restore harmony and balance, health and wholeness to our world. Our minds are too small to apprehend and control this fragile earth, our island home. Rather it will be the result of a shift in individual consciousness and resultant changed behaviour, individual by individual, that collectively will put an end to the self-destructive paths we have, out of ignorance, been following.

One of the destructive paths we Christians are responsible for unleashing in the world is to have been far too enthusiastic (in the western church) in spreading our history, and experience, and wisdom around. We have allowed any number of well-intentioned but truly ignorant people, especially clergy, to slide into the mistaken belief that the words of our scriptures, (most of which are shared with those of the Jewish faith), as written in the English of the time of King James, are direct quotes from God immediately and literally applicable in our time. One of the unfortunate consequences of this heresy is that we western Christians can be rightly accused of

having behaved as if we were kings, having absolute "dominion over the earth", and therefore need not be accountable for our plundering of the planet's resources.

But, unlike the Koran, our Bible makes no claim to be words dictated by God through inerrant human typewriters. Rather it is the witness of thousands of authors, writing in at least five different languages, and re-edited many times and translated into hundreds of other languages over thousands of years. Studied, taught, and understood in the light of that truth, it tells of how, in many ways, we humans came to fall out of harmony with our world, and with God, and what we need to do to get back into a healthy, mutually enriching, and eternal life as a part of creation. For many, the Christian vision is a frustrating one to grasp - for every Christian will express it differently. But seen rightly, that is a gift, not a detriment. For many others it is too mystical, too emotional, too illogical in its attempt to describe realities that do not fit our current paradigm or world view. It is a vision that says to each person, in essence, the better world to come begins with you. You are the important and worthy part. Deep within, you know how creation works, you know what is right, and you know what you must do, and that only you can do it. But as soon as you begin to let go, and trust, and do, you will find that you are not alone. You will sense a loving, supportive, and powerful presence that will enable you to overcome and adapt. And you will find yourself encountering others who, in different languages, and in differing ways, share your journey and your changes.

