

Pathways

Volume 5, No. 1
November-December, 1992

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Pathways

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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
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ISSN: 0840-8114



Pathways is printed on recycled paper.

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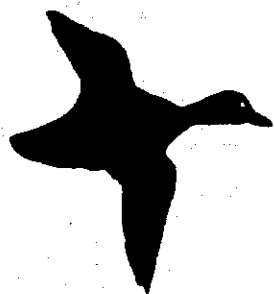
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State of the Art

Cover art is by Brad Bremner, who is looking for a Master's programme combining 'environment' and 'geology' in one phrase. Selections within are by William Edwards, an educational technician with the Royal Botanical Gardens. William works widely supporting outdoor education facilities locally.

"Treat people with honour and in the long run, they will respond accordingly."



Pulling this ECO-ED issue together has been a fascinating effort. The very strong passions aroused in the participants have seemed to need to pour out. I hope that the summaries, the reactions, the reflections, and the actions that are in this *Pathways* give some flavour of the gathering to those of you who weren't able to be there. For those fortunate enough to be a part of that experience, I hope these readings will keep those passions burning brightly. We must "live the answers."

On behalf of the *Pathways* Editorial Board, I would like to thank Arnis Pukitis for his contributions to this magazine over the last several years. His commitment to his young family and the reality of budget cutbacks forcing him to devote much of his after-school and evening time to meeting the demand from within his Board for outdoor and environmental development force him to resign from the Editorial Board.

At the same time, we welcome Carolyn Finlayson from Wilfred Laurier University to the Editorial Board. You may remember Carolyn's eloquent and insightful writing from last year's Students' Issue. Among other *Pathways* duties, Carolyn will be helping MJ Barrett and Merrily Walker put together this year's repeat issue of student work.

The general themes and publication deadlines and people responsible for this year's issues of *Pathways* are: Northern Issues, Barrie Martin and Bruce Murphy (mid-December); Students' Issue, MJ Barrett, Merrily Walker and Carolyn Finlayson (February 1, 1993); Greening Your School and Centre, Merrily Walker and Kathy Graham (April 1); and

Perspectives and Retrospectives, Mark Whitcombe and Bob Henderson (June 1). If you have any suggestions, any written submissions, any artwork, any student work, we would welcome it all.

For those who attended the ECO-ED Conference and received that weighty binder, I remind you of our need to personally write to each and every one of the individuals, organizations, and companies that positively supported ECO-ED. There is no use of haranguing those who did not support. There is every value in thanking sincerely those who did. As Chuck Hopkins says, "Treat people with honour and in the long run, they will respond accordingly." I challenge each participant to write at least five supporters of ECO-ED. Think of the reaffirmation of their efforts the recipients of this praise would feel, and think about how willingly they would respond with support if they were asked again.

I am told that there are still ECO-ED T-shirts and pins and other merchandise available. If anyone would like to make that merchandise available at any functions, please contact anyone on the COEO Board of Directors.

As an end-note to an otherwise wonderful conference, COEO members should be aware that ECO-ED has a substantial shortfall—about 6% of the total budget—borne personally by the chief organizers. Donations made to COEO and directed to ECO-ED would help to offset this personal loss, and would be tax-deductible for the donor.

"If we do it, it will happen!"

Mark Whitcombe

Letters to the Editor

Dear Editor:

Reading *Pathways* for the first time (June '92) was inspiring to say the least. What impressed me most was the underlying philosophy expressed throughout the publication: that the environment is for us to enjoy, not to dominate.

The responsibility of teachers of outdoor education is significant indeed. I am delighted that the Ontario group has taken up the challenge to make our part of the world a better place.

Elinor Barr
Thunder Bay

Letter to the Editor:

I think Trish Vahey needs to further explore a very important point in her article "The Profanity of Why" in the September-October issue of *Pathways*. Perhaps she is only guilty of over-simplifying, but she has perpetuated the gulf between 'how' and 'why.' I suggest she take a close look at Thomas Berry—indeed, re-read Brian Swimme, one of Berry's most cogent disciples—for the message that really needs to be spread is that we must *combine* the 'how' and the 'why.' We need to take the best of the old knowledge and integrate it with the best of the new ways of knowing. We need to teach what Berry calls the New Covenant, which explicitly combines scientific and mystical knowledge into a coordinated knowledge base from which to solve our problems relating to the Earth.

Mark Whitcombe
Orangeville

Letter to The Editor:

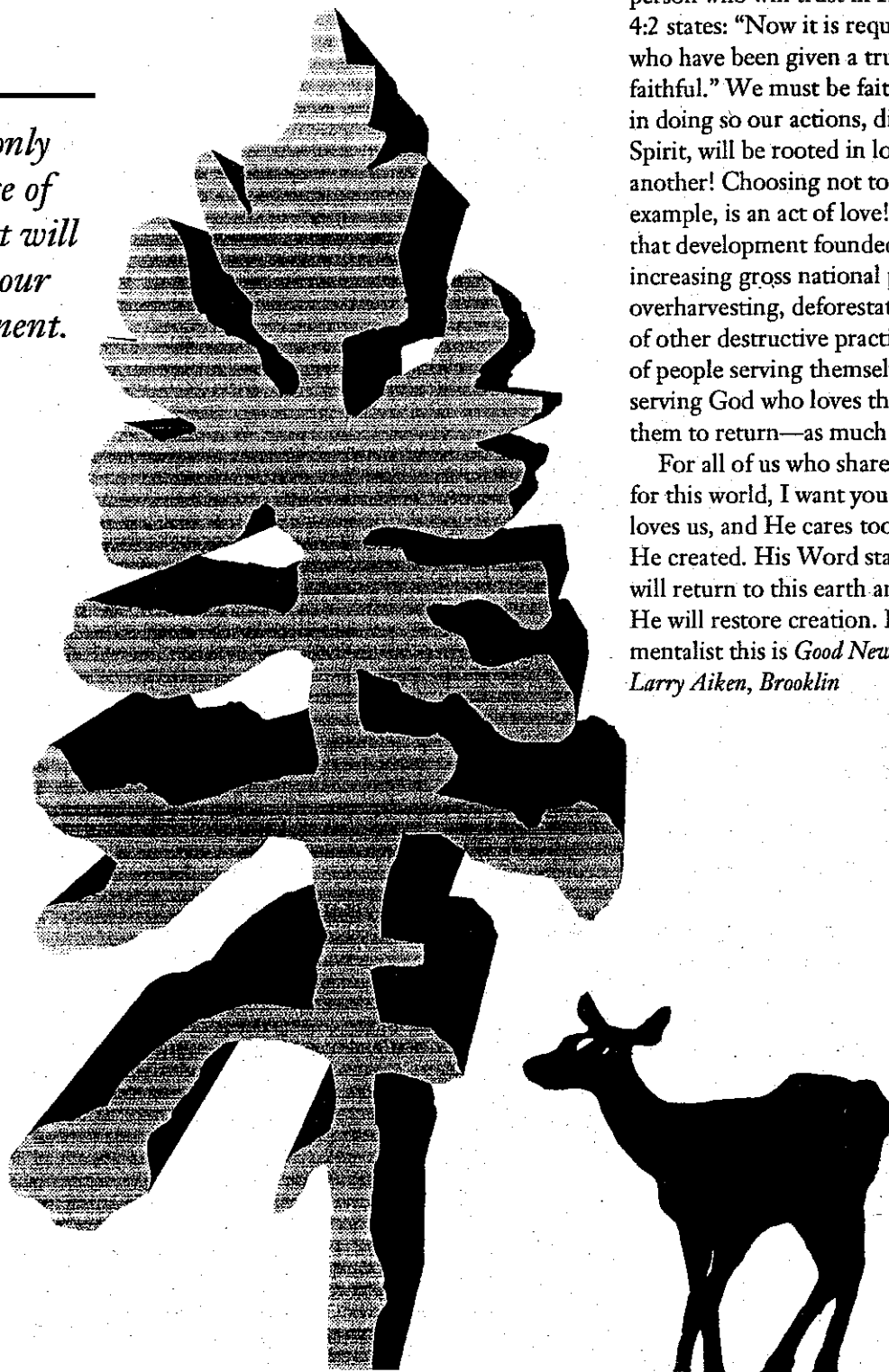
The September/October Edition of *Pathways* invited submissions in response to the theme of spiritual expression and environmental thought. I welcome the opportunity to dialogue on spiritual issues as I too have noticed a real rise in attention to spiritual expression with reference to environmental thought.

I am a Christian. I believe that God loved the world so much that he gave His one and only Son Jesus Christ, as an offering, so that whoever would believe in Him would not perish but have eternal life. I am also an environmental educator who is striving to share knowledge and experience with others, so that together we will commit ourselves to be better stewards of our environment.

One scripture, often misunderstood, is Genesis 1:28, where God said, "Be fruitful, and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth." God's detractors often point out that it is here that God gave permission, or perhaps people assumed permission, to dominate and abuse this world. Christians, on the other hand, often interpret dominion as meaning stewardship, compelling each of us to care responsibly for creation because responsibility must accompany rulership. I agree with the latter. Yet the significant understanding is that this directive was given *before* the fall of mankind and therefore was given in a world yet without sin—in perfect love. It was only after this that sin entered, selfishness reared its ugly head, and people's relationship with creation was polluted. The state of our environment is a consequence of our fallen nature, a condition of our hearts—and it is only a change of heart that will change our

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environment.

God has given responsibilities to each person who will trust in Him. I Corinthians 4:2 states: "Now it is required that those who have been given a trust must prove faithful." We must be faithful to God and in doing so our actions, directed by His Spirit, will be rooted in love—one to another! Choosing not to pollute, for example, is an act of love! I would submit that development founded upon an ever increasing gross national product, overharvesting, deforestation and a long list of other destructive practices is the result of people serving themselves instead of serving God who loves them and desires them to return—as much loved children!

For all of us who share deep affection for this world, I want you to know that God loves us, and He cares too for this world He created. His Word states that Christ will return to this earth and when He does He will restore creation. For an environmentalist this is *Good News!*

Larry Aiken, Brooklin

This issue of *Pathways* is focused primarily on the ECO-ED conference (A World Congress for Education and Communication on Environment and Development) which was held in mid-October in Toronto. This was indeed a tremendous event! The diversity of sessions and the international scope of the conference meant that you could talk to people from almost anywhere in the world. There are very few chances like this for the average teacher in a lifetime.

We all owe a debt of gratitude to those people who gave so much of their personal lives over the past three years to make this conference a success. I would like to take this opportunity on behalf of COEO to officially thank Chuck Hopkins for taking a vision of what could be and making it into a reality. He made the impossible happen! Dr. Nola Kate Seymoar was instrumental in making the dream of ECO-ED come true. Her enthusiasm and dedication to the project were an inspiration to everyone involved in planning this event. Joan Thompson was our official representative on the organizing committee and in addition to her unstinting duties there, she wrote regular articles about the conference for *Pathways*. She was also the person primarily responsible for the success of the Paul Winter Concert.

It was indeed a pleasure to see so many COEO members at the conference. A number of our members made presentations throughout the conference thus injecting a local perspective to the proceedings. Members of the Board of Directors took time out of their personal agendas to volunteer for special duties throughout the week and to them I offer thanks for all of their efforts. In particular Gina Bernabei took care of the management and scheduling of volunteers for the COEO display in the exposition hall. Our thanks also goes out to the people

who worked on the programme, hospitality, and field trip committees.

