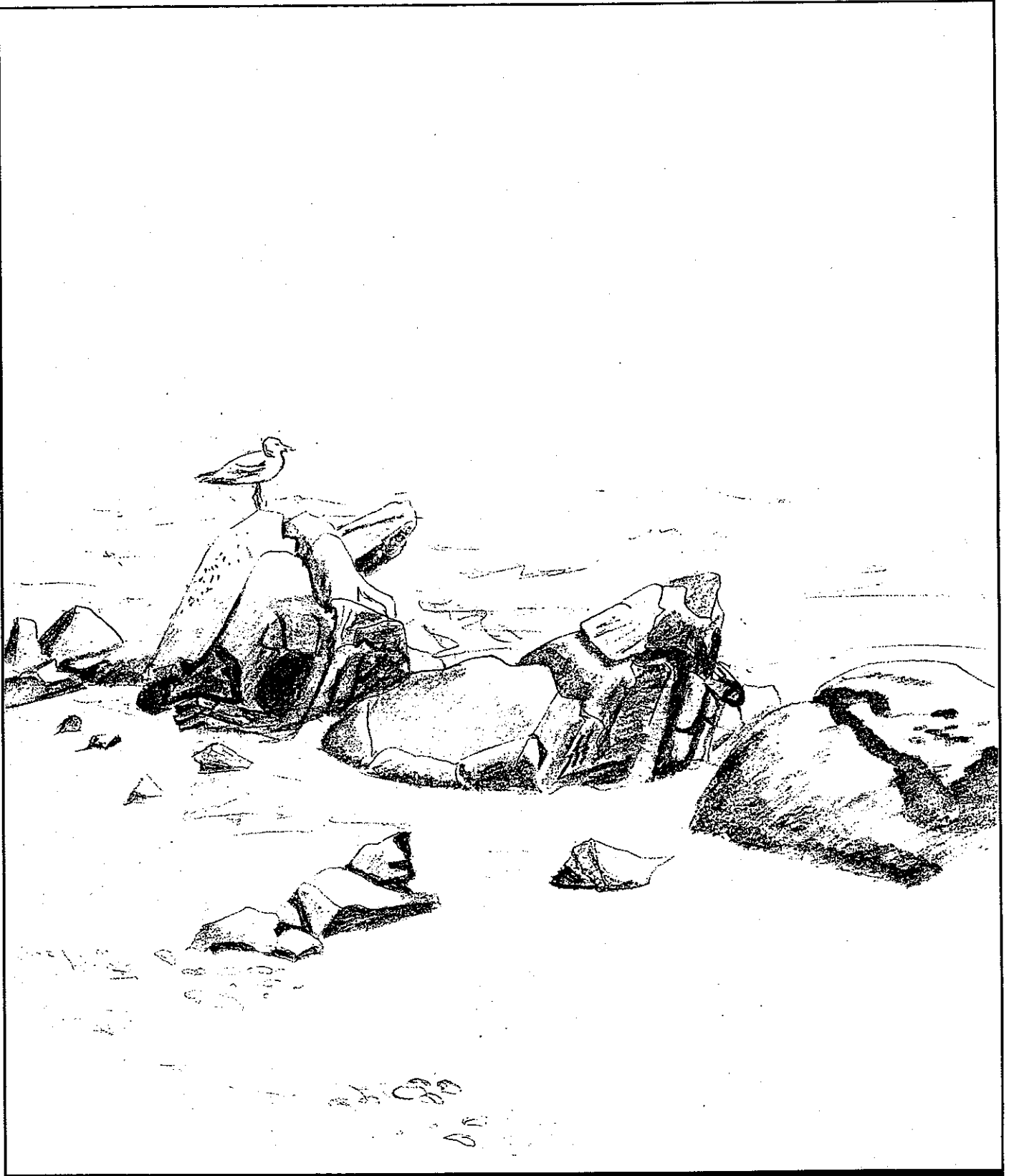


Pathways

Volume 5, No. 2
February, 1993

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Pathways

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THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

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State of the Art Cover art is by Dawn Tremblay (see pg. 4)

*Rich in spaces
and resources
for education in
the outdoors
they are faced
with many
challenges...*



This is great fun — working on COEO's Editorial Board. This editorial team is a diverse and talented one. Full time outdoor educator, elementary and secondary classroom teacher, college instructor, university professor, government agency employee, and student are all part of the mix. I am impressed with the intellect, creativity and commitment of my fellow Board members. It has been a humbling but gratifying experience to share the round table with these folks.

