

Pathways

Volume 4, No. 3
April, 1992

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Council of Outdoor Educators of Ontario

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Pathways Editorial Board

- Co-Chair: Bob Henderson**
Dept. of Phys. Ed., McMaster University
Hamilton, Ont. L8S 4K1
(B) 416-525-9140 ext.3573
(H) 416) 627-9772 (Fax) 416-527-0100
- Co-Chair: Mark Whitcombe**
34 Blind Line, Orangeville L9W 3A5
(B) 705-435-4266 (H) 519-941-9966
- Mary Jeanne Barrett**
RR#1 Orangeville L9W 2Y8
(B) 416-846-6060 (H) 519-942-0075
- Clare Magee**
c/o Seneca College, King Campus
RR#3, King City L0G 1K0
(B) 416-833-3333 (H) 416-727-3889
(Fax) 416 833-2085
- Barrie Martin**
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Dorset POA 1E0
(B) 705-766-2451
- Bruce Murphy**
RR#1 Cobalt PO1 1P0
(B) 705-672-3544
- Arnis Pukitis**
60 Wellington St., Box 40, Aurora L4G 3H2
(B) 416-969-8131 (H) 416-883-5199
(Fax) 416-773-1932
- Merrily Walker**
52 Highland Ave., St. Catharines L2R 4J1
(B) 416-682-7239 (H) 416-682-6539

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Pathways is printed on recycled paper.



All of us on the *Pathways* Editorial Board decided that since, in Outdoor Education, there are more students than teachers, it was appropriate that they be given room in the magazine to share their enthusiasm, voice their concerns, exhibit their artwork and publish their poetry. Sometimes the clear perceptions of youth are squelched, smothered or discouraged just when they should be welcomed, applauded and heeded.

Our youngest contributor is Kristin, a 5-year-old from Adjala Central Public School, Simcoe County. Our oldest is 'Jake' Fallis, from the Boyne River Natural Science School, who is now on sabbatical, studying in B.C.

*Mary Jeanne Barrett,
Merrily Walker,
Associate Editors*



Flower reprinted with permission from *TAMARACK* magazine

State of the Art

We enjoy having so many contributors in this "kids' stuff" issue. The cover is by Robert Bull from Mayfield Secondary School in Peel. Joanna Pauls from McMaster University did some of the pen and ink drawings. Mark, from a school in Hull, Quebec, drew the quinzee cartoons. The Inuit art is from students of John Kaandorp at Peter Pitseolak Public School in Cape Dorset, N.W.T. The ulu or woman's knife is by Elaila Pitseolak, and

the inukshuk or stone figure is by Alasi Samayualie. These illustrations were used to produce hasty notes as a school fundraiser. Barton Ostrom from the TAMARACK program at MacKenzie High School did some pen and ink drawings as did Alison Gabel who was a participant in the EARTHLENS project. Katie Hanna provided pencil drawings from EARTHLENS.

Over the past couple of weeks I have had a number of phone calls from members inquiring about the revised Catalogue of outdoor education facilities, programs and resource staff across Ontario. You will be pleased to learn that the "new" catalogue is scheduled for distribution in the next couple of months. Final corrections have been entered into the database, thanks to Mark Whitcombe with the help of Regional Representatives. The revised catalogue will contain a wealth of information and will be a definite asset to all educators.

The Office Committee has been working diligently over the past few weeks refining the staffing/office strategy for the Council. You will notice the advertisement for an Administrative Assistant in this issue of *Pathways*. The council is also investigating grant programs which may be available to offset some of the costs associated with various administrative functions as well as space. The Office Committee will report back to the Board at the June meeting.

Barb Weeden has agreed to take on the responsibilities of COEO Merchandise Co-ordinator. Thanks Barb! Barb is very enthusiastic about her new responsibility and has already created a new line of COEO promotional items and merchandise. Barb plans to present a merchandise proposal to the Board at the April meeting.

Eastern Region (via Ian, Ariane, and Gina) has been asked to consider hosting COEO's annual general meeting and conference in 1993. We hope to have an answer from the Region by April. So any members out in Eastern Region interested in working on the '93 conference contact Ian, Ariane or Gina about your ideas.

The Council has renewed its membership in the Conservation Council of Ontario for 1992 and has also joined the North American Association for Environment Education (NAAEE) as an affiliate member for 1992. As an affiliate member, COEO enjoys the benefit of information exchange, professional development opportunities for our members, newsletters and journals, and the opportunity to comment on issues affecting education.

Finally, I would like to thank Ella Wiustchariuk for her effort and enthusiasm while working for the council during the past 40 weeks. (You will recall Ella was employed through an Environmental Youth Corps program in partnership with the Ministry of Natural Resources — Leslie Frost Centre.) Ella worked to initiate a database of COEO policies and procedure, provided information to COEO members and also worked with members on a variety of workshops, including the successful Make Peace With Winter workshop. Thanks Ella!

Have an enjoyable spring! (Let's hope this snowstorm ends soon!)

Kathy Reid
President, COEO

Creative Atmospheres Create Creative Writing

By Brian Swan

Outdoor Education Consultant, Western Quebec School Board

■ We are all familiar with the cross curriculum advantage of Outdoor Education. One of the subject areas I try to incorporate into many of our activities is that of creative writing. How many times have you encountered that special experience, gazed in awe at breath-taking scene or felt those goose-bump-producing feelings and wished you could find the words to describe them? I have had enough to write a book, if only I were a creative writer. The student who wrote the following two articles does not have to deal with this frustration.

Mark is a Grade 8 Special Education student in a social adjustment class at Hadley Junior High School in Hull, Quebec. Mr. Malcolm Campbell brought this class for a three-day winter residential visit to the Kalalla Outdoor Education Centre, operated by the Western Quebec School Board. Two of their activities were "Make Peace With Night" and the building of a quinzee. I submit to you for your enjoyment two articles written by Mark on his feelings during these activities.

...the lyrics of a song slowly filling the dark void of the night.

Peace With Night

In the snowbank, a ridge between the seldom used road and the pine sentinel forest, I camouflage myself by covering my body in snow like a hare hiding from a predator. I peer up to the sky and watch the clouds. They are the lyrics of a song slowly filling the dark void of the night. I see the moon. It looks like a ball of yarn impaled on a giant knitting needle. I twist my bare hands into the snow and taste it. It tastes cold and freezes the end of my tongue. I turn my head to the right. I listen intently to the trees whistle like a

cowboy singing to the lonely ruins of the desert. I thrust my hands underneath me and rummage through the snow. It feels packed like hardened wax from a candle. I lean over and smell the tree. It smells like herbs in an Italian spaghetti sauce. I then lie down and look at the moon. I dream that I am on the moon in total silence—no-one to talk to, no sign of humanity at all. I feel like an ant in the desert with miles still to go and adventures still to come.

One Night of Hibernation We Dug In

I sit here with my partner. I think happy thoughts. I stop writing and look at the wafting candle. I think back to the olden days and how the huts were lit up by candle. I feel like an Eskimo. I look at my silent partner resting. He looks like a sculpture in a lonely part—always keeping the same position. The heat in the quinzee is very comforting. We feel like two people in a tent in mid-June.

I lay my head back into my pillow and stare at the roof. I see sparkles like diamonds, but I resist my temptation to grasp them. My partner sticks his finger into the roughly shaped wall. The snow takes the shape of his finger. It gives me a good feeling to be in this hut. I feel protected — isolated from any living person or creature.

■ *I am sure you have had feelings like this...don't you wish you could express them as well!*

If you are not already incorporating creative writing in your outdoor activities, try it. You may have a future author in your group; at the very least, you will have allowed your students to process much of their experiences in a creative way.

Build a snow mound and let it sit for 2 hours.



Dig out the tunnel and the inner room. Make sure the walls are atleast 1ft thick.



Shape the walls with a shovel, bucket or outdoorsmen tools.



Push out all the snow. Make sure its about 1 meter from the door and make a small wall to prevent the cold from entering the door way



Wow-you have built a Quincey!



An Inuit Prayer

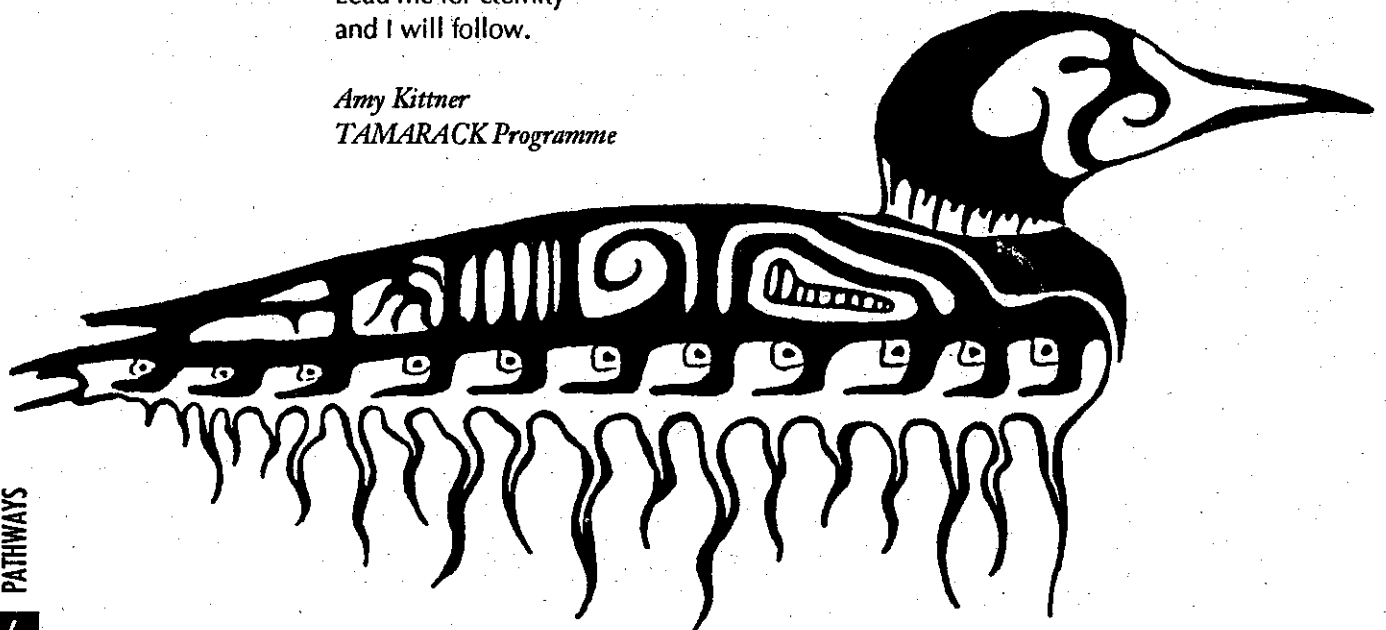
O Mookwa,
Great Spirit of the North
Your magnificent beauty
is reflected in the water,
where it extends your soul and your peacefulness.