One of the highlights of the conference for many COEO members was the annual general meeting, the dinner, awards ceremony, and dance held at the Royal York Hotel on Saturday evening. The combination of these events gave everyone a chance to get together, share conference experiences, renew friendships, and generally share that warm feeling of togetherness for which COEO people are famous. Special thanks go to Margit McNaughton for planning and coordinating these events.

The COEO Board of Directors for 1992-'93 was elected at the Annual General Meeting. For many of the people this will be their first opportunity to serve the organization in this capacity. I look forward to working with all of them and all of those people who are returning to the Board for another term. It should be an exciting year for all of us. To all of the people who are retiring from the Board of Directors, thank you most sincerely for all of the work you have done for us in the past. Your contributions have made this a strong organization in which we can all take pride. On behalf of everyone on the Board I would like to express my gratitude to Kathy Reid for all of the work she has done over the past three years as President of this organization. I look forward to her continued support in the year ahead.

As one of the hosting organizations for the ECO-ED conference I think we can be proud of the contributions which were made by our members throughout the event. It is impossible for me to mention everyone who helped in so many different ways, so on behalf of the Board of Directors, sincere thanks to you all and give yourself a generous pat on the back for a job well done.

Glen K. Hester
President, COEO

*...thank
Chuck Hopkins
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Have Info, Will Travel — COEO Display hits the road

by Gina Bernabei

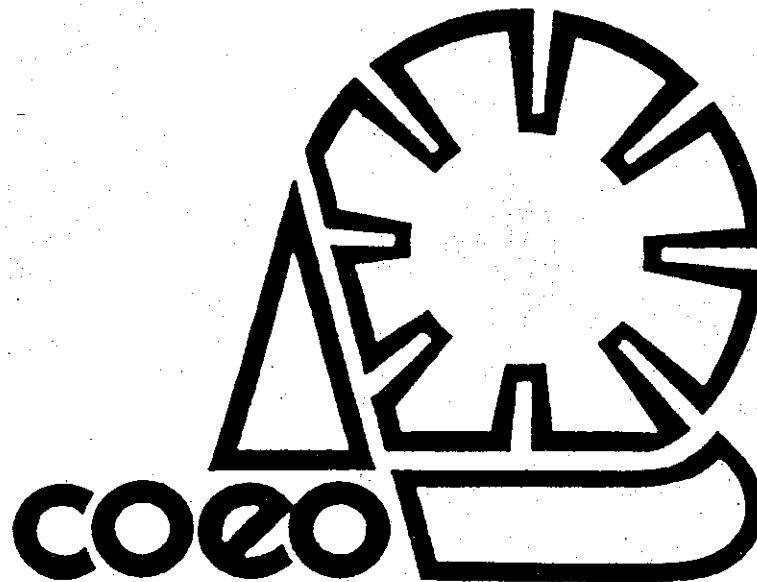
If you have been wondering how to spread the word about COEO to others in your area, wonder no more! COEO now has a portable display available for PA days, workshops, conferences and other events. It consists of three panels of text and photos describing what COEO is, who our members are and what we do. The display has recently been updated and appeared at Spring Celebration and at the COEO booth at the ECO-ED Exposition.

The Exposition at ECO-ED was a wonderful opportunity for us to let people know about COEO, encourage them to become members, and to show off the display. As well, it brought us in touch with members of similar organizations from around the world. We received a lot of positive feedback at our booth from COEO members and other delegates to ECO-ED.

A large part of the success of any public information display is the people who host it. For that reason, and as co-ordinator of

COEO's booth at the ECO-ED Exposition, I would like to thank the following people who volunteered at our booth, either by setting it up, hosting for two hours or more, or taking it down on the final day: John Aikman, Clarke Birchard, Alice Casselman, Brent Dysart, Lloyd Fraser, Karen Fullbrook, Barrett Greenhow, Patti Haist, Judy Halpern, Ian Hendry, Glen Hester, Paul Higgins, Bob Knapp, Jennifer Kottick, Jim Raffan, Carol Ray, Kathy Reid, Don Sankey, and Rob Spackman. Other COEO members not attending ECO-ED let me know they would be available if needed. Those people deserve a thank-you as well, though they are not listed here (you know who you are!)

Any COEO member wishing to borrow the display for an event in their area should contact Sue Ferris, COEO Administrative Assistant, at the COEO Office, 1220 Sheppard Avenue East, Willowdale, Ontario, M2K 2X1.



APECO at ECO-ED: COEO's small contribution to environmental education in Peru

The Peruvian Association for Conservation of Nature (APECO) and its network of environmental NGOs (APECO RED) have been active in Environmental Education (formal and nonformal) in 19 Departments of Peru for the past seven years.

Aimed towards achieving its goals and objectives, APECO has signed two main agreements with:

- The Ministry of Education — to support the organization of workshops and seminars directed at teachers and educators of different levels, nationwide.
- The Ministry of Agriculture — to reach Forest Rangers, other workers and inhabitants of National Protected Areas neighbouring communities, as part of a wider scope of co-operation.

With \$2,000 of seed-money coming from COEO and matching funds from the Peruvian private business sector, it was possible to conduct a series of workshops in three representative areas of Peru:

- Iquitos, the largest city by the Amazon River.
- Puno, by Lake Titicaca at 3,800 meters above sea level, located in the southeastern Andean Plateau.
- Lima, capital city of Peru (population: 8 million).

The main objectives of these workshops were: 1) the encouragement of Youth towards action to protect the environment in their region and, 2) to raise awareness of their impending environmental problems, in an organized way and in co-ordination with other institutions (GOs and NGOs). Encompassing these objectives was the

basic understanding that Environmental Education is an essential tool to promote communal participation and encourage a change of attitude towards the environment and development as a whole.

These workshops consisted of lectures, group work, slide shows and other activities designed to raise awareness of their environment, formulate solutions and carry out activities in their communities directed to solving those problems.

"Youth Committees" were organized in Iquitos. They will carry out a set of activities to raise awareness of their environment. In Lima and Puno, "Ecology Clubs" were established in local schools where they started out with Clean-Up campaigns and will continue their drive by passing on the experience of the workshop to their schoolmates as well as to their families and friends, thus completing their circle of influence.

For APECO-PUNO: *Alvaro Sarmiento*

ACONA (Iquitos): *Armando Corral*

APECO: *M. Sofia Brutton*

ASOCIACION PERUANA PARA LA CONSERVACION DE LA NATURALEZA

Parque Jose de Acosta, 187 Magdalena,

Lima, Peru, tel: 616316, fax: 51-14-424585

(These three women were guests of COEO at the Annual Dinner at ECO-ED, where they gave a brief slide show and talk about the work that COEO helped in a small way to make possible.)

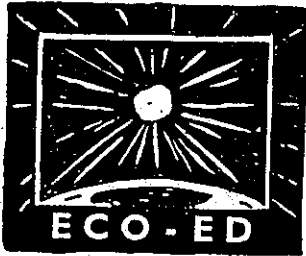
APECO



Thank You, COEO

by Chuck Hopkins

...it was
simply a
mirror to
society



In these hectic few days before I return to the Toronto Board I am again forced by time constraints to choose between those things that I must do, those I should do and those I could do.

One that fits all of the criteria is a thanks to COEO, its members, the executive, the volunteers and especially our COEO rep to ECO-ED, Joan Thompson.

Your trust in the concept of ECO-ED initially allowed it to be born. The executive committee's support for the international participation hopefully made ECO-ED an important gift to over 3,000 people in 68 countries around the world.

Nobody will ever know the extent of what was accomplished by ECO-ED. In my role as Chair I probably was as aware as anyone. However, I am still learning of the many separate parallel meetings, events and spontaneous alliances formed in those seven days in October.

Thirty-one pre-conferences have their own stories as well. To use but one example, the gathering of over 100 indigenous peoples focusing on both the importance of traditional environmental knowledge in ecological management systems and the use of Geographic Information Systems (GIS) by indigenous peoples made tremendous progress. To be thanked by the indigenous leaders themselves for their prominent roles as speakers as well as performers was indeed gratifying. The sincerity and respect with which participants at ECO-ED received the messages of our indigenous leaders created a remarkable setting for mutual understanding. This was seen as major accomplishment for such a large education gathering.

While ECO-ED was broad in the scope of the content and diverse in the manner the

messages were being delivered, it was simply a mirror to society. The 3,000 square metres of existing resource materials, the performers and the hundreds of examples of fine exemplary programmes already in existence must be encouraging.

To have spoken with individuals from developing countries who paid more than a year's salary to come and contribute was humbling to say the least. To hear them say they would do it again for they were returning rejuvenated to carry on their work, made ones eyes fill. Knowing the scarcity of the resources they have to work with and the enormity of the problems they are facing, I hope we will find a way to help. The decision of the COEO executive to support the project of APECO in Peru is a beautiful example of a project that adds a practical global dimension to our association's work.

The symbolism of grass roots organizations such as COEO, NAAEE, OAGEE and MAB CANADA coming together to host the first Earth Summit follow-up event was important to the UN community. Globally speaking, "a handful of people" can make a difference. If we each do what we can with whatever resources or talents we can assemble, visions can become reality.

There are many challenges that arise from ECO-ED for me. The integration of both environment and development issues in our education programmes, the search for authentic indigenous wisdom, and the reaching out to other sectors in a co-operative spirit are but a few.

I thank you for this opportunity to move forward such an important area of education.

Chuck Hopkins

Chair of ECO-ED

Living the Answers

by MJ Barrett, Skid Crease and Mark Whitcombe

ECO-ED is behind us—and now our task is to apply the lessons that we have learned and are still learning from that wonderful experience.

Our central contribution as outdoor educators is to continue linking individual students to specific pieces of this earth. We help to create the sense of wonder through direct experiences in the outdoors. We have the skills, knowledge and techniques to do that within our local habitats, and we will continue working to improve.

For example, in the North York Board, elementary school students are given a mandated seven and one-half days at residential centres in natural settings to establish those outdoor connections. However, this amounts to only .28% of their curriculum time during the full length of a school career. Many classroom teachers add very significantly to this exposure. But if this is the paltry amount of time given in one of the most fortunate boards, the message is clear: We must make our value known. We have much to offer the broader educational system. We must spread the message that outdoor education is not a frill, but is essential to the development of environmental literacy. Would anyone recommend cutting mathematics to .28% of the curriculum time in order to produce mathematically literate students? This is essentially the result of what has happened to many outdoor education programmes in the latest rounds of budget cuts, including the present gloomy situation in Peel. It is especially important to inform the trustees and administrators who determine funding priorities and make programme decisions. We must also educate the voting and tax-paying public. Our field is indeed an

integral part of a holistic curriculum for the 21st Century.

Perhaps the biggest issue coming from ECO-ED is how to bring a global perspective into what we already do effectively in our local setting. We must now include the global outlook in our local experiences. How do our own actions impact global systems? From input through output, what parts of the earth, and what parts of human health and dignity do we use, manipulate or destroy as we march through our daily lives? What are the sources, the throughputs, and the sinks associated with our actions? Where do the resources come from? How do we use them? Where do they go afterward?

Yet as we struggle to act on the global front, we must avoid the 'do-gooder' trap. We can only really act in our local context. We must know of the limitations of our own perspective. We must be mindful of the fundamental differences between our North, or 'developed', world view and that of the South or 'developing' world. Within outdoor and environmental education circles, we speak of our need to touch the earth. This call to reconnect and to conserve contrasts markedly with the call of the South. To them, the world's environmental crisis will be solved only through the healthy interconnection of development and environment.