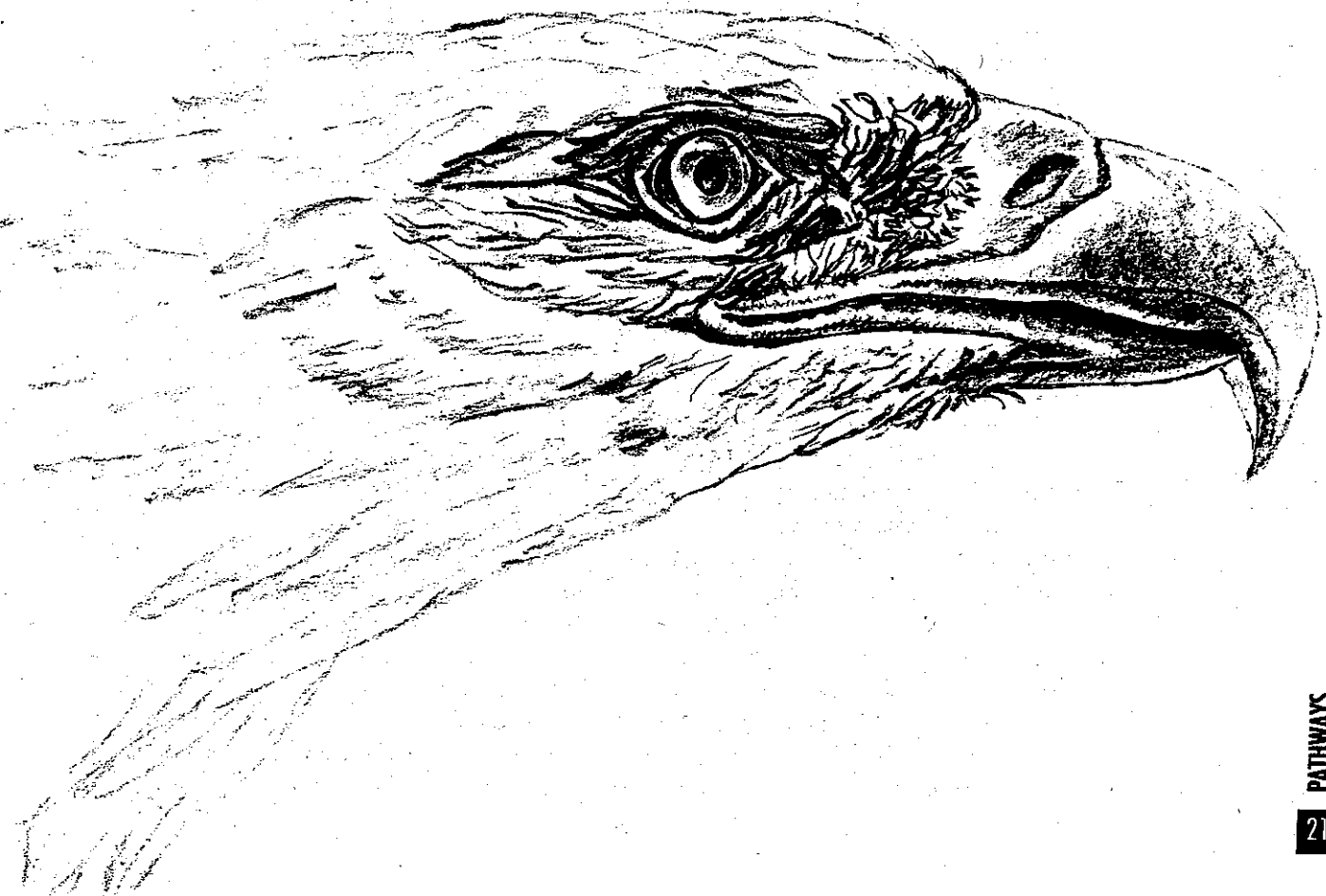
You will also meet resistance. But

ultimately it has no power to stop you, save what you give it. Do nothing to change what you know to be wrong in yourself and in the world, and you and the world will surely die. Respond, treat the whole of creation, everything and everyone in it as if you were all loved parts of one great body, and you and the whole world will live forever.

We all know some elements of the environmental and economic crises which face our world. Most of us are aware of our personal part in those crises. From a Christian perspective, each of us needs to continue to think globally, but act locally, seeking the will and the grace to change our part, that collectively we might change the world.

Bill Thomas, in his 4th year as Director of Canterbury Hills, is a priest in the Anglican Church of Canada. From the mid 60's to the mid 70's, he was Head of the Geography Department at the Guelph C.V.I. and an early member of C.O.E.O. During those years he and his department pioneered six day interdisciplinary field camps for Gr. 13 students, and developed the first off-campus credit summer courses approved by the province. Now he keeps in touch by organizing and instructing Elder-hostel programs on the natural history of the Dundas Valley and the impact of settlement on its ecosystems. He is an avid canoe tripper and sailor. Bill holds both a B.A. and an M.Sc. from U.W.O., an M.Div. from Huron College, and is certified in Adult Education and Community Enablement by the Provincial Institute.

*Deep within,
you know what
is right*



Tales of an Empty Cabin

by Grey Owl

(excerpted from *Tales of an Empty Cabin*, first published in London by Lovat Dickson Ltd., 1936)

...are unduly sensitive about the word "North"

Our cities are getting more like London and New York every day, granted. But every worthwhile country has such places, and we must, naturally, keep up and be as good as the rest. These things are in the hands of our executives, and are well taken care of. But there will be nothing distinctive about that; everybody is doing it. But we have right here, at our back door so to speak, something else that is our very own, that is of Canada, Canadian - our North. And Canada's economic life is being built on a very firm foundation, and this country ranks well to the fore commercially, and with the advent of better times will, without any doubt, make further and greater strides in the field of national achievement. But this seems, to me, to be no reason why we should sink our individuality as a very fine specimen of a pioneer country.

I have heard it stated that Canada's comparatively small population is one of her great advantages. This gives a greater proportion per capita of the natural-resource-wealth, and I am inclined to agree with this opinion. At this period in its history the natural increase in the population would appear to be sufficient to carry on with. At the present time countries having a heavy population are all in trouble, the accumulation within their borders seeking an outlet in any direction, and finding themselves surrounded by others in a like predicament are all dressed up and have nowhere to go. We, on the other hand, are very lucky, in that we have all kinds of places to go within our own boundaries. Most of the troubles which today seem to threaten the structure of civilization itself come as the result of an over-population problem. It has been said that we need more

consumers here and more producers too; but what object is served by having producers produce more than they can possibly dispose of, or of having an over-plus of consumers who cannot pay for what they consume.

There seems to be a disposition to hide that part of our light that emanates from the North, under a bushel, though it may yet prove to be the brightest ray of our national illumination. Numbers of people, whose knowledge of their own country is not as complete as it might be (a state of affairs for which there is no excuse), are unduly sensitive about the word "North", apparently intimidated by a word because of its sometime connection with Arctic exploration. It would be just as logical to eliminate the word "South" from our vocabulary because it might signify drought or grasshoppers. I have experienced temperatures and climatic conditions in our North that, for a good part of the year, approximated those said to prevail in the South of France. And we have a North, far the largest proportion of the Dominion, possessing untold, inestimable possibilities, and with a climate consisting of a short Spring, a warm but bracing, sunshiny Summer, a very wonderful Autumn such as I think few other countries in the world are favoured with, and a bright, clear, cold, snappy, invigorating and healthful Winter. So why deny the facts, seek to hide them under a camouflage of ambiguities, damn with faint praise, when these facts can be turned so greatly to our own advantage?

Canadians that I have met abroad, do not talk of our forests, our lakes and rivers, our rich mineral belts, our mountains or

our mighty trees, but of a skyscraper on Yonge street or an advance in the price of hogs. Skyscrapers and hogs may rise and fall, but that Northland of ours is one of our best possessions and should be heard from.