O Mookwa,
Great Spirit of the North
Guide me to the great abyss
and take me to the gateway.
Help me to be as pure as you
and to learn all of your ways.

O Mookwa,
Great Spirit of the North
Your stunning white necklace and
handsome black head are envied.
The shining Northern Lights,
they dance just for you.

O Mookwa,
Great Spirit of the North
Call to me
for I will answer.
Lead me for eternity
and I will follow.

Amy Kittner
TAMARACK Programme



Message To Our World Leaders

by Carolyn Finlayson

■ *“What would you like to say to a United Nations conference of world leaders in government, industry, science and non-governmental organizations?”*

M.J. Barrett and Martha Walli asked students in their Science and Society OAC course at Mayfield Secondary School (Peel) to consider this question in the take-home portion of their final exam. Here is one student's response.

Ladies and Gentlemen. Our topic today is sustainable development. This term first hit the public ear with force in 1987 with the report of the Brundtland commission on the environment entitled Our Common Future. This was a blueprint for nations around the world to approach the environmental crisis of today with a standard goal. Sustainable development was then defined as “a process of change in which the exploitation of resources, direction of investments, orientation of technological development, institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations.”

This definition of sustainability will no longer suffice. Our human “needs and aspirations” are in conflict with those of the planet, and we cannot try to heal this earth with those goals in mind. We speak a band-aid language, and it is reflected in our solutions to problems. Examples are: sweepers installed in industrial smokestacks instead of reducing or eliminating smoke using less energy or a different source, or waste sites such as Love Canal which are capped with clay and soil, installed with a drainage system and left as a pool of underground poisons.

The only way to heal the damage to the planet is to think in terms of the planet, not in terms of ourselves. We must enter a planetary paradigm instead of a human-

centred paradigm. The inherent change in values will affect us in all areas, but the ones concerning us are definitions of economics, progress, science, technology and education. This paradigm has been explored by two recent movements. Deep ecology and Ecofeminism, which respectively recognize our present paradigm as anthro- and androcentric, suggest a biocentric attitude as the only way to understand our impact and repair the damage we have done.

As we shift from a human-based concept of sustainability to a planet base, defining human progress in terms of our Gross National Product will become obsolete. Progress will be based on healing, not on consuming. A healing process cannot be measured in monetary terms.

This means changing our concept of economics. Our present definition of economics will always be odds with any truly sustainable action, because it relies on the continual production and exploitation of owned resources. Exploitation of oil, ores, forests and farmlands have fueled societies “growth” at the expense of the environment. Environmental actions have been established on what is economically viable, and therefore directly profitable to humans, instead of what is best for humans in a finite world of resources and life cycles. An example is the misconception that renewable energy sources are not feasible. My friends, they are not feasible because little profit can

*We must enter
a planetary
paradigm
instead of a
human-centred
paradigm*

When you make decisions ask yourself whether they favour profit of humans, or the health of the planet.

be made in their use.

With the emphasis of economics shifting from what we want to what we need, science takes on a different role. Instead of a reductionist approach to research in military, chemical and pharmaceutical industries, funds should be channelled into understanding this planet, gathering the knowledge of cycles and balances we need to repair the damage created by our present paradigm.

Future technology cannot be developed for the sake of growth and resource exploitation — it must be to reduce our need for resources and our strain on the earth. Instead of saying “more” lets say “less,” and try to repair what has been destroyed. Technology has been called an answer to a “perceived human need,” and as our paradigm changes, our needs change. Technology must now focus on a perceived planetary need, which is health.

To encourage these changes, we must start with education. In his article entitled “The End of Nature,” Bill McKibben conjectures that the further isolated we become from the natural world, the less likely we are to return to heal it because of a lost sense of wonder and awe. We must start instilling this wonder in children. We must teach not within a paradigm of consumerism, reductionism, and materialism, but within a paradigm based on the ideas of deep ecology and ecofeminism. This wonder will be possible only when children sense their lives as being one link within a great chain of lives and species. We must rejoin the balance of the natural world and change the values that we uphold in our educational system.

This is a message of hope from the younger generations of the world, and it is a plea. You are in the difficult position of passing legislation in your countries which will affect the future of all life on this planet. Capra identified the heart of the

ecological crisis as “ecological shortsightedness and corporate greed.” Please, we can no longer afford to be greedy, and we no longer have excuses for shortsightedness. When you make decisions in the next few days, ask yourself whether they favour profit of humans, or the health of the planet.

Bibliography:

The body of knowledge we have covered in the course directly influenced the ideas and their presentation in the essay. This is extremely hard to document, so I will list only the articles which have direct quotes or use of ideas in this essay.

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San Francisco: Sierra Club Books, 1990

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Classical and Contemporary Readings.

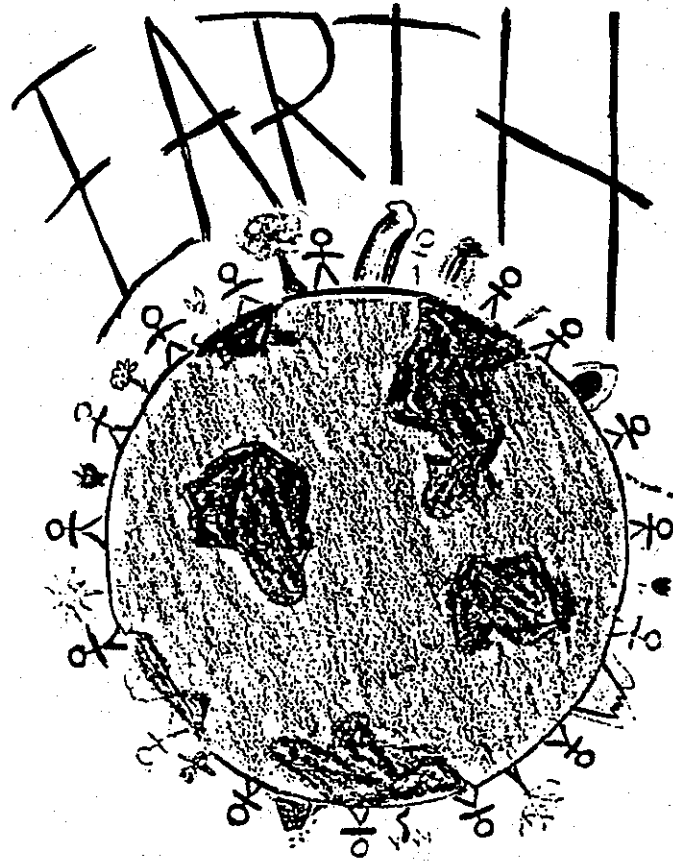
Toronto: Wall and Thompson. 1989

Carolyn Finlayson is an OAC student at Mayfield Secondary School in the Peel Board of Education. She has her feet firmly rooted in the earth and plans to pursue a career as a writer.

The Earth

If you care about the Earth,
Plant a tree and give some birth.
Try to recycle as much as you can,
Pollution really ruins our land.

*By Gerry, Grade 3,
E. C. Drury P. S., Milton*



Katie Hanna

Temagami Awakening

by Robin Walker

On a July morning four years ago I sat by a lake in Temagami waiting for a rainstorm to pass. Twenty-four girls and our counselors were split into two groups to venture into the wilderness for four days. Once our gear was water-proofed and our canoes ready for the voyage, we left the mainland in search of adventure. Now, I recall warm rain, portages built for real women and beautiful morning sunrises. I had never felt so far from civilization and so close to the real me. This trip was a challenge I wanted. I had never heard of Temagami before except in news stories about Red Squirrel Road, a route taken by logging trucks. At that point I did not know the effects of logging, the scars it left behind. It did not involve me.

In the three days before our group reached the underpass for the logging road, I saw many things I would never experience even fifty miles from Temagami. We portaged over beaver dams and quietly paddled down a river no more than two metres wide. I saw moose, mating frogs, ducks, geese and a variety of other birds and at least ten thousand mosquitoes (I got used to them.) At night I would often lie awake listening to the bullfrogs croaking, the mosquitoes buzzing or the distant snapping of twigs as animals walked around our campsite. I saw the beautiful heavens lit up by millions of tiny stars. There were no fluorescent street lights to compete with what used to be our ancestors' only means of nighttime navigation. Days and nights in Temagami were part of an experience like no other.

As we approached the bridge of Red Squirrel Road, signs posted along the

banks in at least three different languages told the sad tale of ruined land. These signs suggested that we place rocks on the road to prevent the passage of logging trucks. Now I wish that I had climbed from my canoe and done so.

Two years after this trip, I heard that a group from my high school was going to protest the logging in Temagami. I thought about the great time that I had had there and I recalled the beauty of the forests. I would go and protest. This would be my rock to place on the road. We marched through the streets of St. Catharines shouting, "Red Squirrel Road must go!" and waving banners. I wrote letters to powerful people—but still the logging continues.

Now after the unforgettable experience of Temagami I am doing my part to keep our world clean. I recycle household goods, all of our relatives compost, my school notes are recycled, I used old grocery bags for carrying my lunch and take my reusable glass bottle of juice to school each day. It isn't just a fad anymore.

Probably people will still take trips to Temagami and paddle the now contaminated waters. They will see the beautiful surroundings and I hope they will be able to recall the scenes in later years because they may not last forever. If our world is to be more than just a memory, please do your part and think, not just of tomorrow but of all the days after, too.

*Robin Walker, 18 years old
St. Catharines Collegiate*

Thoreau's Walden

A Review by Emily Doubt, TAMARACK Programme

■ The margin quotes are excerpted from journals written by TAMARACK students, who as Thoreau encourages, tried "the experiment of living."