As a Costa Rican community activist pointed out so eloquently to the students at the Student Pre-Conference: "You can't teach a peasant to save the rainforest when his belly is empty." Yet their concerns are ours too—both outside and within our own continental borders. We also need to realize the truth of what one of the Mexican

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local setting.*

The turning point into the 21st Century pivots on our ability to co-ordinate these approaches.

delegate said: "We have a North within our South, just as you have a South within your North." We, too, must look at social equality as we strive for environmental health.

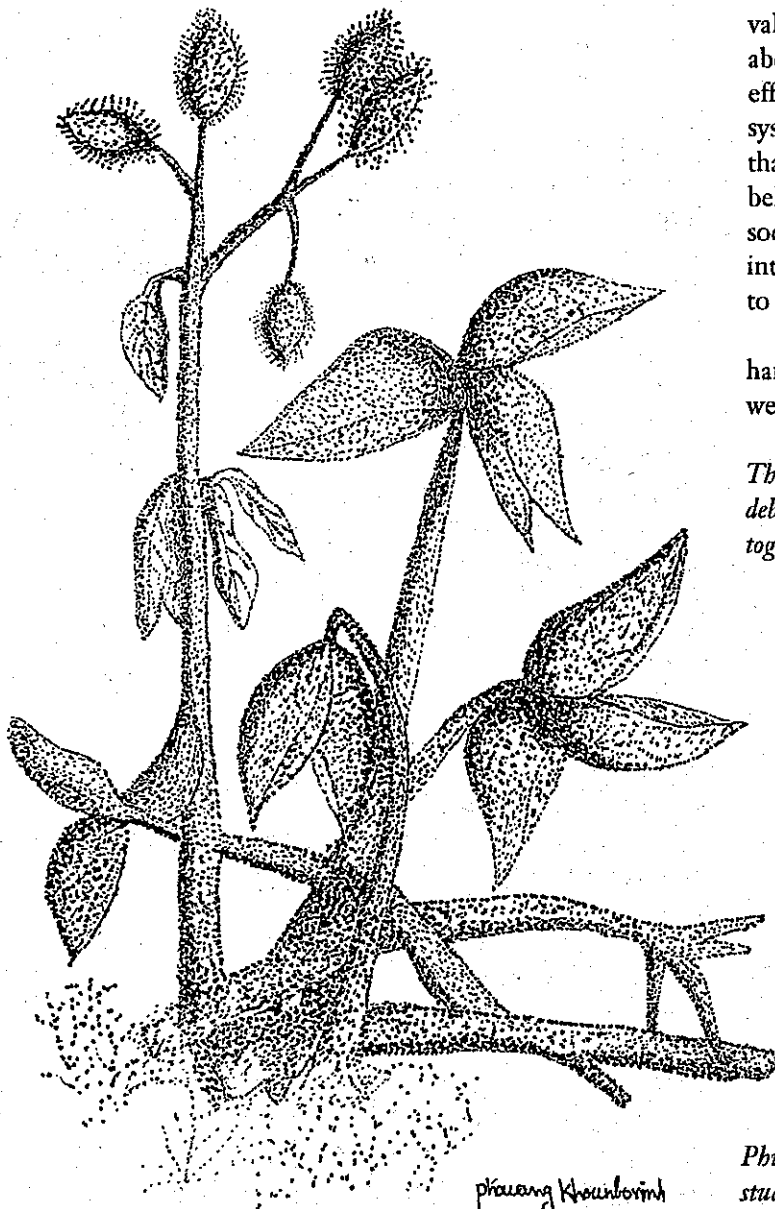
We also need to develop effective ways of encouraging individual empowerment so that as individuals our students develop a strong sense that their actions can and do make a positive difference. We need to

avoid the trap that so many of us fell into two decades ago when we taught the doom and gloom of *Limits to Growth* and 'Zero Population Growth' without also showing how each of us could make a difference.

We need to combine the creation of that sense of wonder, the global perspective, and individual empowerment. We do many of the requisite pieces, but separately. We know ways to teach children how to listen to the voices of the earth again. We understand the importance of values and value systems, and we know how to educate about those. We can teach how to effectively use the various knowledge systems to which we have access. We know that we need to work toward changes in behaviour: individually, professionally, socially, and globally. The turning point into the 21st Century pivots on our ability to co-ordinate these approaches.

We owe ECO-ED and its far-dreaming, hard-working organizers a great debt. Now we have to live the answers.

This 'group brain' wishes to acknowledge the debt to many others in pulling these ideas together.



Phuang Khounborinh

Phuang Khounborinh is a senior high school student in St. Catharines.

Reactions to ECO-ED

Dear Chuck Hopkins and Nola Kate Seymoar and the rest of the ECO-ED staff:

Well you fooled me. I went to Toronto and to ECO-ED expecting to find information, contacts, and reams of reading material. And that's about all I expected.

I got that of course. But I never anticipated I would be so deeply affected by the tenor and the message of this remarkable gathering.

It really hit me Monday. Over dinner, as my colleague and I recapped the day's panels, our discussion betrayed us. ECO-ED was changing us spiritually as well as intellectually. Those many sessions, and all the words spoken by good and wise people from Ghana and Costa Rica and Vietnam and the first nations of Canada were resonating in me at a different pitch, accumulating their own power. ECO-ED was fully alive to me then. I felt embraced. And graced.

There was yearning I felt too, a call at the lowest possible register, pervasive, tinged with despair. It was not mine, not yours—it was too big. It seemed like the low, unrelenting moan of a mother whose child is desperately ill, a sound palpable, but not audible. I knew it, of course, we all did, and I wanted then, as I do now, to return the embrace, and to heal. What other choice could I make?

You really did do the impossible. ECO-ED was so much more than a conference. Your devotion and your persistence set a tone that demanded every delegate participate with heart as well as head. You wanted us to hear the unhearable. And so I listened, amazed, to Henry Lickers and Noel Brown and Mary Lou Fox and Dame

Barrow and Warren Lindner and Paul Winter and dozens of others speak, in their own languages, with disarming forcefulness and affection. I heard cultures separated by oceans of time and tradition call out to one another, with fervour and articulateness. I could never have expected this, or asked for it. By the time White Rainbow closed ECO-ED Wednesday there was nothing left for me but commitment and humility.

You did this. You made ECO-ED a place, out of time, that demanded our fullest attention, and gave us more than I dared seek. Then you sent us on our way, the congress's spirit dissolving but not dissipating, carried forth by each of us, knowing, I hope, that there is no other choice to make. Thank you, thank you, for making this happen, and giving of yourselves so fully that now we must do the same.

With warm regards,
Tom Lowery
National Public Radio
Washington, DC
27 October 1992

*ECO-ED
was changing
us spiritually
as well as
intellectually.*



*...we are all
trying to share
caring and
compassion for
our planet and
all life that
shares it.*

My mind is still spinning when I pause to think about the ECO-ED Conference, 1992. Although I wasn't sure what to expect from this gathering, I was overwhelmed to discover the variety of presenters and delegates who were in attendance, and the breadth of subject matter which was covered. The goals of the conference were both timely and ambitious. I think that the degree of success each participant felt really was the sole responsibility of that individual.

I found the conference rewarding in a variety of ways. Some sessions hit me close to home in a reassuring way. There are lots of others out there, teaching environmental education, struggling with similar problems, searching for creative solutions. But another aspect of the conference was extremely stimulating in a way that no other workshop has been for me. On several occasions I stopped everything and listened—to foreign voices, different languages, beautiful accents, persons young and old, all working around a common theme. In endless places with widely varied approaches and resources we are all trying to share caring and compassion for our planet and all life that shares it.

I have the greatest respect for all those participants with oceans, continents and language barriers to cross who attended anyway and worked for their voices to be heard. I am motivated through them to keep a global perspective myself to remind children that all life isn't just our own home, neighbourhood, or country. My only wish would be in the future to make it easier for these people, through greater translation or even by holding events like this closer to countries who can't afford to

come here.

I congratulate all those people who were involved in the organization of the conference for their tremendous efforts and commend COEO for supporting such a worthy cause.

*Lisa Primavesi, Naturalist, Kingfisher Lake
Outdoor Education Centre, Thunder Bay*

Although ECO-ED was as large and overwhelming as any conference before, it was an extraordinary opportunity to meet a much wider circle of educators who, like ourselves, struggle daily with the many barriers to holistic education. Rarely do any of us get a chance to meet others from across Canada or the United States. Rarer still are the opportunities to meet those from developing countries. Yet ECO-ED offered this and much more to each of us.

When all is said and done, ECO-ED was an incredibly rich experience. COEO members and other organizers deserve a hearty "Thanks" for the countless hours undertaken to organize it. Bravo!

*Tim Grant
Editor, Green Teacher
Toronto*

PS: Keep up the good work with *Pathways*. It's one of the few magazines that I read cover to cover!

Hope for the Future

The following comments were written by four students from East York schools. These secondary students were chosen on the basis of leadership and environmental interest to attend a four-day session at Sheldon Centre for Outdoor Education the week prior to the actual ECO-ED Conference. Approximately 250 students from many different schools across Metro spent four days at five residential centres. More-or-less parallel programmes were run at each location. The theme was "Personal Change in a Changing World", emphasizing raising environmental literacy and developing action skills amongst secondary students and teachers. All the participants convened for one afternoon and evening of presentations and sharing at Boyne River Natural Science School. After the Pre-Conference, each of the students and teachers had passes to attend the weekend sessions at ECO-ED (For some related details, see Sidebars #1 & 2 in the global electronic networking article by Mark Whitcombe later in this issue.)

Shairose Jaffer (Marc Garneau C.I.):

"For the week of October 13-16, nine students from Marc Garneau Collegiate participated in the first-ever ECO-ED Student Pre-Conference. Our part of the Pre-Conference was held at Sheldon Centre for Outdoor Education. We were joined by students from East York Collegiate and from Leaside High School."

Salima Kassam (Marc Garneau C.I.):

"The Pre-Conference was a joyful and enlightening experience. Sheldon's facility in itself showed how humans could live with the environment hand in hand. The activities helped us decide what some of the major problems affecting the environment were."

Cherilyn Nobleza (Leaside High School):

"The outdoor activities the staff planned gave us hands-on experiences in dealing with environmental issues. Perhaps the one which provided the most impact involved a dairy farm next to a proposed landfill site. It showed how pollution created by people in the city affected the people who live out of the city. ... Time spent discovering where

each individual stood on issues concerning the environment allowed each student to reassess their perspectives, learn how to co-operate with people whose concerns differed from their own, and consider how to use these differences to formulate some sure-fire plans for action."

Vinitha Gengatharan (Marc Garneau C.I.):

"While at Sheldon we talked about some of the issues regarding the environment. But we didn't just talk, we decided we were going to do something about the problems that were identified. So we developed action plans based on what could be done individually, in schools, and with the three schools combining to work in the community at large."