[At a time when it seems we Canadians can only think constitution and politics, it is good to step back from the momentum, to realize that Canada is more than anything else, "geography." - Editor]

Environmental Education (Continued)

most, if not all, environmental issues means that they do not fit within the boundaries of any one discipline but are transdisciplinary in nature. Once again teachers are expected to deal with a situation which is radically different from their own experience and training. It is not surprising, therefore, that, worldwide, the response of the formal education sector to the environmental challenge has been slow and piecemeal. It has to be accepted that the educational system, like the rest of society, has not been able to adapt quickly enough to rapidly changing environmental conditions. This situation is unlikely to change dramatically in the next decade and the world cannot wait for a new generation of politicians and decision-makers to emerge. It may be necessary to develop an educational strategy that is prepared to challenge existing economic principles and practice, which questions traditional social and political goals and also critically examines the personal ethics that are considered the norms of many societies. (Young and McElhone, 1986)

If the educational system is to meet the demands of the next decade, then there must be a complete re-examination of secondary school structure as it pertains to environmental education. They should not be the domain of one department, but a collage of ideas and experience from art, science, geography, English and economics.

Until school administrators are cognizant of the need for tangible input from

three or more departments into environmental education classes, the wheel will continue to spin in place. The "turn-around decade" as the 1990's have been called, must work with drastic changes in societal values. It is up to all of us to be open to input from our colleagues - from *all* disciplines. Only then can we hope to provide our students with a (truly effective) curriculum.

David Baird has just resigned as the Director of the Bill Mason Outdoor Education and Environmental Studies Centre, 3088 Dunrobin Rd., R.R.#2, Dunrobin, KOA 1T0. He is headed for a posting in Africa.

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In the World for Half a Year: A Student's View of TAMARACK — A New Approach to Learning

by Emily Doubt and Gillian Ramsey

Emily Doubt and Gillian Ramsey are both 16 years old, having just completed Grade 11

Bill Patterson writes: The TAMARACK programme consists of three courses being offered as an integrated package to students at the grade 11 and 12 level at Mackenzie High School, Deep River, Ontario. The package comprises the students' entire programme for one semester and makes up one teacher's full teaching assignment for the same semester. The result is that the students and teacher are, more or less, an independent unit and can function within the school building or outside. Field trips, extended outdoor activities and community based activities can take place without interfering with other programmes in the school. The school serves as a base of operations with much activity taking place outside of it.

Most high school students spend five years in a classroom learning from a teacher and working out of a textbook. This year at Mackenzie High School in Deep River, we and ten other students experienced education in a new way.

The TAMARACK programme, as it is named, is an integrated package of three grade 11 and 12 courses in one semester. We receive credits in English, Environmental Science, and Physical Education.

The programme involves interviewing long-time Ottawa Valley residents, publishing a magazine, field trips and extended outdoor activities.

The first day of second semester, we were dumped into a classroom full of strangers away from the security of "regular" classes. The challenge that our teacher, Mr. Bill Patterson, presented to us that day made us realize how important group co-operation would be to the success of the TAMARACK programme. Our task was to get everyone (12 of us) on a .6m by .6m raised platform for 30 seconds. After we had finally achieved what we had first deemed impossible, the feeling of accomplishment in the class was overwhelming. We knew that the course was going to be a totally different experience from anything else we'd done.

At the beginning of March we went on a

5 day winter outing at Fort Pine, Canadian Forces Base Petawawa, to conduct lake studies on Cartier and Montgomery Lakes. While there, we participated in many activities, such as building snow shelters, crossing a Burma bridge, snowshoeing, and orienteering. On one day trip we had to cross a 6m creek by constructing a natural bridge from dead trees. Our first plan failed when our felled log dropped .6m short of the far bank and sank to the bottom. By using a second log and a rope handrail, we got everyone across the creek safe and dry.

For two separate weeks this spring we worked with employees at the Petawawa National Forestry Institute. We worked on various research projects including genetic plant transformation, nutrient cycling, stress tolerance, computer image enhancement, neural networking, germination of white spruce and jack pine, herbicide comparison, regeneration, yellow birch development and a forest cover survey. These projects were of great interest to us not only because we got to work in real laboratories, but because we were doing real work for people who needed it done.

For the English component of the course, our class visited the homes of many Valley residents to tape an interview. After the interview we spent many long hours

transcribing the interview and preparing the articles. Editing and layout soon followed. The first issue of TAMARACK magazine came out at the end of June; a second issue will follow in the fall. The old-timers provided a wealth of information about life fifty, sixty, or seventy years ago.

The guests that visited our classroom this semester contributed a lot to the programme. Among them was James Raffan, an OEE instructor from Queen's University, who spoke to us about journal writing and entertained us with a presentation about his personal wilderness experiences. Other local community members visited us to talk about everything from conducting interviews, to emergency first aid, to the use of computers for magazine layout. Deanna Anderson and Anne Davies, Outdoor and Experiential Education students at Queen's University, also spent time with our class.

A planned 70km, 5 day hike with 25kg packs on the Western Uplands Hiking Trail in Algonquin Park proved to be an adventure fit only for a bionic person. The excursion was scaled down to 30km and we came home with a greater understanding of nature and with new camping, cooking and survival skills.