Mark Whitcombe and Bob Henderson, the Board's co-chairs, have assumed the lion's share of editorial work during the past couple of years. Their efforts have been inspirational — others on the Board have been moved on occasion to volunteer to take the editorial lead for an upcoming issue. I jumped into this issue and spent many hours making contacts, soliciting articles and graphics, editing, proofing, and making some general decisions about the layout. As a first time editor I've enjoyed every minute. As far as the results are concerned that is for you to judge. Constructive criticism is welcome — we want letters to the editor! Thank you Bruce Murphy and Judy Kramer for your help and advice.

The general theme for this issue is outdoor education in the north. Living in the Haliburton Highlands, I barely qualify to edit this issue. Sure, I reside north of the Golden Horseshoe but I do not live in Northern Ontario. So the word "north" has been interpreted very liberally. There are submissions from the near (Haliburton), the far (Timmins) and the very far (Northwest Territories) highlighting people, programmes, facilities and

experiences. This edition is not devoted entirely to northern stories. We made room for articles such as "The Right to Wander: Politics and Recreational Use" which explores an issue relevant to all of us in outdoor education.

They are a fine bunch, those people from the north. In outdoor education they are a small yet vital, creative group. Rich in spaces and resources for education in the outdoors, they are faced with many challenges — low population levels, small school boards, long travel distances and black flies, to name a few. From a COEO perspective they represent a small percentage of the membership: Far Northern — 6%; Northern — 7%. Yet they have much to contribute to this organization. A few years ago I was the chair of a long range planning committee for COEO. How COEO should service the needs of the members in the north (particularly the Far Northern region) was an important issue during the planning process. A few ideas were generated and some strategies were identified and implemented. We need to do more. Bruce Murphy has made some good points and suggestions in Prospect Point. OK, let's brainstorm... grab that pen, keyboard or crayon and write your ideas down in a letter to the editor.

I am looking forward to the next issue devoted to student accomplishments. MJ Barrett, Merrily Walker and Carolyn Finlayson are steering it through to completion. Articles, graphics and ideas are welcome for the following upcoming issues: Greening Your School and Centre (by April 1), Perspectives and Retrospectives (by June 1).

Barrie Martin

The Board of Directors has decided to undertake the operation of a one week outdoor education camp for children aged 9-12 this summer. The camp will take place during the week of July 18-24 at the Etobicoke Outdoor Education Centre, located just north of Bolton. At this time plans for the camp are in the formative stages. It is expected that the staff for the camp will consist of volunteers from COEO. The programming for the camp will depend on the expertise of the volunteer staff. If you feel that you would like to get involved with this exciting new venture, please contact me soon. Senior high school students who would enjoy working in this type of programme are also welcome to send their names in as possible staff members. I hope to be able to have a staff assembled by the end of March.

Director at Large **Jennifer Kottick** has accepted a teaching position with the District School Board at Moose Factory Island. This will be an excellent opportunity for Jennifer to further her skills in native people relations. We will miss her input on the Board of Directors and wish her the best of luck with her new job and look forward to hearing about her experiences at the end of the school year.

Kathy Reid is working on organizing conference '93 which is to be held in Eastern Region. This is a major undertaking for one person. If any COEO members wish to volunteer their services, I am sure that Kathy would be glad to hear from you.

As you are all aware COEO did not have its own conference this fall, since we were supporting the ECO-ED Conference in Toronto. Hence, many members did not renew their membership this past fall. If you know of anyone who has not renewed their membership for the current year please encourage them to do so.

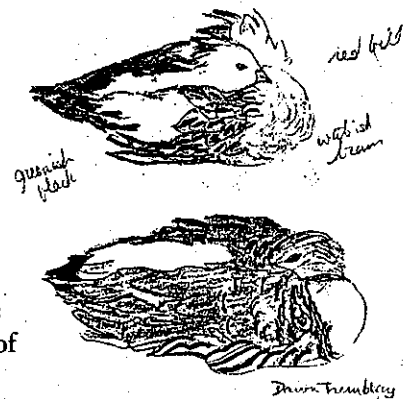
Membership fees allow us to function as an organization, and produce the highly acclaimed and respected *Pathways — The Journal of Outdoor Education*. If you have an old issue of *Pathways* you do not want any more give it to a friend, colleague at work or leave it on the staffroom table for others to enjoy. It is important that we maintain as high a level of membership as we possibly can to provide the type of programs that we have in the past. Remember if each of us simply adds one more person to the membership of the organization we could make this the best year ever for COEO.