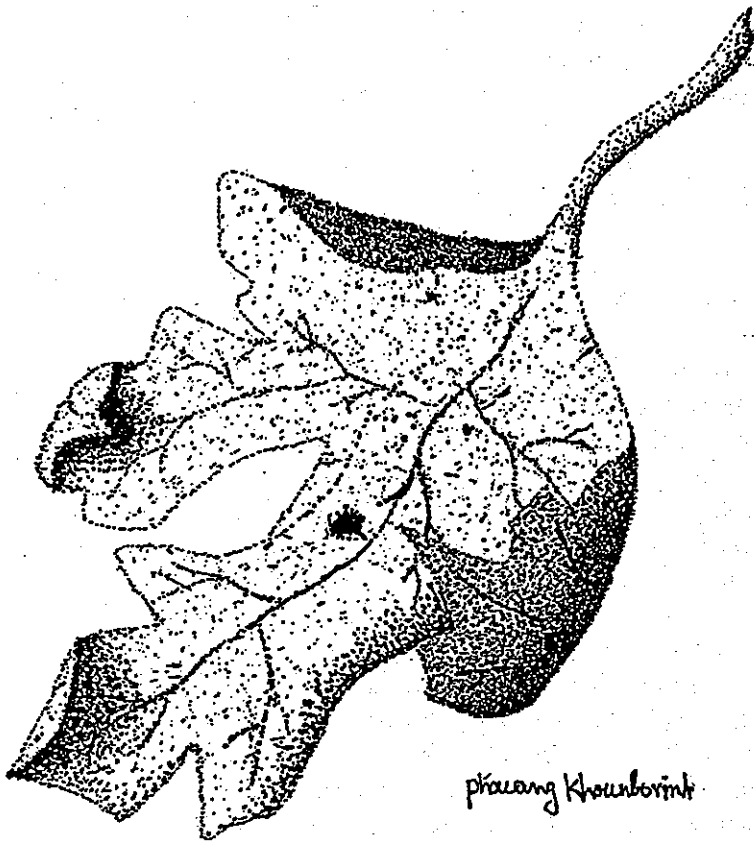
Cherilyn Nobleza:

"Time was provided for all the students to discuss plans to encourage student body awareness within schools of all levels. The outcome were plans for Garneau's 'Green Team' to help fledgling East York Collegiate and Leaside groups to found solid environmentally aware clubs in each school. Plans were made to start a

*But we didn't
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*It gave us all
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presentation on environmental issues to be given at feeder schools throughout the borough. Also discussed were plans to include Leaside and EYCI in Marc Garneau / Valley Park's annual Earth Walk. Preparations are currently underway to research and write material for our presentation and to organize an inter-school celebration at the conclusion of the Earth Walk. Student representatives from all three schools attend inter-school meetings held at one of the three schools for general discussion and for progress reports. We hope to be presenting sometime in February."



phiang Khounborin

Salima Kassam:

"The actual ECO-ED conference was very good as well. It provided me with new information about what is happening with the environment. I was also delighted when I saw all the programmes and aids that are available to help educate students. (Now only if the teachers would use them!) I also found that at the conference there were many students who are making their views known on a world-wide basis. This amazed and motivated me. I think I will start with my own school."

Vinita Gengatharan:

"At ECO-ED, we met all sorts of people from the world, including political figures, royalty, as well as exchange students. It seemed that there were just two days aimed at youth and so we found our own ways to be heard, and were they impressed! So we had a fabulous time. It gave us all not only something to think about, but also hope for the future."

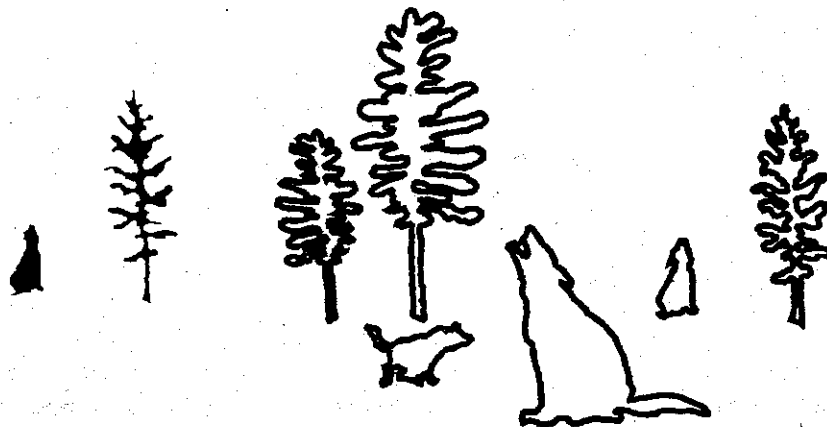
Salima Kassam:

"In the end, I think the Student Pre-Conference was beneficial and I would recommend that it be continued on a yearly basis."

Thanks to Stewart Craven at MGCI and Leah Pressey at Leaside for gathering this material.

Quotes from ECO-ED participants

- "They give you this binder when you walk in and, wow!..."
- "My processing mode is overwhelmed..."
- "It was great, but my mind is fried..."
- "Are you brain-dead yet?"
- "Talk to you later..."
- "Great networking possibilities!"
- "It would have taken me two years and thousands of dollars to accomplish what I have done in five days here!"
- "Paul Winter's *Missa Gaia* was the most remarkable musical experience of my life! ...moving, fulfilling, exhilarating, musical, rhythmic, participatory, 'soul music', talent, creativity"
- "Teach Deeper"
- "Teach from your entry point"
- "How can I do all this dishes stuff, when I'm busy saving the planet?"
- "...kids as commodities for the environment?..."
- "If anyone asks you to help out with a conference... say YES!"



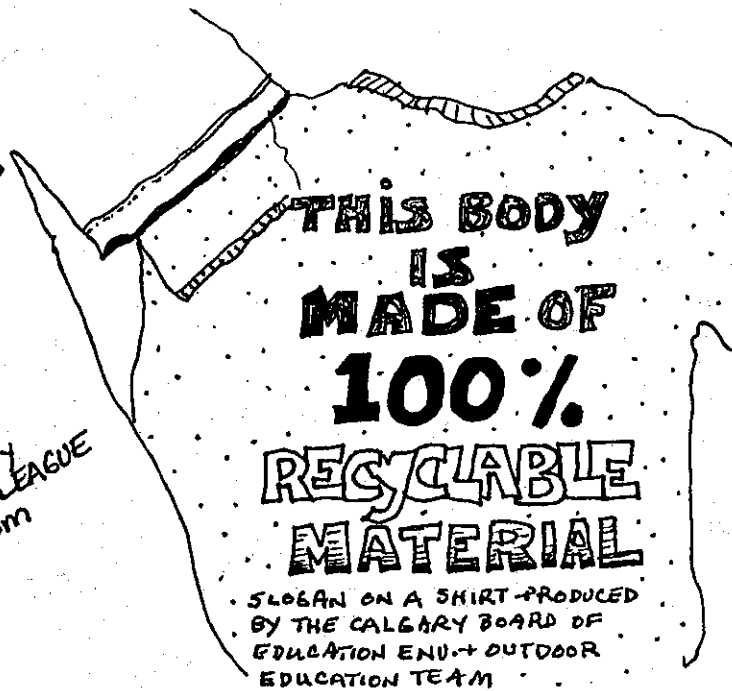
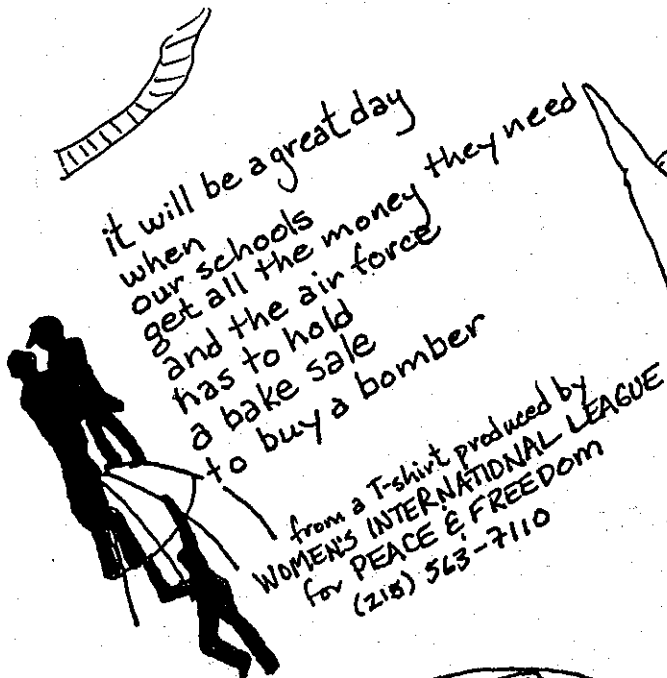
by James Raffan, Professor, Outdoor and Experiential Education, Queen's University

SNIPPETS from an ECO ED J.O.U.R.N.A.L

RADIANS ON WET PAVEMENT
BRIGHT LIGHTS IN BLACK SKY
NO BIRDS ON WET WIRES
CEMENT IN CITY HUM
PEOPLE X3500, SUITS & T-SHIRTS
64 COUNTRIES FROM A CRACKED GLOBE
TOGETHER
IN THE BELLY OF A BEAST
FOR BETTER _____ OR WORSE
MOSTLY BETTER
STILL YOU MUST DIG
A LONG WAY
TO TOUCH THE EARTH

B.U.T
PEOPLE TOUCHING PEOPLE
LIVES TOUCHING HEARTS
TO LEARN TO LISTEN TO LEARN
TO THINK AGAIN OF CHANGE
TO ACT AGAIN FOR CHANGE
T.O.G.E.T.H.E.R.

THE FOLLOWING 4 PAGES
ARE RECONSTITUTED
FROM JAMES RAFFAN'S
JOURNAL. JIM WAS A
SPEAKER AND PARTICIPANT
AT THE ECO-ED WORLD CONGRESS.



T-SHIRT LOGO OF A UN GLOBAL DEVELOPMENT PROJECT

SO DAVID SUZUKI shows up at the premier of a film about Quebec Inuit + their response to HYDRO QUEBEC's latest dam proposal. He says:
 "I DON'T WANT TO RAIN ON YOUR PARADE... BUT THE WHOLE IDEA OF ENV. ASSESSMENT IS FLAWED. NO SCIENCE, NO SCIENTIST CAN EVER KNOW WHAT THE LONG TERM EFFECT OF THESE PROJECTS WILL BE. THE ONLY PEOPLE WHO CAN EVER KNOW WHAT THE EFFECTS OF THESE PROJECTS WILL BE — THE ONLY PEOPLE WHO REALLY KNOW THIS LAND, ARE THE PEOPLE WHO LIVE ON IT. BUT THIS KNOWLEDGE IS DISCOUNTED! IT'S ANECDOTAL. IT'S SUBJECTIVE. IT'S IMPORTANT."