Our third outing was a trip to Keene, New York, where we spent 3 days cycling and 2 days rock climbing. The first time rock climbing experience was a memorable one. Hanging on to a vertical rock face with our knees up around our ears and our hands crunched into a narrow crack, we had to learn to rely on our fellow classmates to encourage us and to catch us if we fell.

Our final trip together was a 9 day canoe in the Temagami area. We paddled 120km, and we climbed Maple Mountain, the highest point in Ontario. For the people who had had little canoeing or camping experience it was a tough, but at the same time, an exhilarating adventure. We were accompanied by a freshwater

biologist and a former high school English teacher so we enjoyed science lessons and readings of poetry and short stories on the shores of sunlit lakes or beside flowing creeks.

Since February, each of us has been involved in a major term project of our choice. Individually, or in pairs, we presented a proposal for a project to committees of classmates, citizens of the community and Mr. Bill Patterson. Some students got involved in the construction of a log cabin, others in the landscaping of the school quadrangle. Some other projects included an environmental puppet show, construction of a greenhouse, plant growth testing inside the greenhouse, song writing, and soil erosion studies. A final meeting with the committee was scheduled after the completion of the project.

For four days in May, Mr. David Fleming from Cobden taught us how to construct traditional Micmac Indian pack baskets from black ash logs. We were fortunate to learn how to make soap and maple syrup, and are still enjoying the results.

A lot of learning went on throughout the semester in TAMARACK although the approach was quite different from the school we've been used to. The things we learned could not have come out of a textbook; we had practical experience and learned by doing things, not just by listening to an explanation. We learned valuable lessons from our mistakes, from everything we saw and did, and from everyone we came into contact with. That's what life is all about. We went out into the world for half a year and we lived.

Through our various experiences, the TAMARACK programme has provided us with a new outlook on our natural world. We made friends, we learned how to solve problems, and how to meet challenges. The TAMARACK programme was one of the most valuable experiences of our whole education.

Issues of the TAMARACK magazine are available from Mackenzie High School, P.O. Box 397, Deep River, Ontario, K0J 1P0, for \$4.00 (#3.50 + .50 postage and handling).

Changing the Frame Changes the Picture

By Bert Horwood

But the reflective teacher treats the situation as an opportunity

Many teachers teach well. It is surprising that so little is known about how good teachers get to be good. Research has established that effective teaching can be learned and that learning teachers improve their practice continually through many years of experience. It is clear that to learn from the experience of teaching is the only way to become a good teacher.

Donald Schon studied different professions to discover the process of gaining professional knowledge. He found two key things. First, knowledge of practice does not come from knowledge of theory; rather it is the reverse. Second, professional knowledge comes from a special kind of thinking about practice which Schon calls "reflection". In the last decade, research has been done with practitioners, many of them teachers, in attempts to describe how reflection is actually done by professionals.

Reflection is a cyclical process. It starts when a beginner first notices an event that doesn't make sense. Some teachers might dismiss such an event as irrelevant, inexplicable or a shameful error. But the reflective teacher treats the situation as an opportunity to solve an intriguing puzzle. To puzzle it out successfully, the teacher "reframes" the situation. This means changing the context of the situation in such a way that it looks entirely differently, just as a new frame gives an old picture a fresh aspect.

Reframing lets the teacher see the situation in a new light and suggests a course of action for next time. The new action is put into practice and eventually the teacher forms a modified theory for that particular kind of situation. Evidence from case studies of experienced teachers shows

that reflection never ends because new surprises continually appear.

Tom Russell and Hugh Munby lead a team of investigators working closely with teachers to learn more about reflection. Their research method is to attend classes at regular intervals and to discuss each lesson with the teacher. The class may be recorded. The discussion is always recorded. The transcripts are analyzed and findings are usually discussed with the teacher. The completed summary of the case study is checked by the teacher before it is considered final.

For Russell and Munby, reframing is the central and critical act in the reflective process. For example, Diane, a teacher of 12 years experience, revealed several puzzles which she reframed over time. In one case, she shifted from seeing a behaviour problem as an issue of class management to one of individual management. Once her point of view changed, her actions changed from attempts to discipline the entire group to working with particular individuals.

In another situation, Diane described parents as rather remote people to whom she was accountable through grades, reports and emergency phone calls. In attempting to deal with students with special needs she was forced to work more closely with parents. Observing an inconsistent puzzle, she put parents into a different frame, namely that of potential partners in special cases. Diane described how, over time, this second image of parents changed again to one of active collaborators.

Each reflective teacher will have different stories and different situations for their

puzzles. The content of the dilemma is not the important point. Research is showing us a common pattern in how we build professional knowledge through reflection on experience. Being able to put a different frame around the picture is a major part of the process.

I am always struck when reading Russell and Munby's research reports by the role the researcher plays in stimulating the reflective process. It is clear that teachers think reflectively without researchers present. But when there are regular visits and nonjudgmental professional conversations about shared puzzles of practice, reflection flourishes. This stimulation is especially evident in case studies made with beginning teachers. They invariably discover far more than they would likely have learned on their own, just from having the occasion to sit down and talk with an interested colleague about it.