The new promotional brochure for COEO is now available. It is an attractive full colour pamphlet outlining all aspects of the organization. It was well-received by everyone at ECO-ED where it made its debut. If you would like copies of the brochure for distribution to prospective members please contact Sue Ferris at the COEO office.

The Board of Directors is always receptive to hearing from members about any aspect of the operation of the organization. If you have any ideas about what you think the priorities should be for this organization in the future, special projects you would like to see undertaken, or if you have a suggestion or a complaint, please give me a call, or send me a letter anytime. Alternatively you could contact your regional representative. The Board of Directors can only respond if you let us know what you are thinking. An open line of communication between your elected officials and the membership will help the organization grow and develop in a positive way. Be part of that process. "If not you who? If not now, when?"

Glen Hester
President, COEO

Karlunge Waterfowl center April 19/2



“Sketching is the quietest thing you can do in nature.”

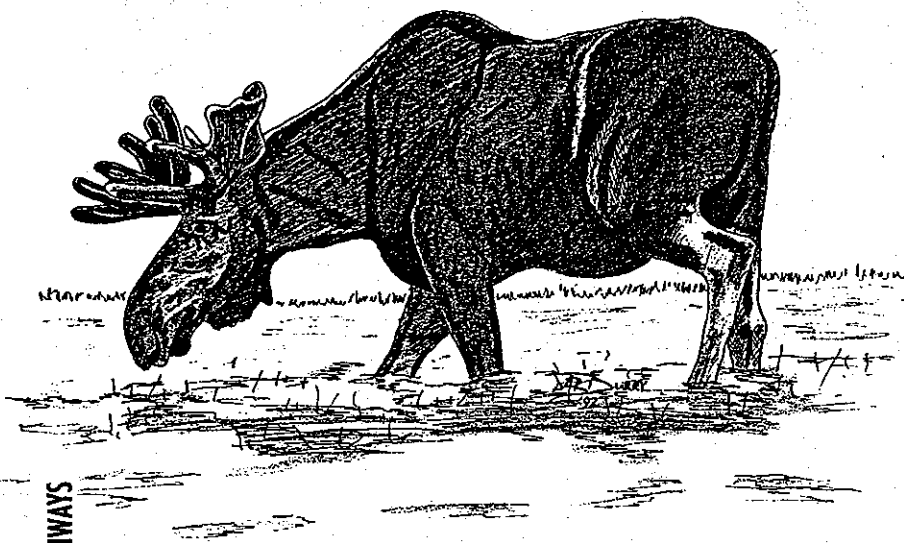
This issue celebrates the art of Dawn Tremblay. For a long time her sketching and watercolour work has been a private affair; she now feels more comfortable about sharing it with others. That is fortunate for the readers of this journal. She has recently renewed her interests and efforts in art in an attempt to connect more intimately with the natural world. Her story may be a familiar one to many COEO members.

Dawn worked as an outdoor educator at Crawford Lake Conservation Authority for several years. She enjoyed the beauty of her outdoor “classroom” but admitted that

she hadn’t realized how important the natural world was to her. Not until she started teaching primary students in a school in the Halton Board of Education, did she realize how much she missed being outdoors. Sketching became the reason to spend more time outside; it allows her to feel a strong sense of connection with nature. Dawn believes that “sketching is the quietest thing you can do in nature.” Every time she opens that door she has her sketch pad and pencils in hand.

Once again the pages of *Pathways* are graced with the art of Donald Burry. Donald lives in Edmonton with his wife, Kelly and their son, Alix. He is familiar with Ontario’s park country and its popular critters from years of canoe tripping with the Taylor Statten Camps in Algonquin Park. Don has a chapter titled “Pioneers in Camping” in a new book concerning the camping movement, *Using Wilderness: The History of Youth Camping In Ontario*, Frost Centre, Trent University, edited by Bruce Hodgins and Bernadine Dodge. Don is currently working on his doctorate at the University of Alberta. His dissertation involves Canada’s rich canoeing heritage as depicted in Canadian art.

Cartoons by Sue Kettle, a frequent contributor, emphasize key messages in the two feature articles on trails; in Backpocket drawings by Christine Kerrigan remind us of the June 1992 issue that featured her excellent work; and Peter Spuzak’s and Joan Fossey’s sketches help bring alive the treasures of White Otter Castle.