GOT HOME + DUG OUT AN OLD COLUMN OF SUZUKI'S FROM THE VANCOUVER SUN
 12 MAY, 1990 PAB
 THERE HE SAID

Science is a powerful way of knowing. It is based on the replacement of subjective, emotional experience with objective observation, free of distortions of personality and replicable anywhere and any time.

~~~~~ Hmmm... Maybe Bob Dylan was right... AGAIN.

“SUSTAINABLE DEVELOPMENT IS NOT JUST ABOUT LAND; IT IS ABOUT FARMERS. IT IS NOT JUST ABOUT OCEANS; IT IS ABOUT FISHERMEN. IT IS NOT JUST ABOUT FORESTS; IT IS ABOUT FOREST DWELLERS”  
NITIN DESAI

“MY DAD ALWAYS SAYS 'YOU ARE WHAT YOU DO.' WELL WHAT YOU DO MAKES ME CRY AT NIGHT”

The worst toxic waste in my country is packaged TV programming from the United States that is poisoning the hearts and minds of my people.

Adelepte from the Philippines

YOU CAN'T UNDERSTAND NATURE THROUGH YOUR HEAD ONLY

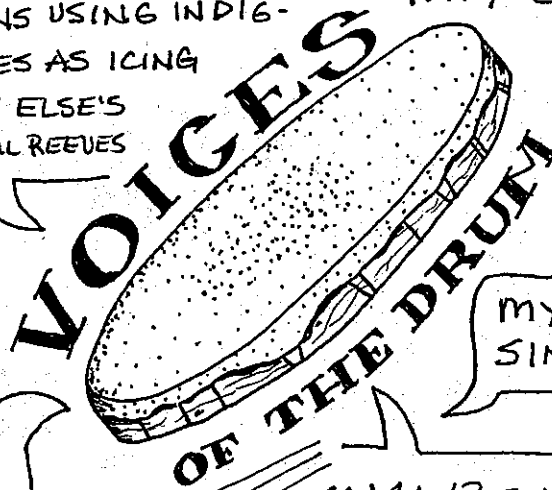
STATEMENT FROM THE FLOOR

“I'M TIRED OF ENVIRONMENTAL ORGANIZATIONS USING INDIGENOUS PEOPLES AS ICING ON SOMEONE ELSE'S AGENDA”  
PAUL REEVES

IT TOOK ME 45 YEARS TO BECOME AN ELDER. WHY CAN'T I SIGN A PASSPORT?

Jim Bourque

“QUALITY OF LIFE IS NOT TO BE CONFUSED WITH STANDARD OF LIVING”



MY ECOLOGY INCLUDES SINGING + DANCING.

HENRY LICKERS

A WISE MAN IN OUR COMMUNITY DOES NOT NECESSARILY WORK WITH BOOKS AND COMPUTERS. A SCIENTIST WORKS WITH BOOKS AND COMPUTERS BUT HE IS NOT NECESSARILY A WISE MAN. Arturo Argueta

“MAYBE WE SHOULD STOP THINKING IN TERMS OF SNEAKING SPIRITUALITY INTO THE CLASS ROOM. MAYBE WE SHOULD START THINKING OF LETTING IT OUT OF THE PEOPLE WE TEACH.”

CATHERINE PLOSKONKA

“WE HAVE MYTHS. IN SCIENCE, I THINK THEY'RE CALLED THEORIES.”

HENRY LICKERS

★ QUESTIONS THAT LINGER ● KATY MANNING FOR A SUNDAY WALK ★ QUESTIONS

★ HAVE YOU, BY YOUR SILENCE, DELEGATED RESPONSIBILITY? REBEWA GETAHOUN

★ WHO DETERMINES WHAT IS JOY? Dr. DAVID ATI, Nigeria

★ HOW DO YOU ADDRESS CONTROVERSIAL ISSUES WITHOUT GETTING YOURSELF FIRED? MICHAEL BLOOMFIELD

★ WHAT IS JUSTICE?

**WHO LIVES YOUR LIFE?**  
Fr. DANNY MARTIN

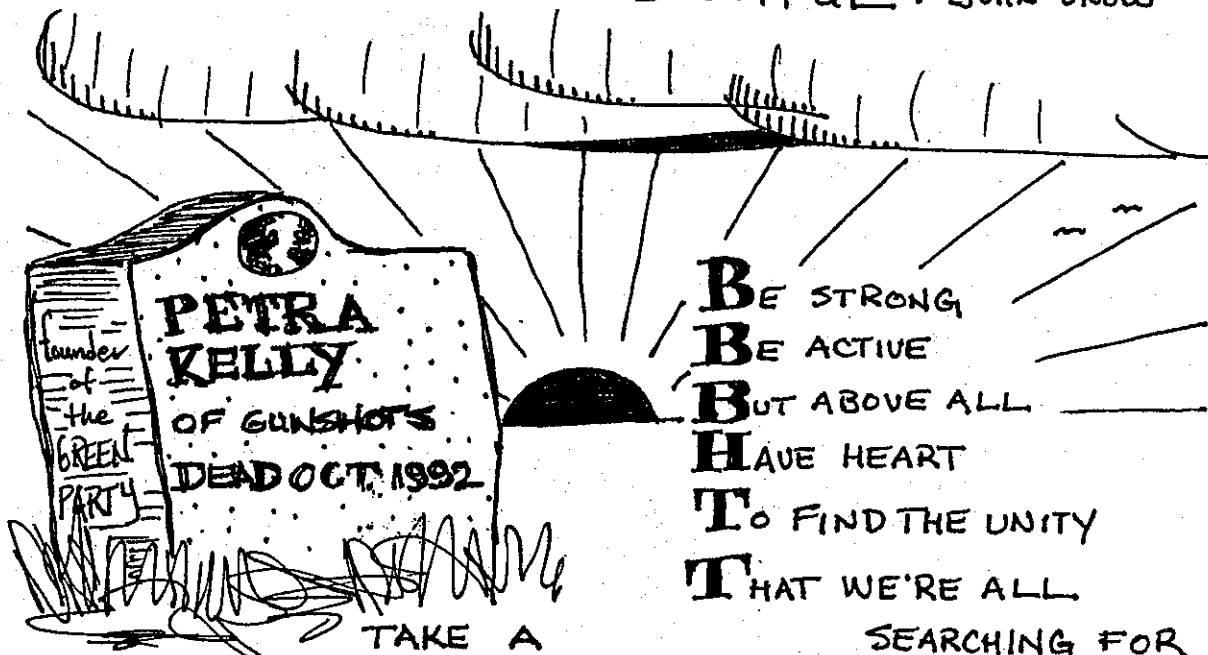
★ WHO DETERMINES CONTENTMENT?

★ WHAT IS YOUR PROJECT? DAVID SELBY

★ WHAT IS THE BASIS OF YOUR INTEREST? DAVID ATI

★ HAVEN'T WE HEARD ENOUGH ALREADY ABOUT NATIVE SPIRITUALITY? Peter Snow, quoting Globe+mail

★ WHY IS THE FOREST BEAUTIFUL? JOHN SNOW



TAKE A **MOMENT of SILENCE** • a MAORI BENEDICTION • from PAUL REEVES

## ECO-ED Session Quotes

“What is a youth issue, anyway?”

— *from “Youth” session*

“As a student, I would like to see more orientation to action. Maybe in school, instead of writing an essay in response to a video on environmental issues, we should be writing letters to the people in the video, the people who are responsible for the decisions.”

— *Said in an ECO-ED session by a high school student who had been at the Student Pre-Conference*

“Our ideas of nature are not natural—they are constructed. ...so we of new sensibilities contradict our message with our language.”

— *Mark Meisner, York PhD student, in session on nature and language*

“There are 47 million teachers in the world, including 30 million in developing countries.”

— *Federico Mayor (UNESCO)*

“Over the last twenty years, we humans have spent \$1,600,000 per minute on militarization.”

— *Mustafa Tolba (UNEP)*

**Estimated costs for reorienting education towards sustainable development (from the Rio Declaration): average total annual cost (1993-2000) to be about \$8 billion to \$9 billion, including about \$3.5 billion to \$4.5 billion from the international community on grant or concessional terms.**

“Sustainable development is not possible in an inequitable world. ...We need to teach why in a world of so much opulence, there is so much poverty.”

— *Margarita Marion de Botero (World Council on Environment and Development)*

“You can’t teach a peasant to save the rainforest when his belly is empty.”

— *Alfredo Jimenez Montero (Costa Rican community activist)*

“Non-action is action by default. We are all global citizens by default.” — ?

“What are the images and metaphors that environmental educators use?” — ?

“What you know has precious little to do with what you do.”

— *Jim Raffan*

“Tests often dictate teaching approaches. Memorization is not necessarily a bad thing. Native memories are light-years stronger than ours, but memorization out of context is a failure of our educational system.”

— *Mike Caduto*

“The objective of teaching is getting students to the edge of what he or she knows. I don’t think that you learn anything when you’re sitting in the fat comfortable middle of what you know.”

— *Jim Raffan*

“Earth, when I live, I depend on you; Earth, when I die, I depend on you.”

— *Akoss Ofori-Mensab (Ashanti prayer from Ghana)*

"Be grey as well as green, so that you constantly see what systems are presently running the city."

— *Skid Crease*

**metaphor comparing tree and fungi to child and educator: a symbiotic relationship, each one dies without the other**

"The third world suffers as a result of northern hemisphere activities...renewable alternative energy sources are one major positive contribution that should be made...they are both transferrable (to the third world) and also a key to changing the mindset of developed countries."

— *Ruth Lechte, World YWCA Fiji Energy symposium*

"All education is environmental education. By what is included or excluded we teach students that they are a part of or apart from the natural world. Integration of ecology into all areas of curriculum must occur to ensure that the environment is a part of our students."

— *American teacher, Soil Chemistry Round Table*

**B.T.U.'s = "better timber uses"**

"We have to shift from being a reproductive to a contraceptive species immediately and forever"

— *Norman Meyers*

"Given our North American rate of consumption, the Canadian population is the equivalent of 1.2 billion East Indians."

— *Norman Meyers*

"The Medicine Wheel or The Circle of Life represents 4 directions — beings of the land, a bonding and a sharing."

— *Mary Lou Fox, First Nations People "The Spirit and the Will"*

"Challenge your students to research a hero/heroine and tell why they are heroes."

— *Cliff Knapp, Translating the Ethics of Earth Heros/Heroines*

"Students have the desire, but lack the framework to go ahead"

— *Annie Brody and Peter Blaze Corcoran, Student Empowerment for Environmental Action*

**Empowerment = students increasing their mastery of their lives to take action**

"I hope my nation never becomes so 'developed' that it is inappropriate to talk about spiritual matters in my classroom."

— *unknown Nigerian delegate*

"Spirituality is inside everyone and our job as teachers is to find ways of letting it out."

— *Catherine Ploskonka, University of Tennessee*

"Spirituality: are we 'sneaking it in, or...letting it out?' — ?

"...the world is a mess

...we need to have change

...we need hope

...we are still only at square one

Where is square one? It is the world we have allowed to evolve, a world without global equity, management, without a GLOBAL ETHIC... one where we have succeeded in marginalizing 80% of the world"

— *Warren Lindner*

"Are we prepared to teach the failures of our past development paradigm?" — ?

"Youth will inherit the problems of today"

"Youth are the leaders of tomorrow"

Paradox of Youth:

"If we are going to inherit the earth and if adults are waiting for us to inherit the earth, who is taking care of the earth now??"

"Their solutions aren't working"

— *Melanie Sampson, university student*

"the fact that we don't have experience in your world, is, perhaps, a plus"

"Money has become more real than reality"

"we can't legislate values, but we can educate values"

"the most important environmental decisions are made everyday by us."

"it's a people problem, not an environmental problem"

"the consequences of not staying the same are more dangerous than staying the same"

— *SAVE Tour high school student representative from Uxbridge*

"A fundamental change is needed in spiritual, moral and ethical values.... We need a moral and ethical REVOLUTION....

We must give more than lip service to our moral and ethical values."

— *Maurice Strong*

"When you fight for what you believe in you will have many admirers, yet you will also have enemies. And there will be many who will stand cheering on the sidelines, and run for cover the moment things get rough"

— *Micheal Bloomfield, founder, The Harmony Foundation*

"We need a much sharper demand on ourselves and must challenge the SYSTEM that has brought us here." — ?

"Unless we eliminate the DOMINION, the patriarchy of those who have created the problem, we will not make change."

"It is very difficult, foolish, naive to go to the people who have created the problems, to go to fix it. Now I do it..."

— *Bella Abzug, politician, feminist*

"Meetings and talk (feeling warm for two days), is not a substitute for action." — ?

"Move from small is beautiful and big is powerful to: Let big be powerful AND possible." — ?

"An industrial revolution curriculum will continue to give us GARBAGE."

"We are all upwind or downwind, upstream or downstream, from everything that happens on our planet"

"Concentrate on the human potential through the 5 c's: caring, communication, cooperation, conservation, commitment.

"Just do it!"

"Personal growth + environmental literacy = empowerment"

"Schools and centres we live in become living models of what we should aim for"

"We have forgotten to tell the stories which are most important"

— *Skid Crease, Outdoor Education Teacher, North York Board of Ed.*



## Ecotourism: Environmental Learning through Travel

Paul Eagles

This is a summary of a session at ECO-ED on Ecotourism. It pulls together abstracts of five different research papers. The presentations dealt with an eclectic set of topics: small-scale ecotourism development in Fiji, community-based education centres for tourists in Costa Rica and Canadian ecotourism.

Ecotourism involves travel where the primary purpose is to learn about nature. The conference presentations dealt with recent research results that have typified the Canadian ecotourists, their motivations and the associated travel industry. Some of the key points are outlined below:

- In 1992 the Canadian ecotour companies will take trips to 50 countries.
- 53% of the 1992 Canadian ecotours stay in Canada.
- Ontario is the most visited region (20% of tours) followed by the N.W.T. and B.C. (10% each).
- Rivers, mountains, birds and wildlife are key descriptors used in the advertising of the tours.
- The primary recreational activities on the trips are canoeing, hiking, sightseeing and kayaking.
- Cultural attractions are sometimes visited.
- The tour guide is a key element of the trip.
- The number of participants in a tour varied from 5 to 20, with an average of 12.
- The cost per day varied from \$44.50 to \$543.00 with an average of \$209.78.
- Ecotourists are older than the general population.

- Ecotourists have much higher education levels and much higher income levels than the average traveller.

The five highest ranked travel motivations of Canadian ecotourists as found from four different research populations are listed below:

- Wilderness and undisturbed nature.
- Learn about nature.
- Tropical forests.
- Birds.
- Photography of landscapes and wildlife.

The ecotourism market is growing rapidly. In the United States the market grew 125% from 1980 to 1989.

Environmental education in schools has many potential impacts on students. One of these is to produce adults that have an interest in travelling with an environmental emphasis.

Copies of the full research papers are available from the author at the following address:

Paul Eagles, Associate Professor,  
Department of Recreation and Leisure  
Studies, University of Waterloo,  
Waterloo, N2L 3G1



## Summary from Participants in ECO-ED Symposium on Species and Biodiversity

*Be it resolved that... Educators and communicators not only treat biodiversity scientifically but also recognize the spiritual, aesthetic and intrinsic values of biodiversity.*