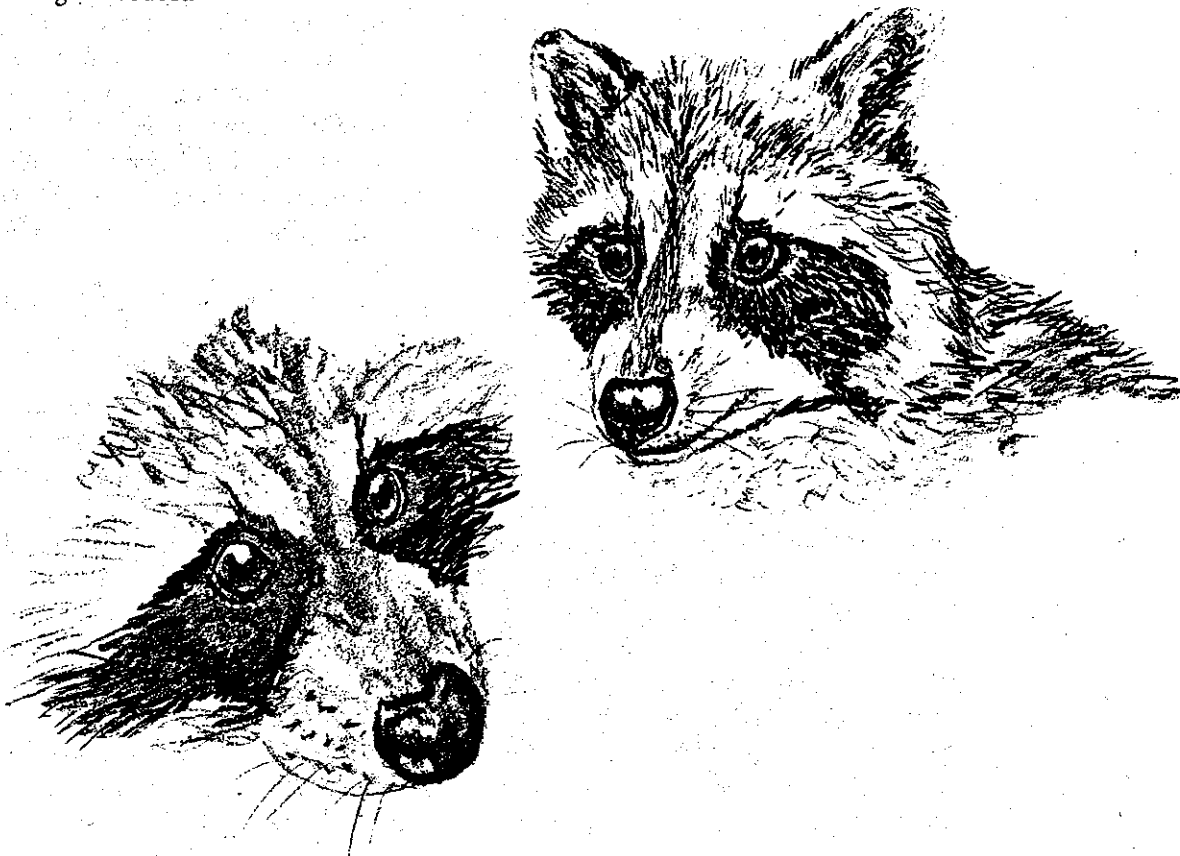
The research into reflective practice suggests a lesson for professional development. Even though many aspects of learning from professional experience are not well understood, it is clear that teachers can help each other by having good conversations about the surprises of practice, and especially by helping each other to put the puzzle pictures of practice into different frames.

Bert Horwood is an outdoor educator whose picture frames are all too small.

Reference

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*Being able to
put a different
frame around
the picture*



Yamnusca Mountain School

by Kirby Styles

The hike provided a good opportunity for the course participants to get acquainted

Yamnusca Mountain School offers a diverse program of mountain adventures and instructional courses. Ranging from international expeditions reaching the Antarctic and Himalaya to introductory rock and ice climbing courses in the Canadian Rockies, Yamnusca has something for beginner and expert alike.

Perhaps the most popular program on the Yamnusca calendar is the three month long Mountain Skills and Outdoor Leadership training semester course. Semester programs are offered twice yearly - September to December is the fall semester, while the months of March to June cover the spring semester. Participants are immersed in an intensive group learning experience that covers a broad spectrum of activities including hiking, whitewater canoeing, rock and ice climbing, caving, alpine mountaineering, and back-country skiing.

Many participants in the semester program intend to become outdoor professionals. Others hope to simply acquire new technical skills or improve existing skills in order to enhance their recreational enjoyment of the mountain environment. Instruction is tailored to accommodate each individual's needs, while progressive knowledge and skill acquisition build confidence and self-reliance.

I participated in the 1990 Yamnusca fall semester. The program agenda began with a six day shakedown hike into Mt. Assiniboine Provincial Park. The hike provided a good opportunity for the course participants to get acquainted and practice the intricacies of blister prevention and management. Ample time was allotted to streamlining the unwieldy group decision-making process that would be our constant

companion in the coming months. Map reading, compass skills, route planning, and emergency shelter building were all covered.