When Henry D. Thoreau traveled to Walden Pond in March, 1845, he went to conduct an experiment; a marvelous and practical experiment of economy, of his philosophy, and of life. He cut each log for his house and dug his own cellar, and thereby enjoyed his humble hut more than any king could enjoy his palace.

Thoreau left Concord, Massachusetts, to escape all the townsfolk who were, in his opinion, artificial men condemned to dig their own graves as soon as they were born; forced by their ancestors to work the land on the family farm. He believes we are all slave drivers—of ourselves, working ourselves to death for houses and luxuries and subsequent happiness, but if we worked less hard we would be much happier for it. As Thoreau puts it, "when the farmer has got his house, he may not be the richer but the poorer for it, and it be that the house that has got him."

His house in the woods, a mile from any neighbour, on the shore of Walden Pond, allowed Thoreau to live life as he thought it should be lived; by earning one's living by the labour of one's hands only, and omitting all things unnecessary.

For more than five years Thoreau maintained himself solely by the labour of his hands, and discovered that by working about six weeks in a year, he could meet all the expenses of living. Throughout the winters and most of the summers, he studied, thought, and enjoyed nature. His townsmen said this was selfish, but Thoreau

responded that "you must have a genius for charity as well as for anything else. As for doing good, that is one of the professions which are full."

During his summer evenings and during the long winters, one of Thoreau's favourite activities was reading. He admired many authors, old and new, but lamented the fact that most men never read any of their works, and that their language often went out of date long before their principles. "The heroic books, even if printed in the character of our mother tongue, will always be in a language dead to degenerate times; and we must laboriously

Emily:
"Today was a memory day."

Emily:
"This experiential education thing is really my bag. We sit and do our supper dishes during our science class on dissolved oxygen. We do our English class around a campfire or on a rock by a glassy lake, and our phys. ed. all day. It sure beats the classroom."

seek the meaning of each word and line..." Little did Thoreau know that his book would become one of these classics.

Every afternoon, Thoreau would go for a walk, sometimes eight or nine miles, to pick huckleberries, to see the country, or just to go walking. There were many ponds in the area in the valleys between the hills. Thoreau would spend many afternoons

studying the water and the wildlife in the surrounding ponds, comparing them to his own, Walden Pond.

Thoreau was a nature lover, a nature observer, and respected the wild greatly.

Gillian:

"This has got to be the coolest science thing I've ever done. I can't believe it's actual research — being published and everything. Tomorrow promises to be a little more difficult than today. Microscope work and assays should be neat!"

He says wisely, "if a man walks in the woods for the love of them, he is esteemed a loafer; but if he spends his whole day as a speculator, shearing off those woods, he is esteemed industrious and enterprising, making the earth bald before it's time." Thoreau lived as some would call a loafer, and nowadays we are wishing we had lived more like him back then.

With the changing seasons came a change in the animal life around Thoreau's house. He studied these animals closely. He observed three ants battle under a tumbler on his window sill, he played games with the loons on the pond, and the mystery of the wild only nurtured more curiosity. He would often deliberately put

scraps of food by his doorstep so that he could watch the various creatures that came to eat them. His immense love of nature is summed up in this quote: "I once had a sparrow alight upon my shoulder for a moment while I was hoeing in a village garden, and I felt that I was more distinguished by the circumstance than I should have been by any epaulet I could have worn."

After two years at Walden Pond, Thoreau left the woods to live in "civilised" society again. The reason for this, he says, is "I left the woods for as good a reason as I went there. Perhaps it seemed to me that I had several more lives to live, and could not spare any more time for that one." He continued after that in his quest for truth, reality, and enjoyable life.

The book "Walden" is a detailed description of Thoreau's experience at Walden Pond, and contains many of his philosophies of life.

Thoreau's experiment in living is not at all unlike the TAMARACK experiment in education. The purpose is basically the same: ours is to learn outside of the traditional classroom setting and his is to live outside the traditional city setting. He asks "how could youths better learn to live than by at once trying the experiment of living? Methinks this would exercise their minds as much as mathematics." He removes himself from civilised society as we

Gillian:

"Another great day I think! Hiking was much easier. I would forget all about the pain in my shoulders and thighs..."

Barton's rambles:

"[Water's] Damn cold when it slops on your hands. Hate to fall through. Sang songs together in a circle tonight. Bert Horwood told us the second part of Jumping Mouse's story. It makes you think and reflect. Feel wonderful, refreshed already tonight. Traditional storytelling. Everyone's getting involved. This camp is really pulling us together as a group. It's wonderful."

diverge from mainstream high school. The areas of study are identical. Thoreau goes to Walden Pond to read, write, think, study nature, and to live in the outdoors; we simply call it journalism, environmental science, and outdoor education. The activities are also very similar. Thoreau writes a book, builds his own shelter, learns survival techniques, and among other things measures depth, water temperature, ice thickness, and examines aquatic life in Walden Pond. The only things we are doing differently is that we are writing a magazine, building temporary shelters, and chemically analyzing lake water in order to study aquatic life in addition to the physical tests. The findings, though for us are not as yet complete, are in some ways the same; we have both learned that man can live without the luxuries Thoreau describes, as cleanliness, gourmet cuisine, and purified water. I am sure, like Thoreau, we will all be nicer, wiser, and more appreciative people for our experience.

The ideas presented in "Walden" are very interesting, especially for a student in the TAMARACK program, but also for anybody else. Thoreau writes vivid descriptions, fascinating metaphors, and helps the reader see into his home at a satisfied, wise and wild man. Although I agree with some of the opinions

wholeheartedly, (some I don't), I find them hard to apply to real life, and I think he has not exactly applied them to his life.

His near mansions in Concord certainly do not reflect his opinions on luxuries and necessities in houses emphasized near the beginning of the book.

The concepts of the book were valid when they were written, are still valid, and

Gillian on real life work:

"We worked straight from 8 a.m. till 4 p.m. with only a 15 minute break: 7 hours and 45 minutes, holy! That's the most I've ever worked straight."

likely always will be. However it is becoming increasingly more difficult to visualize them in practice in a hi-tech, fast-paced, businessman's world. The contrasts between the language of the mid-1800's and English of today add to this effect.

Emily Doubt is a student in TAMARACK, a 3-credit course based in 'real-life.' (see the October 1991 issue of Pathways.)

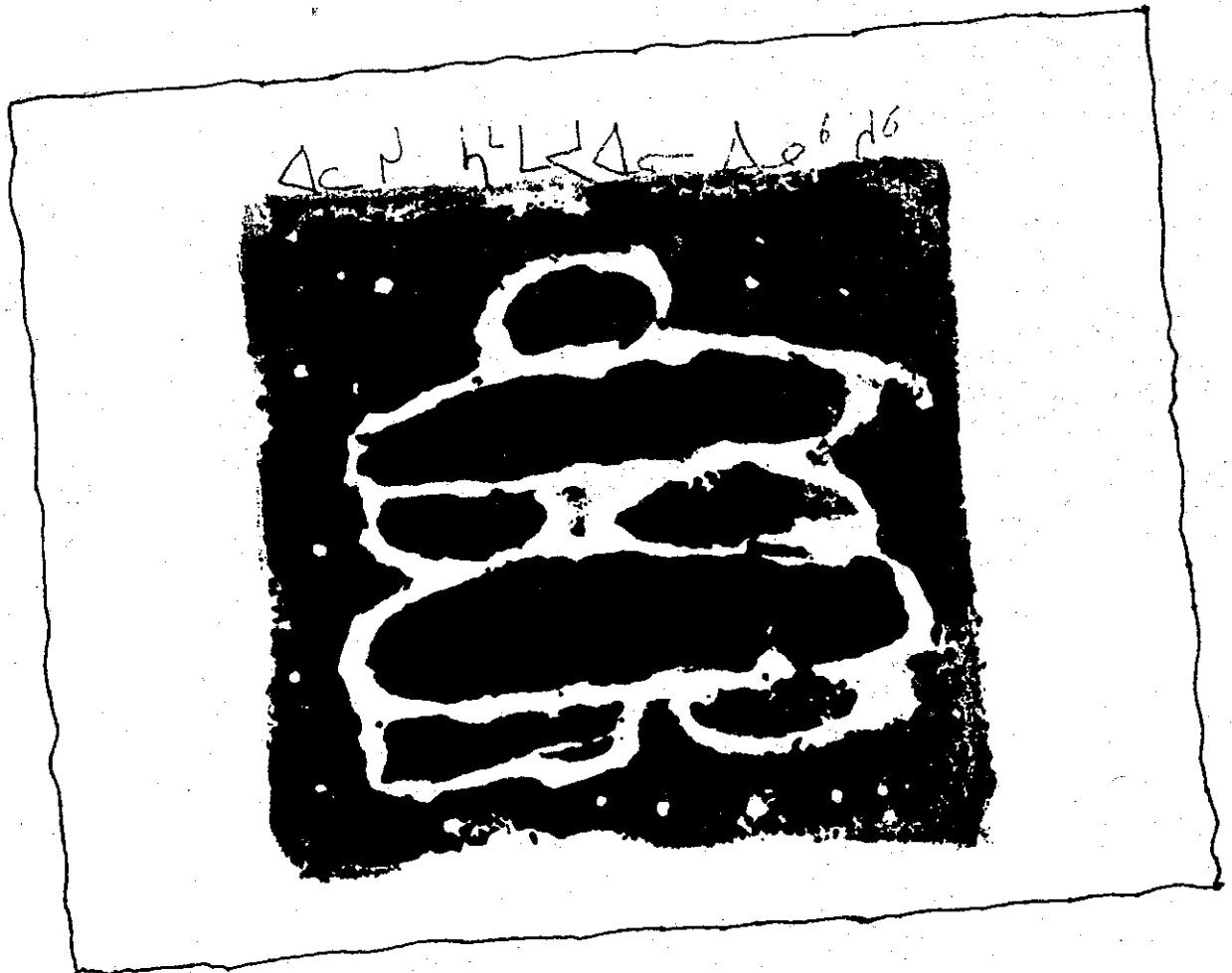
Emily:

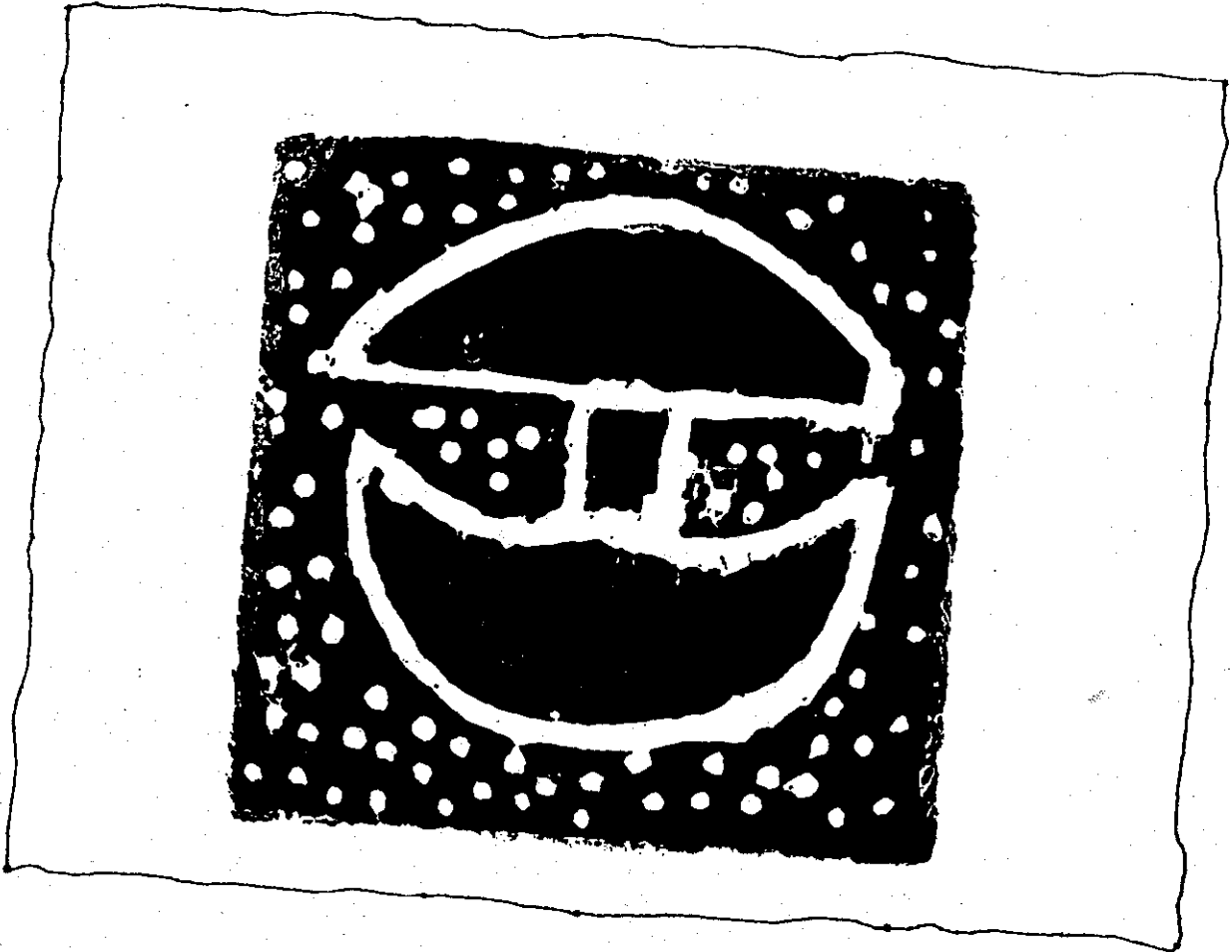
"We're sleeping in snowshelters tonight and I'll probably either boil or freeze and I'll undoubtedly be wet. But this is survival, this builds character, this is TAMARACK, eh?"

Owley The Owl

Owley, the owl was very smart.
One day he went for a fly to his friend's house and had a bite of mouse to eat.
Then he said, "I'd better be going."
On the way home he heard a scream. A hawk was chasing his friends.
He helped them get away and was a real hero.
He went home and told the news. It was the happiest day in his whole entire life.
His friends were all very proud. They gave him a flap!

*Tara, 7 years old
Adjala Central Public School, Simcoe County*





Bunny Hole

We went into the pine woods.
Robin and me followed a track.
We found a bunny hole. We didn't see any bunnies.
There was deep snow.
The bunny hole was small.
There were mouse tracks too.
The mouse tracks were very tiny.
My dog stepped all over them.
There was lots of snow and it was freezing.
We lay down on the snow.
We waited for the bunnies.
They didn't come out.

Kristin, 5 years old
Adjala Central Public School, Simcoe County

Wolf Awareness Inc.—Through Education Dispelling the Myth

by Brian MacTavish



*give a new
generation of
children the
chance to learn
the facts of
wildlife
behaviour*

■ *“Wolf Awareness Inc. is a non-profit, charitable, federally-funded foundation. Their mandate is to develop, produce and distribute educational kits and information featuring the ecology of the gray wolf and its position in the wilderness heritage of North America.” (p2, Howlings Newsletter, Volume 2, Issue 3.)*

Howling at you over the phone, *Canis lupus*, the gray wolf, sends a riveting rallying call to save the wilderness. The sound transports you instantly to a tree-lined shore in the Shield, as the “Wolf Line” answering machine at Wolf Awareness Inc. tells you that the dedicated people who put many hours into this organization are genuine, serious and creative. (Calls to “escape” your hectic surroundings for a few minutes of “wild” listening to the recording probably would be understood!)

The Wolf Awareness Inc. foundation is composed of educators, concerned public and researchers such as John Theberge. They believe that through sharing the vision with active educators, they can give a new generation of children the chance to learn the facts of wildlife behaviour. The leader of the pack is seasoned educator Chairperson, W.H. (Hank) Halliday.

The Niche of Wolf Awareness

Hank Halliday and others lead activities focused at two levels:

1. An exciting, innovative, integrated studies programme directed at the junior grades with student-centred activities.
2. A quarterly newsletter, *Howlings*, and teacher guidebooks address issues concerning wolves and wilderness, keeping readers informed of the latest

developments/research so that they can take positive action in writing decision-makers with concerns about ecosystem treatment.

Why Wolves? What about...

We do not have to look far to see how many of our resource managers struggle to overcome the short-sightedness of past decisions, dated economics and biases. High-order predator destruction is not wildlife management—it is wildlife annihilation. Through preservation of the wolf in its natural habitat, Wolf Awareness Inc. supporters feel that the first steps are made towards new attitudes of valuing our wilderness legacy.

“Who Speaks For The Wolf?” is a challenge Bert Horwood and others have given in response to an area easily overlooked in Project WILD. (see *Pathways* Vol. 1) Southern Ontario faces plant species endangered due to over-grazing by white-tailed deer. Since few areas have protected predators, wildlife managers and animal activists now battle over controlling the prey species, an action that the natural predator species could have done best, under efficient control—“economically.”

The more I trek the land and water in all seasons, my certainty increases—there is a reason, order and balance in the web of life. Whether you attribute it to evolutionary selection, chance, pure luck, or a divine

creating God as I do, there is a purpose for wolves and other predators to exist in the ecosystem's mix of checks and balances. Wolf Awareness Inc. seeks to help expose the facts of one species and its intricate interrelationships, extending the foundation's overarching theme to all living things and their environment in which we ourselves live.

Howling The Message...

Wolf Awareness Inc. ran their first Board-sponsored PD workshop in London, 1990. There has been a steady growth, with mention through David Suzuki's "The Nature of Things." The two main resources of their programme suggest imaginative and integrated active learning for children inside and outdoors:

a) Wolf Awareness Programme Kit

This is a workshop-obtained resource, consisting of 35mm slides, video footage, original artwork, student handouts, overhead projections, audio tapes and a Teacher's Guide with wolf bibliography. Workshop participants may follow a radio-collared dog, converse with wolf researchers, do 'wolfy' art, study anatomy, prey and of course learn W.S.L. (Wolf as a Second Language.)

b) Follow My Paw Prints

Your class/Centre may purchase a \$50.00 share (no administration fee) in a radio collar placed on a wolf in Algonquin Provincial Park. The radio collars cost researchers \$450.00. A small investment gives students an active part in the work, adopting a wolf to follow for a year. Follow My Paw Prints participants receive:

- A write-up on the collaring event authored by the actual researchers who collar the wolf.
- A map of Algonquin Park with the location of contact marked to start.
- Radio location reports and information on the wolf as it is

received from the researchers during the year. Students can imagine events, and plot wanderings and territories on the map.

Pack Plotting and YOU

I spoke with Judy Prophet, a teacher with the Durham Board at Thorah Central School, Beaverton, who advises the school's "Save the Environment" Club. Students raise money to support environmental projects such as the Follow My Paw Prints programme. She has found that the students are excited to be following a "real live wolf" on the hall map!

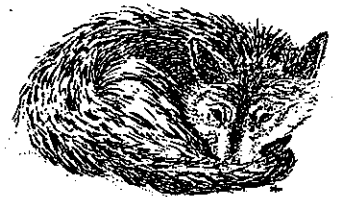
"July 19th @ 10:00am. On our second flight of the day, the Grand Lake wolf had moved east on the logging road to her position 1.5km E of the last location, but on the N side of the road."

Try reading *The True Story of the Three Little Pigs* (by A. Wolf...as told to Jon Scieszksa) as a humorous spark to student discussion.

Those interested in supporting a workshop in the Toronto area in the spring of '92 should call (519) 293-3703 to be put on the tentative course list, or write:

Wolf Awareness Inc.
G-2 Farms
RR#3, Ailsa Craig
Ontario, N0M 1A0
\$15 Membership (includes 4 newsletters)

Soon the strangely beautiful spine-tingling howl will no longer strike paralysis and fear. Instead it will create awesome wonder and respect for one of the many creatures whose ways have long been distorted and maligned. Understanding is increasing. It is not too late; with our support, yet another worthy research/education project will make a difference!



Wolf pup by Sylvia Halton, WAI, who lives "near" Algonquin, and is "in" most frequently!

Brian MacTavish is the Fair Glen Outdoor Christian Education Director. He offers programmes for schools across Ontario. He and Diane have two male pups at their den along the Trent Canal near Beaverton.