*These statements are the spontaneous result generated primarily from indigenous peoples from around the world who worked with scientists and educators at an ECO-ED symposium. One of the comments from indigenous peoples was that they felt that ECO-ED advanced the status of their knowledge base by years. This summary has been posted to a world-wide electronic discussion group that focuses on Biodiversity.*

**W**hereas biodiversity as an academic scientific tradition does not adequately consider the many human and non-human contents and contexts in which biodiversity must be addressed; and

Whereas the term biodiversity will not directly translate into cultures which have a particular way of perceiving and interacting with their natural environments; and

Whereas the depletion or destruction of the genetic diversity of life is the heart of the environmental problems occurring throughout the world; and

Whereas a reduction in genetic diversity or the loss of a species is irretrievable; and

Whereas the elimination of cultural heritages and cultural diversity is irretrievable; and

Whereas we cannot replenish a diminished gene pool or resurrect an extinct species or cultural tradition;

**THEREFORE** be it resolved by the biodiversity survival workgroup at ECO-ED that:

1. Sustaining the Earth's life support systems and biodiversity of water, minerals, human nature, all vegetation and all animal and bird life must be recognized not as an addition to education, policies, and economies, but as the foundation on which education, policies, economies and respect for the world's natural heritage are built.
2. The voices of local indigenous peoples must be integral to the study, management and protection of biodiversity.
3. Educators and communicators not only treat biodiversity scientifically but also recognize the spiritual, aesthetic and intrinsic values of biodiversity.

*Sunday, October 16, 1992, ECO-ED Conference, Toronto*

## Learning to Restore: Combining Environmental Education and Ecological Restoration

**O**ur presentation at ECO-ED focused on our work with schools, informal learning centres, and communities, where we combine environmental education with ecological landscape planning, design, and project implementation.

Our approach to ecological landscaping involves working with the natural lay of the land, growing native species, and restoring natural processes. Examples of projects include woodlot restoration, streambank or pond rehabilitation, the creation of bird and butterfly habitat, low-impact trail building, and gardens combining edible native plants with introduced edibles. We invite the participation of people in all stages of projects, from design to planting to light construction. In this way, opportunities for experiential learning and involvement are realized, and, at the same time, people can contribute to positive environmental action.

Two of the main objectives of our work are: the preservation and restoration of natural diversity; and, the enhancement of people's sense of community with each other and the rest of nature.

In one on-going school project Ecological Outlook Consulting has initiated and co-ordinated a woodlot restoration and schoolyard naturalization project in which over two hundred students, parents, and teachers have planted hundreds of native trees, shrubs, woodland perennials, and wildflowers, and have assisted with the building of a low-impact trail on school property. Current activities include planning for an outdoor classroom, the initiation of a native species nursery, the development of a local cultural and natural heritage resource centre in the school

library, and the development of an interpretive programme. In the arts component of the project, students have presented an environmental play, and created an original environmental song and mural. One of the most satisfying results of this project to date has been the transformation of the school woodlot from an 'invisible' and neglected area into a valued and integral part of the life of the school.

*Donna Havinga  
Jean-Marc Daigle  
Ecological Outlook Consulting, Schomberg*

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*...people can  
contribute  
to positive  
environmental  
action*



## Summary of Part of the ECO-ED Panel on Residential Environmental Centres

Summarized by Mark Whitcombe, with notes from Bud Wiener

*...how to bring  
the global  
perspective into  
our local action,  
moving from  
local studies  
to the  
global scene*

There were more than fifty participants at this session, led by Bud Wiener (NIU), Bev Keith (Mono Cliffs), Brian Foreman (Australian Environmental Education Association), and Mark Whitcombe (Sheldon). People came from across Canada and the United States, as well as from Australia, the United Kingdom, Latvia, Czechoslovakia, and Russia.

The session started off with a "beyond brainstorming" session, at which the participants identified individually, then in small groups and finally collectively, issues relating to residential environmental education centres.

There was a great deal of discussion related to the need to move from the camp-model of committed but poorly-paid staff with high burnout and high turnover rates to the model of staffing with qualified teachers, teaching as a career at residential environmental education centres. This was connected with the need to professionalize staff, connecting trained educators and centres. There was also much talk about the need for public relations and marketing, but those notes were unfortunately removed before they could be recorded...

Summarized here are comments pertaining mainly to the issue of what we should be teaching in this form of education. The big question was how to bring the global perspective into our local action, moving from local studies to the global scene.

The following are thoughts, only loosely organized, that give some flavour of the issues discussed.

Living lightly; minimal impact activities; environmentally safe products; recycling; composting; environmental impact audits; dealing with waste (weighing waste) in the dining hall; growing food; minimization;

bioregionalism demonstrated and lived;

Experience must be relevant to what's going on with the rest of their lives; need activities to connect to their daily life; use take-home projects; need to suggest follow up ideas to the teachers and action projects for students; need to stay close to situations they understand; modelling behaviour by staff but students must make their own choices; sustainable development education requires knowledge of the ecosystem before action can take place.

Actively incorporate global citizenship into outdoor/environmental education; students learn to their personal potential—empowerment; shift to team-building from subject disciplines; deal with small groups; problem solving tasks in group contexts; communication skills; ownership of group task may build to a larger context; identify and highlight systems thinking, problem solving, creativity; experiential; decisions come from within; use small groups and involve parents—teachers not the expert running the program; open-ended activities so kids do things;

We should sell ourselves as a foundation of environmental education, where the sense of wonder and love of nature enters in; we make the connection to the environment; if students understand basic ecology then they might be able to translate their appreciation to the global context; programmes have linkage to the earth; confounding effects of consumerism and media advertising answered by giving first-hand direct experience with environment—the cold-and-wet!

Global electronic networks available; 'International Centre', where kids have a common experience connecting with a context across the globe; sharing water quality information through Project GREEN; exchange of data; develop associations with sister centres.

## "Think Globally, Communicate Widely, Act Locally"

by Mark Whitcombe, e-mail: [mwhitcombe@web.apc.org](mailto:mwhitcombe@web.apc.org)

### **Ecolinking: Everyone's Guide to Online Environmental Information**

Don Rittner, (1992) Peachpit Press, Berkeley, California, \$23.95

In a time when information is doubling every 1.6 years, we have a great need to connect people to people and people to truth. We need to democratize information, making it available without bias on a global scale. Surely this is nowhere more important than in the environmental and educational fields.

The tools needed are not beyond the reach of COEO members. A personal computer of any kind and level of sophistication, a box called a 'modem' costing from \$100 or more that links the computer to a phone line, and a simple communications software programme costing from \$25 and up are all that is needed. The degree of computer expertise required is not great, nor is it daunting to gain the needed skills.

My personal impression is that if you normally read a lot, value the contributions and wisdom of others, and are willing to develop a modicum of technical skill, then 'ecolinking' should become one of your tools for positive action.

I tried a number of electronic communication services, testing which ones provided me with the balance of benefit versus costs of time and money. I have settled on one system that gives me both access to people around the world, and to the knowledge they may have. I have joined The Web, a Toronto-based group linking environmental, peace and social issues activists across Canada. Through cross-links with EcoNet in the US, and to the incredible diversity of the Internet world-wide, I have begun to explore the benefits of ecolinking.

The cost of joining The Web is \$180 per year, with several free hours of connect-time per month for educators. The other main charge that you will have to consider is the 'connect charges' you incur every time you connect to the host computer. Educators get several free hours of connect-time per month, which should be more than enough for all but the most serious networking junkies. If you live outside a major city, you will also have long-distance phone charges, which can be kept to a relative minimum by using a service called 'Datapac' (available through The Web) that cuts long-distance plus connect-time charges to \$9.00 per hour. One other major charge to be considered is a 'storage charge' for using the main computer to store information. (Normally, if you keep information stored on your own computer, you will have no storage charges at all.)

I am officially representing COEO on The Web. As such, if you wonder about potential or actual benefits of ecolinking, please contact me at the address listed in the front of *Pathways*. I believe that ecolinking offers significant benefits to outdoor and environmental educators. But like any other initiative, a critical mass of users must be reached before the benefits really start to flow.

#### **The Web, APID, and the Student Pre-Conference**

Some examples of the gains that I have already realized or am working on follow.

Prior to the ECO-ED conference I sent out a request for information (see Sidebar 1)

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*The tools  
needed are not  
beyond the  
reach of  
COEO  
members.*

## Sidebar 1

Original message sent out by electronic mail in late September, 1992:  
(The final plan was slightly different.)

### ECO-ED STUDENT PRE-CONFERENCE SCHEDULE:

**October 13-16, 1992**

(Discussion/Working plan developed by Martin Hunt, Andy Kennedy, Mary Roberts and Mark Whitcombe, based on the work of others at Mono Cliffs, Boyne and elsewhere)

#### THEME: "Personal Change in a Changing World"

As part of the ECO-ED pre-Conference events, a number of residential outdoor education centres northwest of Toronto are putting on concurrent and more-or-less parallel residential student conferences. Boyne River Natural Science School, Mono Cliffs Outdoor Education Centre, Pine River Outdoor Education Centre, Albion Hills Conservation Centre, and Sheldon Centre for Outdoor Education are each involved. A total of nearly 250 students from across Toronto will be participating.

At Sheldon Centre for Outdoor Education, we are bringing thirty 16-18 year old students from East York, a borough of Toronto. Ten students will be coming from each of the three secondary schools in our school board. The students are being chosen on the basis of prior environmental activities and on the basis of leadership.