Our next section found us in a comfortable tent camp on the shores of the Red Deer river in southwestern Alberta. Warm weather and sunshine abounded as we learned tandem and solo open boat paddling skills in class two and three rapids. Water safety, canoe over canoe rescue, and self rescue skills were practiced. After ten days and some exhilarating paddling, we returned to Canmore for supplies before heading south to begin a week long trip down the Kootenay River. Paddling in pristine wilderness, three deep mountain gorges and exciting rapids took us to Canal Flats and the end of our paddling section. A visit to soak in natural hot springs at nearby White Swan Lake Provincial Park relaxed tired bodies before our return trip to Canmore and the ensuing preparations for our upcoming glacier mountaineering trip.

An early winter snowstorm and plunging temperatures were being forecast as we assembled food and climbing gear for our proposed day trip into the Catamount Glacier area, nestled in the Starbird Range just south of the famous Bugaboo group in the Purcell mountains. Carrying supplies to survive in extreme mountain conditions for this extended time period yielded heavy packs, and progress on the approach hike was slow. Soon, however, we were ensconced in a secure camp on the northeast border of the icefield. Poor weather - howling winds, heavy snow and cold temperatures - hampered attempts to summit on nearby peaks but valuable

experience in mountain navigation and route finding in white-out conditions was gained. Instruction on roped glacier travel, ice and snow anchors, and crevasse rescue was interspersed with climbing days.

Rock climbing was next on the agenda, and as the Canadian Rockies fell under the spell of an early winter, we travelled to Leavenworth, Washington, and warmer weather. Sound granite is plentiful around Leavenworth and beautiful fall colours surrounded us in this alpine wonderland. Basic rockcraft was taught on top rope to gain experience moving on rock. Plenty of challenging crack climbing was available. Instruction proceeded at a pace suitable for the novice or advance climber. Attention to safety was paramount as we moved into lead climbing on more technically demanding routes. Evening seminars on leading theory and rescue systems filled out our days.

A well deserved five day course break greeted us upon our return to Canmore. The Banff Mountain Film Festival was underway and provided great entertainment and motivation to return to the mountains for the waiting season of winter adventures.

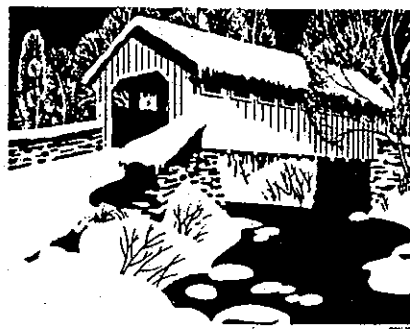
Short sections on leadership development and spelunking took up the early days of November. By this time winter was in full swing and thoughts turned to skiing. Three full weeks of everything from nordic track skiing to back-country powder skiing ensued. Snow pit analysis, back-country hazard evaluation, avalanche rescue, snow shelter building and winter camping skills were covered, along with lots of touring and turning.

The first week of December was spent doing more climbing - frozen waterfall ice this time. Extremely cold temperatures provided lots of sound ice and exciting climbing on Rockies classics such as Lake Louise falls, Polar Circus, and the Weeping Wall filled this section. A final five day trip to the Wapta Icefields wrapped up our

fourteen week adventure. This time we utilized the Alpine Club of Canada hut system, staying first at the spacious Bow hut and later moving north to the more-rustic Peyto hut. From these huts, day trips to climb nearby peaks and ski surrounding slopes were undertaken.

The Yamnusca semester program is exciting and challenging. Those who consider enrolling must be willing to function as part of a close knit group, and must realize that interpersonal skills are taxed easily as much as stamina and endurance. For individuals considering a career as outdoor instructors or guides, the semester program is an ideal starting point. Many of the guides employed as Yamnusca instructors are graduates of the semester course. The fourteen week semester costs about \$6,000 (all accommodation and food is provided, as is most technical climbing gear), and is fully tax deductible as an educational expense. Detailed prospectuses and application forms can be obtained by contacting Yamnusca Inc. Box 1920, Canmore, Alberta, T0L 0M0.

Kirby is a recent graduate in the University of Waterloo's optometry program. He now lives close to the mountains near Salmon Arm, B.C. and will be climbing Mt. McKinley in June '91. This is his first major mountain trip next to his Yamnusca introduction.



Interpersonal skills are taxed easily as much as stamina and endurance



Get Mixing!

Interpretation Canada-Ontario Section is presenting "Mixing Historical and Natural Interpretation", a two day workshop on November 1 & 2, 1991, in Hamilton, Ontario. Session will include Environmental Education, Archeology as a Learning Tool, Interpreting Our Changing Landscape, Multiculturalism and Interpretation, Native People and Interpretation, plus others. If you would like further details, contact either of the Committee members below.