Confetti Box



The following activity is one of many in the *Wolf Awareness Inc. Teachers Manual*. It can easily be used in other themes or subject areas as best suits an educator's program.

Objectives:

After constructing a confetti box and filling it, students will be able to explain a number of words related to wolf research.

Instructional Strategies:

1. Give students a small container. A commercially produced crayon box 14cm by 4cm by 6.5 cm as used in the primary division is ideal. If you choose to have the students make their own boxes as a craft activity, it is suggested that bristol board or similar material be used to make it more durable.
2. Make available small pieces of cardboard or heavy paper approximately 2.5 cm by 3.5 cm in size.
3. Instruct the students to research one special word about wolves. When they know everything possible about that word and how it relates to wolves, it is printed on the piece of paper and placed in the box.
4. Instruct the students to repeat this activity until they have a reasonable

number of "pieces of confetti" in their boxes. This will vary as to the abilities of the students and the desires of the teacher. In the case of the **Wolf Awareness Inc. Educational Program** six words are needed to complete the Junior Award, 12 for Senior and 24 for Expert.

Assignment:

1. Decorate your confetti box with a scene that illustrates the name of a particular wolf pack in Algonquin Park. (Wolf packs are traditionally named after a body of water within their range.) No words may be used and all sides of the box must be used as a continuous scene.
2. Give your box to someone else and announce that you are a wolf researcher.
Ask this person to pull out a piece of paper and read the word. Explain what the word means and how it applies to the wolf.

Assessment/Evaluation:

When applying for an award, the teacher conferences with the student and using the confetti box evaluates the student's understanding of wolf ecology and the wilderness environment.

Magic Spots

■ *We seldom have a chance to be alone. We have even fewer opportunities to be alone in the outdoors. These poems and stories echo the voices of children alone in the outdoors during Magic Spots experiences at the Dufferin Board of Education's Outdoor Centre. Dave Lyon has adapted the Magic Spots activity from Steve Van Matre's acclimatizing activities.*

Dear Tara,

How is your magic spot—mine is wonderful. I will describe it to you. I am sitting on a chunk of old log which is damp and soft. It has some moss on it and a few tiny fungi. The moss is springy and the blue thing I'm sitting on is soft, so I'm very comfortable. I sort of feel like I'm sitting on an old man's lap. It's like these series of logs are from one of the great great grand daddies of the forest—an old monarch tree who knows his time of ruling is at an end, but is content to sit here and decompose slowly while he watches his great-grandchildren flourish before him, while he fertilizes the ground for them—helping them along.

I am surrounded on all sides by trees of all sizes and ages. The forest floor is covered with a carpet of seedlings—their

leaves fluorescent yellow and green, changed by the coming of fall. When I look up, I can only see tiny spots of daylight peeking through the blanket of leaves. I have seen a chipmunk and a black squirrel so far, and neither of them seemed to notice me.

I could go on writing to you forever about my magic place, but alas, time grows short, and time to leave is drawing near. I know because Mrs. B. just came by and told me I could have five more minutes to finish up. I feel like I'm a part of this log now. I don't want to get off of it. I hear voices, so now I'll end my letter.

From Julie

*Julie, Grade 8
Parkinson School, Orangeville*

*...an old
monarch tree
who knows his
time of ruling is
at an end*

The Chipmunk

I was out on the
Grass on a hot fall
Day observing
A chipmunk as he
Observed me.

Ryan, Grand Valley District Public School

It's A Nice Feeling

It's a nice feeling to be
Out in a nature world.
It's a nice feeling to hear
The birds singing.
It's a nice feeling to be
In a world without pollution.
A magic spot is a nice feeling.
It's a nice feeling to be
Under the warm sun.

*Andrew, Grade 5,
Grand Valley Public School*

All Alone

This is different
Sitting here alone
Nice and quiet
It was fun
Need to do that more
To be all alone
Just visiting nature

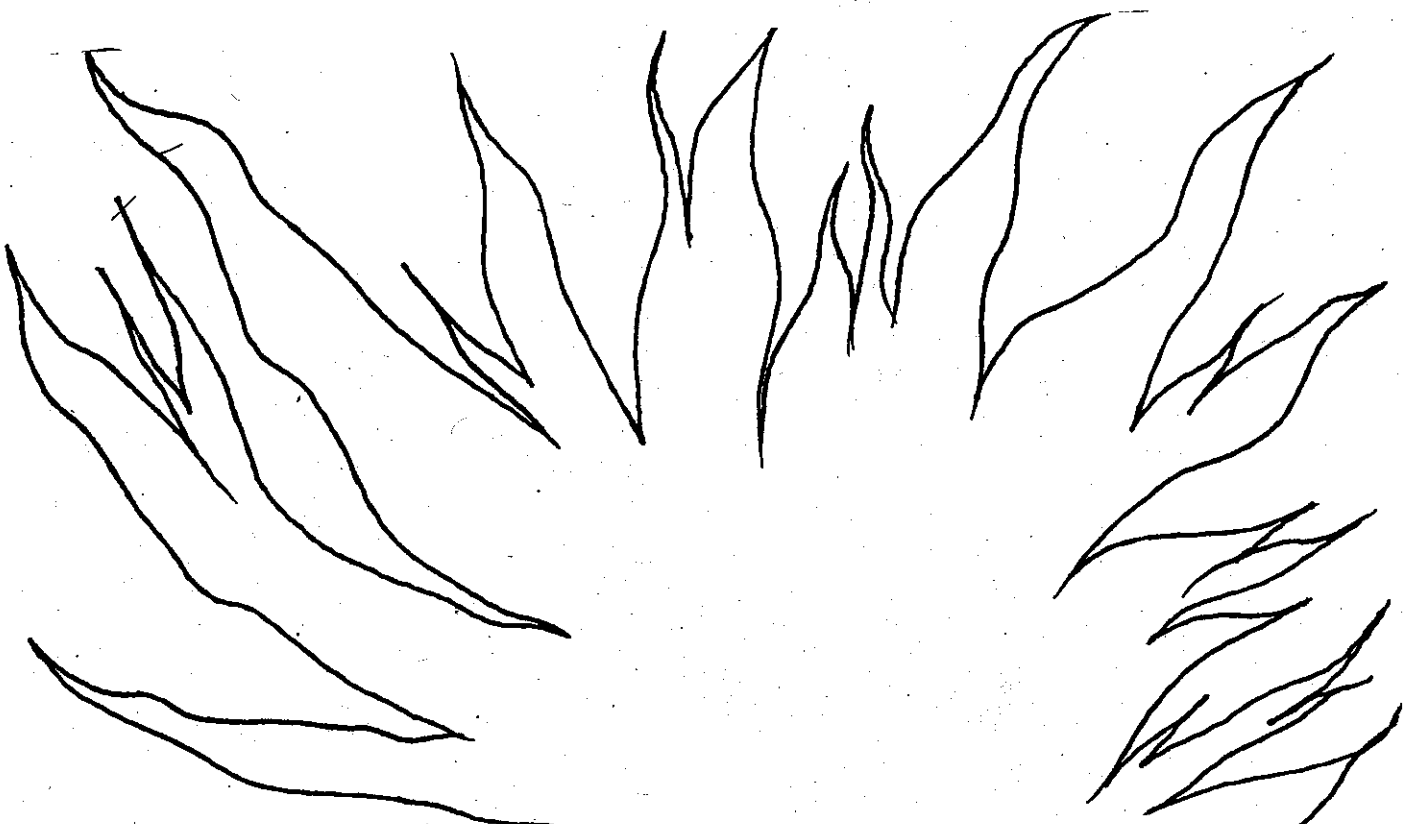
*Christy, Grade 5,
Grand Valley District Public School*



I Am Alone

I am alone
Out in the wild
Birds fly quickly by
I see the wind pass through the trees
But I am not afraid.

*Jacqueline, Grade 5,
Grand Valley Public School*



The Warm Feeling

As I sit here alone
with the cold blowing on the back
of my neck
I see the berries
shivering alone with me.

I see a bunny out of
the corner of my eye.
I have a warm feeling inside.
It hops away;
I get cold again.

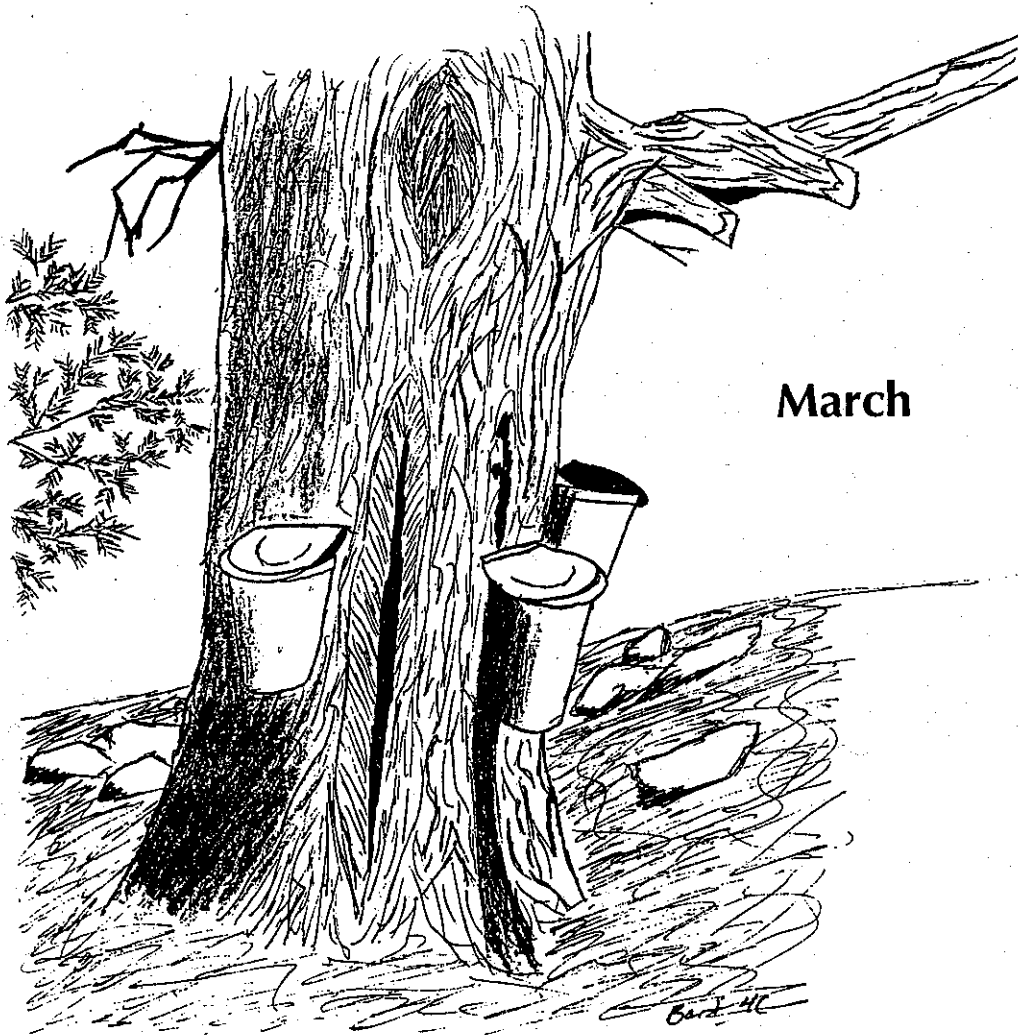
Jason

Aware

I anxiously await
For some great sound
To scare me,
To shock me,
To simply delight me.
My heart thumping loudly,
Pounding in my ears.
I think that I'm aware.
But I'm not.