In general terms, in our four days together, we would like to focus on the theme of "personal change in a changing world." Rather than develop factual knowledge, we would like to develop the process skills of group consensus building, problem-solving, value exploration and formation, and action-orientation.

#### THE SCHEDULE

##### Tuesday

- |       |                                                                                                                                                                                        |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:45 | Arrival                                                                                                                                                                                |
| 11:00 | Sheldon orientation settle in and mixers / The Week in Preview                                                                                                                         |
| 12:00 | Lunch                                                                                                                                                                                  |
| 1:15  | Focus on Self: "The unreformed reformer seldom inspires reformation."<br>* hike activities to address areas of self-understanding, needs, beliefs and values; personal journals; solos |
| 4:00  | Recreation, Reflection, Reading, Writing                                                                                                                                               |
| 5:30  | Supper                                                                                                                                                                                 |
| 7:00  | Homework Block (two hours per evening, to allow the students to keep up with their regular studies)                                                                                    |
| 9:00  | Night Hike                                                                                                                                                                             |
| 10:30 | Quiet time                                                                                                                                                                             |

*(Continued next page)*

to a number of discussion groups related to environmental education curriculum. I wanted to see if I could get any suggestions as to how to set up the Student Pre-Conference that a number of local residential centres were planning. I got a reply back from Alfredo Jiminez Montero from Costa Rica (see Sidebar 2), saying that he runs sessions similar to ours and that he would like to support our work. Alfredo was reading his e-mail in the early morning, and sending his replies off then, and I was responding in the evening. Using our personal time most efficiently, and at a total cost of perhaps a dollar or so each, we communicated back and forth. After a number of e-mail messages, I met Alfredo in the city Thursday morning before ECO-ED, together with a Costa Rican university student, and we joined the high school students at their whole-group session at Boyne River. Alfredo spoke to all 250 students after supper. He spoke in Spanish, and was movingly translated by several high-school students. More clearly than ever before, we heard the message from the South that environment and development cannot be separated, that we can't teach a peasant to save the rainforest when his belly is empty. Alfredo's contribution—made possible by ecolinking—was one of the highlights of the whole Student Pre-Conference.

#### The Web, BITNET, and ResEE

Another direct benefit from ecolinking comes from the work that came out of a session at ECO-ED on residential environmental education centres. (See the summary of this panel earlier in this issue.) With about fifty people from across Canada and the United States, together with people from the United Kingdom, Latvia, Czechoslovakia, Russia, and Australia, it became clear that we shared common concerns and problems. We shared addresses, but also decided amongst some of us that we

should try to link up electronically. Ken Voorhis, from the Great Smoky Mountains Institute at Tremont in Tennessee and I have set up a discussion group (like a discussion table in a large meeting room) on the topic of Residential Environmental Education Centres. (see Sidebar 3) Anyone of the several million people world-wide who have access to the Internet or any connected organization such as The Web or EcoNet can sign up for a discussion group called the Environmental Studies Discussion Group, named "bitl.envst" in the lingo. Any messages posted to that discussion group that has 'ResEE' in the heading or title would automatically be sent to that persons electronic mailbox, to read at their will whenever they electronically linked up. Several of the ECO-ED summaries have already been posted to the Environmental Studies Discussion Group, with some interesting discussion being generated.

### Kids from Kanata and GREEN

A third type of benefit of ecolinking comes from participating in any of the groups that specifically link students in project-related manners. One exciting Canadian example is "Kids From Kanata". This is a Canadian undertaking that electronically links classes in triads of two regular schools with one Native school. The kids start off by chatting with minimal structure, sharing about themselves and their neighbourhoods. Out of that grows a greater structure based on the desires of both the students and the teachers involved. Both in the Toronto and East York Boards, we hope to be able to link city schools with rural schools in the area of the respective residential centres. The third school in each triad would be a Native school. This leads to exciting possibilities of sharing urban, rural, Native, and immigrant perceptions, developing regional perspectives, and exploring similarities and differences. The kids would meet electronically first, and then

### Sidebar 1 (continued)

#### Wednesday

- 9:00 Focus on People Skills  
\*Outside activities which act as a vehicle for problem solving, communication, conflict resolution, team building
- 12:00 Lunch
- 1:15 Focus on Working Skills  
\* Groups (working outside) "Rainforest" simulation from Global Teacher-Global Learner
- 4:00 Recreation, Reflection, Reading
- 5:30 Supper
- 7:00 Homework Block
- 9:00 Night Hike (blind walk)
- 10:30 Quiet Time

#### Thursday

- 9:00 Focus on Student Actions Plans  
\* the three groups brain storm ideas for action plans and come together mid-morning to share ideas
- 12:00 Lunch
- 1:15 Shuttle students to Boyne River for day's events (all 250 students will be getting together to share ideas and to participate in common experiences)
- 2:00 The Boyne Presentations:
- 2:00 Save Tour Plenary Session
- 3:30-5:00 Workshops:
- 1) Wheels of Change-Canada World Youth -Melanie Sampson(?)
  - 2) Youth Challenge International -Tony Wong
  - 3) Save Tour
  - 4) World Affairs Canada
- 5:30 Supper at Boyne
- 7:00 Speaker: Canadian Youth Rep. to Rio, Desiree McGraw
- 8:30-9:25 Centre Stage Presentation (Youth Organisation from Wisconsin)
- 9:30 Return to Sheldon for campfire, snack and reflecting the day
- 10:30 Quiet Time

#### Friday

- 9:15 The Next Step  
\*Merging the ideas for personal action plans with ideas gleaned from The Boyne presentations, leading to commitments for the future possibilities: -commitment to personal action plan -networking -develop global perspective -preparing for the ECO-ED conference
- 12:00 Lunch
- 1:30 Depart
- Students will have passes to attend the Friday evening opening performances, and the Saturday and Sunday sessions at the ECO-ED conference.

#### COMMENTS:

If you have any experience in developing and running such programmes, we would be indebted to your shared insights.

Mark Whitcombe, Sheldon Centre for Outdoor Education  
e-mail address: [mwhitcombe@web.apc.org](mailto:mwhitcombe@web.apc.org)

### Sidebar 2

#### October 10, 1992 Response from Alfredo Jimenez Montero, APID, Costa Rica:

DETALLE: I have been working the last ten years (even more, some of those with Canada World Youth) with those type of issues and activities. Our organization, APID, developed, what we have called ECO-CAMPAMENTOS (ECO-CAMPS in English), in which we gather children, young people or adults and we run workshops about organizational and communication skills, leadership, and other issues using as a departure point the environment and how to take action in it. Our objectives is focused on "Personal change on a changing world". I would like to support your work at the activity. The only thing is that our organization doesn't have budget to cover the costs of transportation, lodging and food in order to go to your activity. To go to Eco-ed we found donants to cover the plane tickets and I am staying at the house of friend. Dough; transportation, food and lodging costs will have to be covered by you, otherwise, I will not be able to make it. Also, let me inform you, that I don't speak English, what I speak is French and Spanish. I will be arriving to Toronto on Oct. 14th. Please let me know before that if your interested in my participation at conferences/workshop after I had let you know these details as soon as possible to work out the logistic aspects.

Favor enviar mas informacion sobre este tema, gracias.  
Saludos desde Costa Rica y espero poder verlos(as).

*e-mail address: apid@huracan.cr*  
*Alfredo Jimenez Montero, Costa Rica*

would get together during the stay of the city kids at the residential centre. The possibility of having Native children together at the centres with city children is particularly intriguing. These are hopes and possibilities at this time. The unfortunate technical limitation is that it is difficult for many schools and classes to have access to phone lines needed for using the modems to connect electronically...

Another example of an established project that links classes around the world is GREEN, the Global Rivers Environmental Education Network. This was started by Bill Stapp at the University of Michigan. He is one of the leading practitioners of knowledge-based environmental action education. Students take a standardized series of physical, chemical and biological measurements of water quality in rivers in their home area. These results are then electronically posted through modem and computer to a world-wide link-up of participants. This data can be accessed and compared. Common concerns can be shared and action projects discussed. Presently there are classes linked from over 100 countries. There are 10 conferences or discussion groups on EcoNet / The Web and available through Internet. The cost is only the cost of joining whatever service you are using, and the cost of connect-time—the actual amount of time you are connected to the main computers. The address for more information on GREEN is: GREEN, School of Natural Resources, University of Michigan, 430 East University, Ann Arbor, Michigan, 48109-1115, USA., e-mail: mcromwell@igc.apc.org.

### UNCED Treaties and The Web

These examples above join people to people—surely a valuable goal! But there is another valuable use of electronic communication, and that is making connections between people and information.



A teacher in East York wanted copies of the UNCED treaties from the Earth Summit at Rio for one of her courses. She asked Joan Thompson, the Outdoor and Environmental Education Consultant with the East York Board. Joan and I found a conference on The Web called 'en.unced.documents' that had the latest copies of the treaties (dated early October, 1992). Joan was able to 'download' the treaties and print them off for the teacher. In short order, the teacher had what she needed for her students—information that would otherwise have been difficult and time-consuming to find. (see sidebar 4)