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(416) 755-6030 (H)

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23 Huron Street
Hamilton, Ont. L8L 2S3
(416) 527-7962 (W)
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Green Tours of Toronto

The Toronto Environmental Alliance has just released an 80 page Green Tours guide to environmentally important sites in Toronto. The guide is divided into four parts; Garbage production, water pollution, energy production and wildlife. Single copies are \$5 plus \$1.25 postage. Contact:

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Medicine for the Outdoors. A Guide to Emergency Medical Procedures and First Aid

Paul Auerbach, M.D., 1991, Little, Brown and Co. Ltd., approx. \$18.95

Reviewed by Dave Bishop

Medicine for the Outdoors was written intending to "provide the reader with brief explanations of a wide variety of medical problems and to offer understandable solutions" (pXI). Auerbach certainly has achieved this purpose covering a wide range of medical problems from altitude sickness, to a Black Widow spider bite, to dealing with a fractured leg.

The first three parts of the book deal with first aid procedures, covering in turn the major and minor problems one may encounter in the out-of-doors. Part four discusses specific disorders related to various wilderness settings, and part five covers additional information, such as drug injection techniques.

The first aid techniques described in this book seem to be valid, following closely to the procedures described in most first aid manuals. However, not being a medical doctor and not having a detailed knowledge of medicine, I am at a distinct disadvantage in commenting on most of the medical problems and subsequent treatments which are described in this book. One comment I can make is that the treatments that are set forth require a level of expertise that the average first aid trained person would not likely have. As well, you would need a 'porter' to carry all the necessary drugs and supplies that are described and prescribed for any likely ailments. Pages 328-330 list the necessary supplies recommended in a first aid kit. Included is a list of over 30 different medicated creams, ointments and medications to be administered as necessary. I feel this is excessive. One has to

remember after looking at this list, that, if one is not a medical practitioner one can only treat the signs or symptoms on any particular ailment. If one should administer drugs, in many cases, one will only suppress the signs or symptoms and not deal directly with the actual problems. Furthermore, Section 198 of the Criminal Code of Canada provides that "everyone who undertakes to administer surgical or medical treatment (first aid) to another person or to do any other lawful acts that may endanger the life of another person is ... under a legal duty to have and to use reasonable knowledge and skill and care in so doing." Therefore, legally, only a medical practitioner has the necessary knowledge and skills to make a diagnosis and treat accordingly.

The author does protect himself by putting in the following qualifying statement: "In all cases other than trivial (small cuts, stings without allergic reaction, or mild diarrhea) or minor (minor sprained ankle, small burn, or sore throat) incidents, it is proper to insist upon prompt evacuation or rescue for thorough medical evaluation" (p13). I find this very confusing because Auerbach has admitted the fact that the priorities are to seek medical attention if the situation is anything more than a minor incident, yet he continues to describe in detail how to make a diagnosis and care for many medical problems.

I find this book of little use to anyone who is operating in the outdoor environment, especially those who are responsible for the welfare of children. What is badly

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needed is a book that describes some effective ways to improvise on the standard practises which are taught through first aid courses, not a book that is beyond the realm of what most of us as leaders can do.

After reading this book, I realize that it is very important to keep my first aid current. Taking a one- or two-day course every three years, in my opinion, is not keeping my first aid current. People responsible for

the welfare of their clientele should, at least, read their first aid manuals once every six months. It is easy to slip into bad habits. Let's not. It could make the difference.

Dave Bishop is a first aid instructor who has just returned from a year of travel around the world, including a three-month stint working in the Australian Outback for Outward Bound.



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Contributing to Pathways

The Ontario Journal of Outdoor Education

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

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

Article submissions should be topical, appreciating the scope of Outdoor Education, which encompasses both an adventure and an environmental focus. To this end, guard against specialized detail and jargon considering that your audience may not be at your technical level. Both theoretical and practical material

is important. Subjective non-scholarly sources as well as quantitative and qualitative research works are important as are specific teaching tips, approaches and general Outdoor Education concerns.

Readable natural writing is preferred. Conversational writing styles are easy to read and usually to the point. References as footnotes following the text are important to include in complete fashion where appropriate. Quoting from other sources can strengthen a work but excessive use is best avoided. Better to tell your own tale. There is no formula or mould to fit. The best guide is *Pathways* itself. Your style is 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 2000 to 5000 words, at approximately 250 words per 8 1/2"x 11" page.

Articles can now be processed from computer disks. If possible, please send all submissions on Apple Macintosh disks, in either MacWrite or MS-Word format. 3 1/2" MS-Dos disks will also be accepted.

Mindscales

by Bob Henderson

*Aldo Leopold
worryed that
education and
landlessness
had become
synonymous
in our
thinking*

It appeared I was getting the standard tour. From certain choice offices on the thirty somethingth floor, one can see the Parliament Buildings and other downtown Ottawa sites. There I stood as the tour guide's intent narrative became a blur. I had focused entirely on another view altogether missed by my guide. There, from the choice corner office, one can see the broad sweep of the Gatineau River valley and a long view down and up the Ottawa River. The Gatineau wooded valley and hills was the interior: les pay d'en haut, country way back in, upstream from the colony, outside of planned progress but a landscape towards unconquered powers of knowledge, spirit and imagination. Another progress!