Jo '91





March

October

Yesterday was a beautiful day so our E.S.L. class went for a walk. It was sunny and warm and a light breeze blew from time to time. You could say you smelled spring in the air if there hadn't been colourful leaves on the trees. Red and yellow on every bough, branch and twig—the landscape looked like a big wonderful painting made by a very talented artist—Fall.

The day was “lazy” you could say. People walked slowly, rested in front of their houses or mowed their lawns. Even pets lay quietly and warmed themselves in the rays of the sun.

The park was empty until we got there,

then we crowded it. We sat on the benches, talked or played, whatever we liked to do.

It was a really terrific day, so nice for all pedestrians. If it doesn't change soon, autumn this year will be great.

Anna, 18 years old

*Grade 11/12, Merritton High School
St. Catharines*

Anna is from Poland and had only been studying English for one year at the time she wrote this piece.

To the Editor,

I wish to submit the following poem. My name is Stephen and I am 11 years old. I wrote this poem about the environment.

The Environment

Acid rain, nuclear war.
Destroying Amazon rain forests and more.
We're doing to our planet what we can't mend.
The earth is coming to a very violent end.
Once our planet was beautiful and clean.
Now it's polluted because of leaded gasoline.
Where will we go when the world's not here?
Everything will die like mouse, man and deer.
No more land, water or forest.
We will die out like the brontosaurus.

Stephen, Gr. 6, ELC,

Darcel Sr. Public School, Peel County



Islands of Healing — A Guide to Adventure Based Counselling by Jim Schoel, Dick Prouty, Paul Radcliffe

Reviewed by Rhonda Rosenberg

*Adventure acts
like a wave:
peaks and
valleys,
turbulence,
excitement,
periods of calm
and periods of
activity.*

Islands of Healing, A Guide to Adventure Based Counselling by Jim Schoel, Dick Prouty and Paul Radcliffe is an excellent professional reference on dealing with challenging populations in the adventure education and therapy settings. The book has been written in order to share the wealth of experience the authors have gathered in their work with Project Adventure, a Massachusetts-based organization which does adventure and counselling work primarily with schools and treatment facilities. Their intent is to help other professionals create or modify programmes that integrate outdoor adventure activities and in ways appropriate to each setting and group. Adventure Based Counselling (ABC) is described as a "tool which can be adapted to almost any setting where groupwork is practiced" (p. ix.)

Facilitating its use as a resource text, the book is organized into three main sections. These sections flow very well in a sequential reading with each chapter building upon the previous towards developing a comprehensive, yet flexible way of working with a group. The first section provides a useful historical overview of the origins of adventure based programming, from Outward Bound to American schools, and the theoretical underpinnings of the approach. The Project Adventure instructors have informed their practice with a constantly evolving variety of psychological and educational studies, which affirm the key goal of "improving self-concept" (p. 12.) This corresponds with my idea that empowerment is a fundamental objective of experiential education.

The second section is what contains the central metaphor of the book. It is a detailed explanation and illustration of the "Adventure Wave," the authors' model of experiential education. Here they metaphorically describe it:

Adventure acts like a wave: peaks and valleys, turbulence, excitement, periods of calm and periods of activity. Through the action of the wave things are happening: preparing and negotiating in the valley, experiencing the activity at the crest, and analyzing and accounting on the other side. When one wave is finished there is always another, and then another right behind. Then there are those rollers we know as "peak experiences." For the counsellor, all sides of the wave provide opportunities. Activities on the wave elicit behaviour. Behaviour in controlled situations is the bread and butter of the adventure counsellor, for the behaviour can then be treated with insight, reflection, support, repetition, confrontation, or be left alone (p. 27.)

The chapters of this section describe how each stage in the Wave process can be fully exploited for the group's growth. The components of the Wave are: Bedrock—setting goals, staff training, intake procedures; Sequencing—the planning stage; Briefing—preparing a group for an experience; Leading—developing the role of leader in an ABC group; and Debriefing—the process of reflecting on the experience. Some of the most valuable and widely applicable concepts were in the Briefing and Leading sections. For example, the Full Value Contract is an essential part of the Project adventure work. It is "a handy way to discuss the

social contract" (p. 94), the agreement which every member of the group must accept and respect. It is based upon respect for oneself and others. Everyone must accord each person their full value. This means not putting anyone down or 'discounting' them in any way. It also means confronting someone when that person is not honouring the contract, and being open to the realization that you also need to be constantly aware of your interactions. The Full Value Contract leads into an "action-reflection-application" experiential model of goal setting.

"[T]hrough combining activities with reflection, by breaking down experience into its elements, and by mixing in the focusing power of intention as it relates to goal setting, we can begin to gain mastery over ourselves." (p. 113.)

And this can be used within the adventure group or transferred to participants' everyday lives through spiral goal setting (p.115.)

I found the section on leadership thought-provoking. It made me reflect on my own leadership experience. It dealt with developing "a new kind of leader, one that can both lead and experience at the same time" (p. 128.) Leaders operate in a context designed to be empowering for all those participating. Each instructor needs to develop his or her own voice and the experience and training necessary to make decisions depending on the situation. I liked the idea of Challenge by Choice (p. 132.) The leader employing this philosophy provides opportunities for challenge, and participants have the power to decide for themselves whether they want to take part. At the same time, it can be a leader's role to push people towards participation when the leader feels that is appropriate, and that the loss of power will not be damaging. I consider it important for experiential educators to be conscious of

our role as leaders. We are important members of a group, and we need to be aware of our impact and our options in dealing with the experience.

Although there are examples from real groups and programmes throughout the adventure Wave section, but it is in the third section of *Islands of Healing* that the authors describe detailed applications of various ABC models in schools, in hospitals and treatment centres, and with court-referred youth. It is full of exciting and inspiring stories of what is possible to do and accomplish in the context of adventure based. The illuminating anecdotes and realistic illustrations make *Islands of Healing* an excellent and enjoyable resource for professionals who have worked in similar settings. It might, however, be difficult to fully grasp what the authors evoke, if the reader has never worked with a group on a ropes course or led a camping trip.

Finally, there are appendices with statistical evaluations of the effectiveness of ABC programmes, activity ideas with age and stage (on the Adventure Wave) appropriateness, and Project Adventure's services and publications. The authors include a bibliography divided into two sections: "references" and "important resource material", as well as a useful index. These greatly enhance the usefulness of the book as a professional resource.

Each component of *Islands of Healing* helps to fulfill the purpose of enabling other outdoor, teaching or professionals to adapt the Project Adventure ABC experiences to their own settings. The book provides both concrete ideas and the resources to find fuller details of the activities in other Project Adventure works, such as Karl Rohnke's *Cowstails and Cobras* and *Silver Bullets* and tone setting from the Full Value Contract and establishing Common Ground in the group.

Islands of Healing is a very readable book,

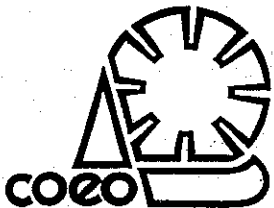
"[T]hrough combining activities with reflection, by breaking down experience into its elements, and by mixing in the focusing power of intention as it relates to goal setting, we can begin to gain mastery over ourselves."

Its ideal application is with sustained involvement with a group.

full of professional experience and personal reflection. As I read it and worked at Boundless Adventures, I realized the relevance of many of the lessons in dealing with groups, and that its ideal application is with sustained involvement with a group, whether in a mental health institute or in a school classroom. The authors' emphasis on the judgment of instructors to sensibly adapt the adventure based ideas to their

own contexts, and the evidence that they operate in the same flexible manner, makes the work a valuable resource for interested professionals.

Rhonda Rosenberg is a member of the 1991/92 co-operative class in Outdoor and Environmental Education at Queen's University Faculty of Education.



ADMINISTRATIVE ASSISTANT

The Council of Outdoor Educators of Ontario requires a highly motivated person to act as an Administrative Assistant to the Board of Directors.

The primary responsibilities of this person will include attending and reporting to all meetings of the Board of Directors, acting as recording and correspondence secretary, maintaining the financial records of the organization, publishing and mailing regional newsletters, mailing *Pathways*, processing all memberships and maintaining up-to-date membership records, and assisting with grant management and fundraising.

This position would be for a period of one year beginning in September 1992 and consist of a time allotment of a maximum of 800 hours. Salary or wages will be negotiated and based upon qualifications or services provided.

Applicants must have good skills in oral and written communication, be able to work independently and have experience in working for a volunteer non-profit organization. Knowledge of computer word processing and spreadsheets would be helpful. Meetings of the Board of Directors are held in the Metropolitan Toronto area.

Qualified individuals should submit a letter of application and a resume by April 30, 1992 to:

Mr. Glen K. Hester
Council of Outdoor Educators of Ontario
20 Linn Cres., R.R. #3
Caledon East, Ontario
L0N 1E0

All applications will be held in confidence. Further details will be provided upon request.

by Joan Thompson

Many COEO members have been diligently planning the Oct. Eco-Ed Congress since our last report. It is shaping up to be a most unique event!