As an another example of making connections with information through electronic means, I have come across news about the testing of an action-oriented environmental education programme called EarthTime. I found this information in a conference called 'en.eneducatio' on The Web and EcoNet—the same one through which I initially contacted Alfredo Jiminez Montero! The mission of the EarthTime Project is "to provide environmental education curricula designed to empower the next generation with the knowledge and tools necessary to make real change toward a sustainable future. ...EarthTime provides strategies to convert schools into models of environmental responsibility. The goal of the program is to provide the next generation with the knowledge, tools and motivation necessary to make real change toward a sustainable future. ... This program is a blue-print for affecting significant lifestyle changes." EarthTime is available for \$35 to cover cost of printing and shipping. For more information call or write or e-mail Scott M. Graves, Project Co-ordinator, The EarthTime Project, PO Box 1111, Ketchum, ID 83340; (208) 726-4030 / 726-1531 fax; e-mail: earthtime@igc.apc.org.

### Sidebar 3

#### ResEE discussion beginnings

From Mark Whitcombe (Sheldon Centre for Outdoor Education) and Ken Voorhis (Great Smoky Mountains Institute at Tremont)

As a result of a session at ECO-ED about residential environmental education centres, we wish to set up a discussion that would promote world-wide sharing of ideas regarding residential environmental education centres.

We propose to post messages in the Environmental Studies list "bitl.envst" on Bitnet. We suggest using "ResEE" in the header of every message, so as to facilitate searching. It has been suggested that we use Bitnet because it is more widely available than EcoNet.

If you are a subscriber to EcoNet, The Web, or any of the other APC networks, you have no need of directly subscribing to 'bitl.envst' You simply use the 'maintain' command within 'conference' and 'add' "bitl.envst" as one of the conferences that you regularly visit. This saves you from getting a fair degree of uninteresting mail, and lets you use 'index' to scan for "ResEE" in the headers of the listings in 'bitl.envst' for appropriate stuff.

If you are not signed up to an APC network, but are using some form or other of Internet, you need to subscribe to 'bitl.envst' Once you have done that, any messages sent to 'bitl.envst' will automatically be forwarded to your mailbox. You can then read only those messages that have "ResEE" in the header to get the news!

To subscribe to "bitl.envst", send the following command:  
<SEND listserv@brownvm.brown.edu subscribe ENVST-L  
'your name'>

May the Forest be with you! o)(o

*Ken Voorhis and Mark Whitcombe*

## Sidebar 4

from the Rio UNCED documents:

### **PROMOTING EDUCATION, PUBLIC AWARENESS AND TRAINING: PROGRAMME AREAS**

#### A. Reorienting education towards sustainable development: The Basis for Action

36.3. Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. While basic education provides the underpinning for any environmental and development education, the latter needs to be incorporated as an essential part of learning. Both formal and non-formal education are indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision-making. To be effective, environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development, should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication.

## Alternatives

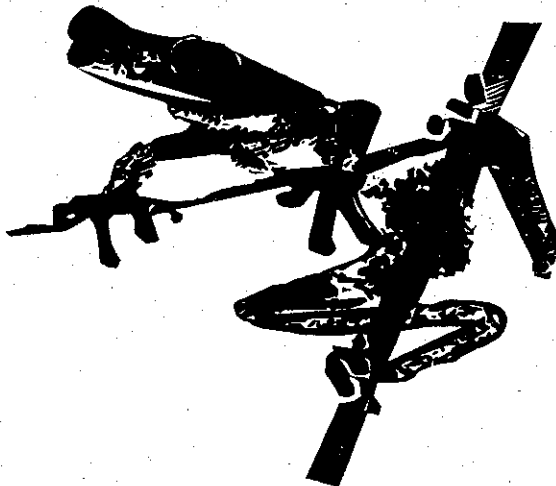
I have settled on using The Web as my route for 'ecolinking'. But there are alternatives, which offer various combinations of services, features, and costs. Understanding something of the differences between CompusServe, Internet connections through local universities, and local commercial and non-commercial electronic networks can be rather complex. This is where the book, *EcoLinking*, is very useful. This book has two major goals. The first is to introduce the reader to the electronic tools needed to be part of the global community. The second goal is to provide the links to other environmentalists, scientists and concerned citizens around the world.

While not perfect, this *EcoLinking* book is the best start that I have found. Specifically, it is the only book concerned with electronic communication as applied to the environmental field. Rittner has gathered an impressive array of examples and information about various conferences / discussion lists / bulletin boards / whatever lingo you desire to use. I recommend it as a worthwhile starting place. Calling in some expert would be the only better solution for most of us!

While not for everyone, electronic communication—'ecolinking' for our purposes—serves a valuable role. More of us should become active, not only in Ontario, but also world-wide. We would certainly benefit from broader connections. Our students would be helped toward that global perspective. "Think globally. Communicate widely. Act locally."

## Web

Nirv Centre  
401 Richmond St. W., Suite 104  
Toronto, Ontario M5V 3A8  
(416) 596-0212



## Celebration '92: A Perspective

by Miko Morris, Queen's OEE '87

**H**ow many of us have ever had the opportunity to have one foot in the past with the other still firmly planted in the present? Celebration '92 offered me such a unique opportunity to step back the five years since I graduated from Queen's University Faculty of Education, even while I was certain that the calendar read 1992.

Eighty OEE graduates, students, instructors, friends and family gathered to celebrate twenty years of Queen's University Outdoor and Experiential Education programs and the next incarnation of Bert Horwood. The short, rainy weekend at the "new" OEE barn was full of the images that make outdoor and experiential education so special: tents pitched across fields, hugs between long lost classmates and friends, Bert waking up campers with his recorder rendition of "Early One Morning" (OK, OK, The Friendly Giant's Song) on his recorder, singing "Sum Pauper Ego", getting into a giant circle before a potluck dinner, lots of humorous and serious tributes to Bert, and a feeling of camaraderie that never ended.

Jim Raffan, Louise Cowin, the current OEE class and other local OEE-types deserve a warm thank-you for the organization, doing all the endless and thankless tasks that made the weekend a success, and making possible my chance to briefly step back into the past.

*Mike Morris works at Mono Cliffs Outdoor Education Centre, where he reportedly almost never does anything zany like Bert does.*



...Metro Toronto Zoo  
 Parks of the St. Lawrence  
 Bill Mason Outdoor Education Centre  
 Albion Hills Conservation Area  
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 Camp Northland  
 Mono Cliffs Provincial Park  
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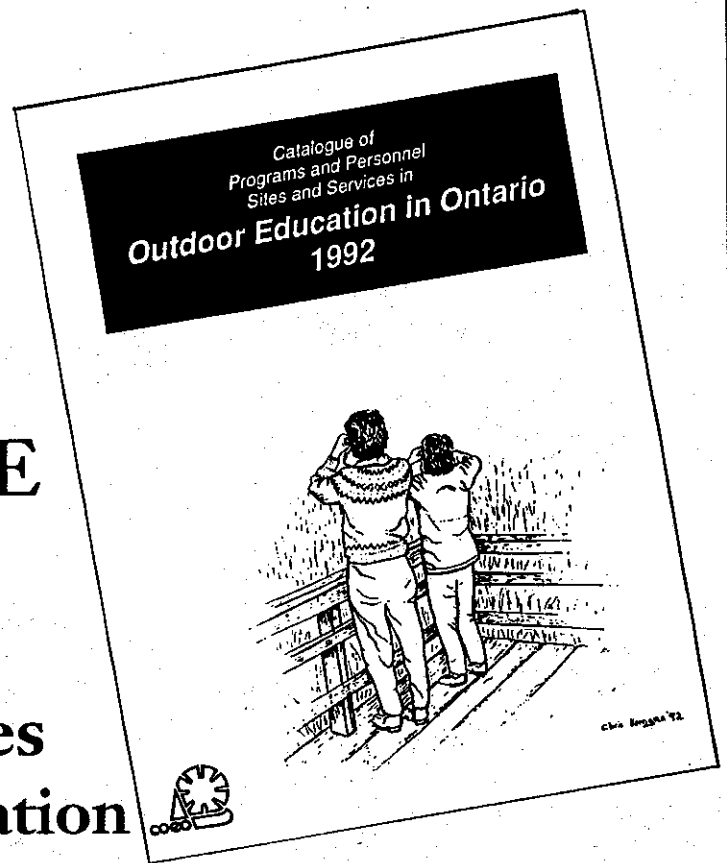
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(If you want this database on disk,  
either DOS-format or Mac-based,  
please contact Mark Whitcombe.)



# Make Peace With Winter

A Winter Conference primarily for teachers  
sponsored by the  
Council of Outdoor Educators of Ontario

Date: Friday, February 5th to Sunday, February 7th, 1993

Location: Leslie Frost Natural Resources Centre,  
Dorset, Ontario

Sessions: Moccasin Making  
Winter Birding  
Teaching Kids to Ski  
Native Games  
Fun with Fabrics  
Winter Deer Yard  
Talons & Paws



*Now offering a free  
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This fee covers registration for sessions, accommodation, all meals  
and snacks, session fees, prize draws and all social activities.

## Registration Form C.O.E.O. Conference Make Peace With Winter

Please fill out a separate registration form for each participant

Name \_\_\_\_\_ Male \_\_\_ Female \_\_\_

Employer \_\_\_\_\_

Home Address \_\_\_\_\_

Telephone (H) (\_\_\_\_) \_\_\_\_\_ (B) (\_\_\_\_) \_\_\_\_\_ Membership # \_\_\_\_\_

Please send me information on Fish Ways pre-conference, Friday, February 5 \_\_\_\_\_ (limit 25 max.)

Accommodation is 2 per room. If you have made arrangements to room  
with another person attending the conference, please indicate their name: \_\_\_\_\_

Please enclose your fee and mail it to: Carina van Heyst, 90 Eaton Ave., Toronto, Ont. M4J 2Z5  
Cheques payable to COEO, please. NO POST-DATED CHEQUES.

Can we give out your telephone number if someone needs a ride? Yes \_\_\_ No \_\_\_  
How many years have you attended Make Peace? \_\_\_\_\_ Is this your first year? Yes \_\_\_ No \_\_\_

**Cancellation:** We have a cancellation policy that is stated on your acceptance letter.  
Please write or call as soon as you are aware that you cannot attend the conference.

## Contradictions

by Bob Henderson

*The event was exemplary of the confusion, compromises and conflicts in moving towards a global and ecological life in the turn-around decade.*

I think Jim Raffan said it best: "You have to dig a long way to find the earth in this place." And yet how we tried in the Metro Toronto Convention Centre. We began to realize some success as the busy ECO-ED conference rolled along. By Tuesday, the second last day of the conference, I was feeling an energy that was extremely positive. It was an energy, I believe, that accepted the comic irony of an epic earth conference in a palatial hotel and concrete 'warehouse' amidst Blue Jay madness. You couldn't walk between sessions without experiencing the 'O-Kay-Blue-Jay' anthem and a guy in a bird outfit waving a flag. Then there was always the general Toronto busy-ness—a madness in its own right.

Let's try to explore this irony. Many people—COEO members, visitors from around the world and many new friends with the North American Association of Environmental Educators—felt strangely out of place. It was an odd fit, as if perhaps we were the guy in that bird outfit standing on the street corner, with Toronto whizzing by, not bothering to notice. We felt...sort of...funny. What were we doing talking about 'saving the earth from ourselves' while sitting in this mega-room with media lights and microphones galore, hype everywhere? The opening session was conducted in the second largest room I've ever been in!

At first, there was a hollow feeling to events. This was a personal feeling admittedly, but one I sense was common to many. Initially, people were not energized; they were curious, even apologetic. But, and this is a big happy BUT, eventually our perceptions changed. People shared in sessions, talked and explored resources aplenty, and appreciated the steady drop-in entertainment. All this generated an energy that said: "We can, individually and collectively, cut through the urban madness,

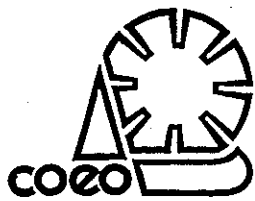
Blue Jay disneyland, illusions vicariously sought out, hype of bigness, and addiction to scale itself. We are actively evaluating our cultural assumptions, practices and institutions. We are at least partly doing the right thing."

In the enormity of the conference, E.F. Schumacher's dictum, "small is beautiful" haunted me. Yet I came to see lots of brilliant and effective 'smallness' in peoples' work that has a bigness rippling from it. As people on the journey forward to Nature met others like themselves, the contradiction of ECO-ED as a genuine effort on the road to save the earth became clear. In short, it was a people energy that was stronger than the irony of where we were.

I didn't do much. I did nothing really to 'save the earth' at ECO-ED, but like many, I absorbed the energy of PEOPLE who know, despite all odds, that it is the earth that will save us if only we play by the earth's rules.

In the planning stages, I, for one, was fond of referring to ECO-ED as EEEKS!-ED. This might have been cute, but (and here I go again with that important 'but' again) it wasn't fair. I thought ECO-ED wasn't playing by the rules (ecologically speaking, it was co-opted), but then again, at least sometimes you have to play the game to change the rules. Credit goes to the organizers, who, I trust, knew this when many certainly didn't.

As a gathering of educators, ECO-ED was a success. Of course, any of us could wake up another morning full of the contradictions that shroud the 'movement' / 'conspiracy' / initiatives for a viable consciousness in Western society and find no tonic whatsoever in the ECO-ED extravaganza. In the end, the event was exemplary of the confusion, compromises and conflicts in moving towards a global and ecological life in the turn-around decade.



# Council of Outdoor Educators of Ontario

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