This landscape back in, upstream, was freedom to be . . . with all that was beyond me, but calling me as the calling does for all those who will listen. This is what Bill Mason successfully captured in his films *Song of the Paddle and Waterwalker*. And so I stared into rivers ever flowing, a wolf's howl, a loon's cry, the portage trail, a winters stillness. There remains here the adventure and study so to be claimed by the land. Like the Libertin of the colony of old, the pays d'en haut is still upstream exploration a struggle from the colony for the Self. It is still reachable by canoe routes with paddle or snowshoe, still an area of confusion and liberty in a complex of travelways.

The view of the Ottawa River took me in a more scattered way to those travelways. To places I have been and to places looming in my future, places I must go and places where I must take people as guide. The view was far reaching: native trading parties enroute to Huronia, William Butler in 1870 at the La Loche lookout having

"bird's eye view"; Mary Schaffer's "little journeys" on horseback to the source of the Athabasca and North Saskatchewan Rivers; voyageurs singing or praying their story songs in unison; trader John Maclean's first posting as a boy just upstream; just downstream, Champlain's courageous shooting of the La Chine rapids as a spontaneous feat to win the Algonquins' favour; farther in Etienne Brule sent to learn language, skills and customs would learn too much; later and further in still, David Thompson as a young man would look at the mostly blank map of the time and decide to fill it in. It was all there. This stare was more than a daydream. I had been there with all of them and have lived a thin slice of these lives. This stare into the hills and waterways was freeing my spirit to . . . to be blank, yet to feel so full, so rich in time and space. There was sort of a fire to that stare. The moment reflects not a description of city, river and hills beyond, but a perspective about all this as a whole. There is a startling snapping of "the thread of linear thought so that the mind spins free." Then it was gone, the concrete apprehension fades, but the perspective remains. Albeit, remains in wonder, but in that wonder is the richness of existence as relationships enlarge, as the conversation of living is expanded.

My guide seemed as confused as I was. I had not asked the standard questions. "Where is Sparks Street?" I was not heading in his direction of thought at all. But there was a direction to my muse. "The making of geography," geographer James Wreford Watson might say. "The opening of spaces for cultural futures," anthropologist James Clifford might suggest. "Going forward to Nature," ecologist Stan Rowe

might add. While these three ideas are not equal to the same thing, they do coalesce in my mind as a plea to be self-determined. Watson, Clifford and Rowe all seek to open our collective imaginations, our spirit for possibilities and broaden our knowledge in relationship to our place and our culture. All three pertain to reflections as to how we are in relationship. They encourage change in relationship. We are not as book written, but rather as a book writing our story; as we "make" what our geography is to be, as we "open" spaces of utopian impulse for culture evolution, as we go forward "to" Nature.

But then, let us remember, the difficulties. There, ever present in *les pay d'en haut*, is nineteenth century explorer Samuel Black, further in still, upstream on the Findley River thinking, "alas, how fallacious," all this attempt to grasp the immensity of the moment in expression. How unsuited we are to the task of expression for our relationship with ourselves with nature. Yet, how important to willingly humiliate ourselves at the task. I think Samuel Black knew that.

Outdoor Educators take people outside into so called wilderness, into nature; really into the hills beyond, upstream. With what vision do we take them there; a vision for the "pay d'en haut" and its living past and future or for Sparks Street and the immediately societal landscape as our definition.

Aldo Leopold worried in the 1940's that education and landlessness had become synonymous in our thinking. Is Outdoor Education, its very existence as an acceptable label, evidence of this state of cultural affairs? If deemed so, then the challenge of Outdoor Educators is not the emphasis of either technical and physical competence (skills) or informational acquisition by way of the natural sciences, or a combination of the two. The former, the conventional perception of adventure-based learning and

the latter the standard view of environmental education. The combination of the two filling the umbrella term, outdoor education.

The chief deficiency of too many programs of outdoor education resides in their failure to address the growth of a particular self awareness; that self awareness that concentrated interaction with nature can afford the individual. Now, that is the



challenge for outdoor education and the mindscape that filled my gaze for a brief moment on that thirty somethingth floor.

When performance skills projected as technical and physical competencies and informational acquisition dominate our aspirations as educators, we lose the root knowledge of ourselves as grounded in the earth, we lose as engaging spirit and we lose a creative imagination with rich possibilities.

Bob Henderson is on staff at McMaster University.

Endnotes

1. Presented here is an expansion of an earlier attempt to convey this personal moment in time, originally in *Reflections of a Bannock Baker Canexus: Celebrating The Canoe and Canadian Culture*. James Raffan and Bert Horwood (Eds) Betel Guese Books, 1988, p 177.
2. Till Cahill, A Camp At The End of Time, in *Jaguars Ripped My Flesh: Adventure is A Risky Business*. Bantam Books, New York, 1987, p 303.

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Membership Application Form

(Please print)

Name: (Mr., Mrs. Ms) _____

Address: (Street or R.R.) _____

City _____ Postal Code _____

Telephone: (H) _____ (B) _____

Position: _____ Employer: _____

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

University/College if full time student: _____

I am in the _____ Region of COEO.

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

Please check: New Renewal Membership # _____

Fees: (circle)

Regular: \$40.00 Student: \$25.00 Family: \$52.00

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

Please allow four weeks for processing or change of address.