Ron Hudson and his Field Trip Committee have finalized plans for an exciting array of trips on the Friday, Monday and Tuesday of ECO-ED. These cover a broad range of adventure pursuits, environmental issues and technology, and outdoor education centres and programmes.

The Hospitality Committee, under the leadership of Dorothy Walter, has drawn up application forms for both international delegates requiring a "bed and breakfast" experience in the Toronto area, and for COEO members and others in Central Region who can provide that experience in their homes. Dorothy's Committee now faces the challenge of matching the applicants—a quasi international computer dating game! The experience should be fascinating for both host families and visitors.

Since the request for volunteers in the last issue of Pathways, many offers of help have been received. COEO members are a talented lot, volunteering to be photographers, to drive, to type, to stuff envelopes, to assist in a multitude of ways. The need for help will increase as we move into the spring and summer, so keep the offers coming!

One of the goals of ECO-ED is to bring together educators and students from all over the globe. For many teachers, especially in developing countries, to come to Toronto would be an impossible dream. As part of its commitment, ECO-ED is encouraging schools and organizations in the Metro area to consider sponsoring an international delegate. This teacher could spend a few days in the school interacting with staff and students, stay in staff members' homes, and attend the Congress.

Many possibilities exist for continuing relationships, twinning of schools, etc., after ECO-ED.

The needs of delegates vary greatly. (Average salary of a professor in China is \$20 US per month). Some would require all expenses, others may require room, meals and registration only. Applications are being received from abroad already, so if your school or organization feels this would be a worthwhile project, get in touch with Don Williams at the ECO-ED office (416-482-9212.)

The Programme for ECO-ED is designed to offer a wide variety of experiences for all participants. It has been designed so that delegates will have a quality experience whether they attend for one day, or all five. Sessions will take many forms ranging from:

General Sessions: for 3000-3500 participants. These will generally consist of four or five keynote speakers on an issue, followed by a panel of questioners from formal and non-formal education and media communications.

Plenary Sessions: for 500-800 participants. For example, each day of the conference will end with a plenary session in which a keynote speaker will wrap up the challenges presented by the day's agenda, and will preview the issues for the following day.

Symposia: for 100-200 participants. Each will involve a panel of about four speakers representing a range of opinions on a topic, including the views of both developing and industrialized countries. Examples of topics include: Atmosphere and Climate Change; Development and Debt; Environmental Literacy; The Greening of Schools and Colleges.

Presentations, Workshops and Interact Sessions: Presentations are generally about specific topics, workshops involve active "hands-on" participation, and Interact Sessions are structured so that many people may share displays or demonstrations on a common topic for an hour.

COEO members and others have been invited to submit proposals for presentations, workshops and interact sessions through a Call for Presentations process. You will have received the request by separate mailing in March. A panel of programme committee members will select in May from among those submitted for inclusion in the programme.

Other features of ECO-ED will be a curriculum fair of the world's best resources for environmental education, some of which will be for sale or order. A film and video festival is also being organized by NAAEE members.

A confirmed event in the ECO-FESTIVAL is Paul Winter's performance of his *Missa Gaia* (Earth Mass) on Tuesday

evening, October 20.

We, on the planning committee, are well aware of the realities of the current economic situation in our school boards and elsewhere. Every effort is being made to keep the cost of this event as low as possible. The cost of the full five day congress will be \$200 (\$150 for students.) For those who can only attend for the weekend, there is a daily rate of \$65 (students-\$50.) This is exclusive of room and meals. Keeping in mind that many COEO members will only be able to attend on the weekend, we have scheduled traditional COEO events for that time. Margit McNaughton and Glen Hester are currently arranging for a Saturday luncheon, the Annual General Meeting of COEO and a joint social event with NAAEE members for Saturday evening. This will enable our members to participate in the conference and still catch up with old friends.

Start saving now for the event of the decade! You won't regret it. Registration information will be in the next issue of *Pathways*.

Missa Gaia: An ECO-Festival Highlight

by Joan Thompson

As part of the Arts Festival component of ECO-ED, world-renowned musician Paul Winter and his Consort will present his *Missa Gaia* (Earth Mass) on Tuesday, October 20, 1992 at 8:00 p.m.

Paul's music transcends categories, reflecting his own jazz, symphonic and ethnic musical traditions. Besides Paul, best known for his soprano sax sound, his consort includes organist Paul Halley, cellist Eugene Friesen, a flautist, a vocalist, a guitarist and several percussion players.

Winter's dedication to environmental preservation and peace are reflected in the Consort's music, which includes the voices of wolf, whale and loon in his musical celebrations of the natural world. The Consort's music was taken to the moon by the crew of Apollo 15, who named two newly discovered craters after Consort compositions!

In 1984, Paul presented Concert for Earth Day in the United Nations General Assembly where he was presented with a

United Nations Environment Award. In 1985, he released his album, *Canyon*, recorded over several years in the Cathedral of St. John the Divine in New York City, and on several rafting trips on the Colorado River.

By far his largest undertaking, *Missa Gaia* was composed by Paul in 1982. It is an ecumenical tribute to life on earth which provides an inspiring and uplifting musical experience.

The Paul Winter Consort will be joined for this special ECO-ED performance by two choirs, one of which will be the Toronto Mendelssohn Youth Choir. The performance will be conducted by well known Canadian Choral conductor and CBC producer Robert Cooper. Tickets for the event may be ordered when you register for the conference, and will sell out fast.

Paul's recordings are available at HMV Music Store in Toronto.



"If you can't be at the Earth Summit in Brazil, get to ECO-ED in Toronto!"

The World Congress on Environmental and Development Education

hosted by The Council of Outdoor Educators of Ontario and the North American Association for Environmental Education at their joint

Annual Conference

October 14-21, 1992, Toronto, Ontario

ECO-ED '92, 110 Eglinton Ave. W., 3rd Floor, Toronto, Ontario. M4R 1A3. (416) 482-9212

PROJECT D.A.R.E.—20 Years Old

by Linda McKenzie

The outdoor setting acts as a unique catalyst for growth and change.

The need for a specialized training school facility was recognized in 1971 by the Ministry of Correctional Services. A bush camp was established for hard-core recidivists facing their first committal, in hopes that an alternative program could prevent juvenile delinquents from becoming adult offenders. They called it Project D.A.R.E., an acronym for their philosophy of Development through Adventure, Responsibility and Education. The original program was three months long and consisted of three phases: school, work and an outward venture.

In 1974, D.A.R.E. moved to its present site, 22 km east of South River, bordering Algonquin Park. It was placed under the auspices of the Ministry of Community and Social Services in 1977 and now has a much broader mandate: to serve troubled youth from secure custody facilities, probation services, children's aid societies, group homes and other agencies across the province.

In D.A.R.E.'s remote wilderness setting, the young people—14 to 16 years old—are presented many challenges and experiences designed to develop strong personal and community values. The carefully structured outdoor adventure programs assist them in becoming more aware of their personal potential while developing a desire for achievement.

On entering the residential program, students are taken through experiences which, in many ways, resemble situations that occur in the community. They are placed in an intensive group situation and are responsible and accountable for their own actions as well as those of each other.

Their instructors promote this growth through their role as models, facilitators and educators.

Without many of the distractions that might otherwise occur, the outdoor setting acts as a unique catalyst for growth and change. A wilderness program produces inherent anxieties: new situations which often reduce the time needed to identify and solve hidden problems. In a new environment students don't have the normal defences developed in their usual surroundings. They must learn to behave differently, to co-operate and develop personal strengths and skills they may not have realized possible.

One of the programmes targeted toward open custody and probation, ranges from five to eight weeks in length. Teachers are part of the D.A.R.E. team and participate in many aspects of the program. Lessons are taught in the bush while on trips, at outlying cabins and in camp, any day of the week. Experimental learning is our focus, with a strong emphasis on doing, feeling and thinking. An attempt is made to use every teachable moment spinning out of activities and group dynamics. When students have difficulty with stressful situations or each other, they often react in an unproductive or socially unacceptable manner (i.e., acting out verbally or physically.) The group is charged with the responsibility of solving the problem before they move on to their next activity. Peer pressure becomes a positive motivator.

Over the past three years, D.A.R.E. has developed a program for secure custody clients—young offenders sentenced to four to six months or longer.

Many D.A.R.E. students have been diagnosed as 'exceptional' and arrive with poor academic records. Learning abilities vary and it is a real challenge to meet the individual needs of students. All students are able to earn a Physical and Health Education credit. The health component focuses on sex education, values and substance abuse. Long-term students also achieve credit for Personal Life Management courses, such as decision-making, human relations, well-being and career planning. The boys also work on independent learning courses in Math, English, Geography, etc., of their own choosing and at their own pace. Students receive a lot of individual attention and are quite successful. This resultant increase in self-esteem makes further academic achievement more likely. An hour of each school day is set aside for 'options'. Students can choose from activities such as music, art, computers, crafts, photography, etc., all of which can earn them school credits. Hence they are working on three to four credits concurrently.

Outside of school, the boys are involved in group-building initiatives, wilderness tripping (hiking, canoeing, snowshoeing, dog sledding), adventure activities (ropes course, rock climbing, whitewater paddling), a progression of reflective experiences (lone watch, solo) and increasing responsibility. Personal behavioural goals are also set for each student. The aim of the whole D.A.R.E. programme is to build self-esteem through teaching personal and interpersonal problem-solving skills that the student can take back home with him.

The same factors that make D.A.R.E. a very challenging and difficult programme also make it a very special experience for the participants. In addition to acquiring a

wealth of wilderness and adventure experiences, the student leaves with a new, broader self awareness. They have learned that they cannot sidestep their problems and more importantly, that they are capable of overcoming obstacles and turning their lives around.

In addition to residential programmes, D.A.R.E. also operates a community-based programme in Toronto providing youth with adventure, experiential learning and social and recreational opportunities as alternatives to the disruptive effects of removing them from home and school. Recreational, safety-oriented outdoor programmes for youth and staff of other social service agencies are also offered during the summer months. And Project D.A.R.E., in conjunction with Georgian College of Applied Arts and Technology, offers a workshop entitled "Adventure Alternatives in Human Services" for people working with youth at risk and similiar populations.

For further information on any of the D.A.R.E. programmes, write to Administrator, Project D.A.R.E., P.O. Box 2000, South River, Ontario, P0A 1X0.

Linda McKenzie takes time away from her horse and sled dog to teach D.A.R.E. students and represent COEO in the North.

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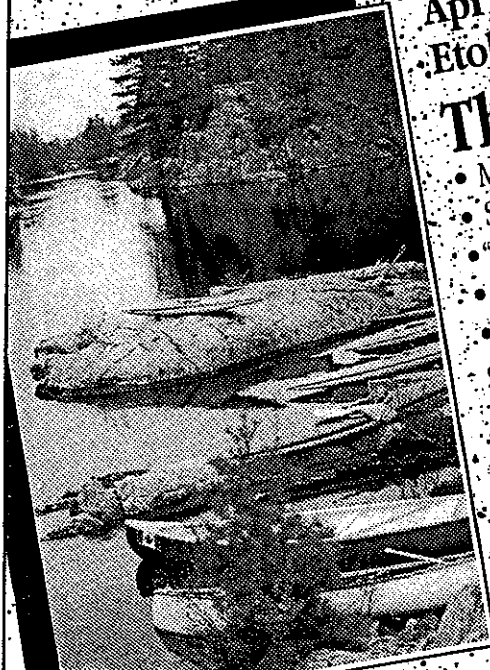
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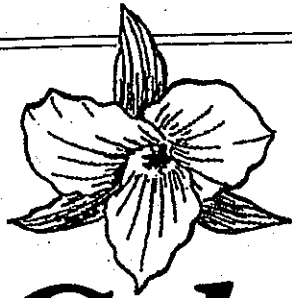
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Spring Celebration

A Weekend Workshop For Educators

Sponsored by The Council of Outdoor Educators of Ontario

When: Friday, May 1st to Sunday, May 3rd, 1992

Where: Leslie M. Frost Natural Resources Centre, Dorset, Ontario

What: Tentative program includes:

- *In Search of Old Growth Forests*
- *Photography*
- *Bats*
- *Wetland Exploration*
- *Adventure Education*
- *FishWays*
- *Wolf Howl*
- *Trail Cooking*
- *Traditional Bush Skills*

*Special pre-conference
Focus on Forests workshop
no extra charge*

Fees:

COEO Members: \$175.00

Full-time Students: \$150.00
(covers registration, accommodation,
all meals and equipment)

Day Fee: \$35.00
(includes lunch and programs only)

Questions:

For more information call Linda
McKenzie (705) 386-0503 (H);
(705) 386-2376 (W)

Registration Form — COEO Spring Celebration 1992

Name _____ Employer _____

Home Address _____

Telephone (H) (_____) _____ (W) (_____) _____ Membership # _____

Accommodation is 2 per room. If you wish
to room with another person attending the
conference please indicate his/her name:

**PLEASE SELECT
PROGRAM CHOICES
ON BACK OF FORM**

Write cheques to "Spring Celebration"
and mail to:

Linda McKenzie
Spring Celebration
Box 324

South River, Ontario POA 1X0

No post-dated cheques please.

Spring Celebration — Program Description

FRIDAY - 11:00 to 5:00. Special preconference activity — Focus on Forests workshop at no extra charge (lunch available in cafeteria for \$10.35 or bring your own).

SATURDAY — Full day sessions, 8:30 to 4:30.

AB1 In Search of the Old Growth Forest — A forester will be your guide as you canoe in to discover a local area of old growth forest, a complex and controversial ecosystem.

AB2 Shrike Hike — For naturalists. Travel to the contact zone between the Canadian Shield and limestone plain, where a field naturalist will share his insights into this biologically rich area and home to Ontario's next endangered species.

SATURDAY MORNING — Half-day sessions, 8:30 to 11:30.

A3 Things That Slither and Crawl — You'll learn where to search out spring reptiles and amphibians and how to identify them by sight and sound. You will also be shown some activities to try in your classroom. An active, outdoor session.

A4 Teaching Through Adventure — Discover what adventure education is all about and how you can use it to motivate and challenge your students. Come prepared for an active, fun-filled session of initiative games and other activities.

SATURDAY AFTERNOON — Half-day sessions, 1:30 to 4:30.

B3 Traditional Bush Skills — Tracking wildlife and survival in the bush are part of this workshop that borrows from Native traditions and skills. Wear comfortable outdoor clothing.

B4 Wetlands Explorations — Wetlands are rich, diverse and valuable habitats. Explore some local wetland types where you will learn to compare and classify them according to their values for wildlife and people. Rubber boots or webbed feet required.

SUNDAY MORNING — Half-day sessions, 9:00 to 12:00 noon.

C1 Developing your Photographic Skills — A hands-on session in black and white photography for the novice/intermediate photographer. Topics covered include composition, developing and printing. Take your finished photos home with you. A \$5.00 fee provides you with film, photographic paper and chemicals. Bring your own camera.

C2 Finding Forest Facts — Groups will rotate through activity centres that cover topics such as tree identification, growth and measurement.

C3 FishWays — This is an active workshop to familiarize educators with this new package of curriculum materials for grades K-12. A manual of Fisheries activities is free of charge. Mandatory prerequisite of a Focus on Forests or Project Wild workshop.

C4 Cooking on the Trail — Sign up for a hands-on culinary adventure and learn about the fun of preparing a full course meal on the campfire. Pick up some useful info for your trip-planning this summer.

PROGRAM CHOICES

PRECONFERENCE FOCUS ON FORESTS WORKSHOP

Yes, I will attend the Focus on Forests workshop

Please order the following manual for me: P/J I/S English French

I require lunch on Friday (additional charge of \$10.35) Yes No

REGULAR SESSIONS: Please indicate first (1) and second (2) choices for each time slot.

SATURDAY

8:30-4:30

AB1 (Old Growth) A3 (Slither and Crawl)

AB2 (Shrike Hike) A4 (Adventure)

1:30-4:30

B3 (Bush Skills)

B4 (Wetlands)

SUNDAY

9:00-12:00

C1 (Photographic Skills)

C2 (Forest Facts)

C4 (Cooking)

C3 (FishWays) Check

choice of manual:

P/J I/S English French

Can You Top This?

In the last issue of *Pathways*, we introduced you to the ADD ONE MORE Campaign. At the recent Board of Directors meeting it was decided to set a goal of getting 200 new members to COEO by the end of August 1992.

Although this may seem an impossible task, it really isn't if each person tries to get one new member to join COEO.

In order to help you in this task, the Board of Directors has authorized the following list of prizes which can be obtained if you are able to get more members.

1 New Member entitles you to a COEO embossed pen.

3 New Members entitles you to a COEO mug

5 New Members entitles you to a free membership in COEO for the following year, and your name goes into a draw for a free registration at any COEO-sponsored conference or workshop between September 1992 and August 31, 1993

For each additional 5 members you get, you get another chance at the draw for a free conference registration.

All you have to do is to complete the form

Introduced to COEO by...

...with your name and pass the membership form application out to prospective members. You can use the membership application form on the back page of *PATHWAYS* or one of the new membership brochures available soon from your regional representative.

Mumblings From the West

by Jake Fallis

...those of us who work at outdoor/environmental education centres should be ready to defend them.

Recently I came across an article by Tom Peters which suggests 50 strategies in the "pursuit of luck." In order to be lucky, he recommends, among other things, that people take sabbaticals, pursue alternative rhythms and hang out with weird people. For the past 16 months, I have been pursuing "luck." By heading west to lotus-land: the land where politics resembles theatre of the absurd; the land of towering douglas firs; the land of tainted shellfish; the land where a massage is covered by B.C.H.I.P. (actually it is called the B.C. Medical Services Plan.) I have learned a few things. Notwithstanding my work with Simon Fraser University, the adventure and instability have given the opportunity to think in different ways. I'll share a few thoughts with you now.

I have learned more about the importance of personal reflection. Raffan, Hammond and other luminaries have touted the importance of taking time to take stock. Sitting by the Boyne River and musing for 30 minutes allows for one form of reflection; being totally displaced, powerless and almost incomeless for 16 months necessitates another form of reflection. I now know that it is easy to live with less. I'm not preaching to starving Muscovites but just giving my opinion to middle-class members of this organization of which I am a part.

I have learned about sexism. For the past 16 months I have been immersed in a major telecommunications project based in Kelowna. I share an office with a woman, and the two of us are the front line for any walk-in inquiries. I am a techno-peasant in comparison to her yet invariably questions are directed towards me. My balding head

and Bob Rae-ish glasses have nothing to do with the presuppositions predominating this type of work.

I have learned that those of us who work at outdoor/environmental education centres should be ready to defend outdoor/environmental education centres. We should be ready to defend our educational turf. With education cutbacks coming in Ontario, what is going to go? My crude and superficial evaluation is that students in B.C. are no more environmentally illiterate than those in Ontario despite that fact that field trips and residential programs are almost nonexistent by Ontario standards. What have our students learned through our activities that they might not have learned some other way? I still strongly believe in the merits of our programs but we must be able to articulate this.

So, the final message is a recommendation to go for it and take some of Tom Peter's advice. There are very few professions where one is given the opportunity to explore, think, ski, rethink, re-ski and then return to your semi-secure job. Wherever you go and whatever you do, the experience is bound to broaden your perspective on the teaching/learning process.

'Jake' Fallis is the oldest—and perhaps the youngest—of our contributors in this student issue.

Pathways

Advertising in Pathways

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

We ask that the product or service be:

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

Advertising Rates

Size	Insertions			
	1	2	3	4
full page	\$300	\$500	\$700	\$800
1/2 page	200	300	400	500
1/3 page	150	250	350	400
1/4 page	125	200	275	350
Covers				
Front (inside)	400	700	900	1000
Back (inside)	500	900	1200	1400

Publishing Schedule

Issue	Closing Date	Publication Date
Sept./Oct.	Aug. 1	Sept. 30
Nov./Dec.	Oct. 1	Nov. 30
Jan./Feb.	Dec. 1	Jan. 30
Mar./Apr.	Feb. 1	Mar. 30
May/June	Apr. 1	May 30
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