The Right To Wander: Politics And Recreational Land Use

by Peter Donnelly

Many individuals in the outdoor education and physical education communities either profess little interest in politics or consider themselves apolitical. However, if we consider such recent incidents as the decision to permit logging in a provincial park in Manitoba, the controversy aroused by the Ontario proposal to develop a lakeshore trail from Burlington to Kingston, and the attempts to enshrine private property rights in the Canadian constitution, political decisions have an impact on the lives of outdoor educators whether they are interested or not. Given the rapid developments that are occurring, this is an appropriate time to consider the politics of recreational land use. This paper briefly considers how a limited 'right to wander' exists against considerable opposition, the growing threat to this limited right, and some alternatives to the status quo.

A Limited Right to Wander

Private ownership of land, particularly non-agricultural land, is a fairly recent human development. Until the 19th century, despite extensive aristocratic and private ownership of land in most Western societies, there was a great deal of common land. Many customs and practices were associated with the collective ownership of land. "For a man's house is his castle" (Sir Edward Coke, 1628) has been a standard formula in Anglo-Saxon jurisprudence for expressing the inviolability of the home from arbitrary invasion and search. Such rights began to extend *beyond* the home in the latter part of the 18th century. The customs and practices associated with common land and collective ownership began to be challenged by a

growing legal right of 'possessive individualism' resulting in the enclosure (fences, walls, hedges) and policing of land, and the privatization of common land.

Growing privatization of land prompted counter movements which took the form of a series of compromises and accommodations with landowners and resulted in the establishment of various national, state, provincial, countryside and wilderness parks; in the holding of lands in trust; in the setting up of sites of special interest; and in the affirmation and/or establishment of certain rights of way (trails). The accommodations were always unsatisfactory because it was always the right to wander that was compromised for the sake of other interests. The consequences of these compromises have been:

- Restrictions on access are imposed such that not everyone is permitted to enter parks, or to go where and when they like in parks. Restrictions include entry fees, permits, sign in/sign out procedures, closure of environmentally 'sensitive' areas, and parks closed in winter.

- Behaviour of park users is limited with a series of proscriptive rules — *no* picking flowers, *no* cutting wood, *no* motorized vehicles, *no* climbing, *no* loud music... While it is possible that certain restrictions on access and behaviour should be applied there has been very little effort to develop an informed public or to involve the public in the decision making process. The few cases where voluntary restrictions were developed in consultation with park users have been quite effective, for example, rock climbing on certain cliffs during the nesting season.

- Parks are under constant threat from various sources ranging from resource and

While it is possible that certain restrictions on access and behaviour should be applied, there has been very little effort to develop an informed public or to involve the public in the decision making process.

Landowners are beginning to assert, in an aggressive manner, their right to private and exclusive ownership of nonagricultural land and land crossed by rights of way and trails.

tourist development to road and dam building.

- The vast majority of parks are charged with the contradictory objectives of conserving the environment *and* providing (limited) recreational opportunities. The only clear case that has ever been made for combining conservation and recreation in this way is that the two objectives can generally be met, however unsatisfactorily, in these restricted 'public' places without infringing on the 'rights' of private property owners. Again, no attempt has been made to involve the public in determining whether the objectives should be combined and/or how they should be combined.

The unsatisfactory accommodations and their consequent limitations, together with the undemocratic system of decision making with regard to park use, have resulted in a threefold paradox:

- Parks have protected some wonderful stretches of scenic country and preserved them for public pleasure. But parks have limited the forms of public pleasure, partly for reasons of conservation, but also because definitions of appropriate use are made *for* and not *by* the users.

- Certain freedoms of access and movement exist within parks, but parks by definition have boundaries at which those limited freedoms cease to exist. Similarly, environmental conservation tends to be confined by park boundaries. Therefore, parks actually *confirm* the right of similar (non-agricultural) private space to exist where use, for the landowners and their guests, is not restricted and where the requirements for environmental conservation are minimal.

- Some parks (e.g., in England and Wales) were established as a result of a movement challenging the right to private and exclusive ownership of non-agricultural land. But the establishment of parks has actually *served to confirm* the right of private and exclusive ownership of such land.

Despite the unsatisfactory accommodations, some access to countryside and wilderness areas and a limited right to wander exist. A right to wander refers to the right to be on land or water for the purposes of sport, leisure or pleasure with minimal limitations. However, even this limited right has recently been challenged.

The 1980s Threat

The radical right wing political economies of the 1980s, in combination with other political and military changes, have placed us on the verge of another 'new world order', an order that appears to involve the loss of many of the social 'rights' enjoyed by citizens in liberal democracies. One of these rights is the limited right to wander, and evidence of the loss is best illustrated through some examples:

- Landowners are beginning to assert, in an aggressive manner, their right to private and exclusive ownership of nonagricultural land and land crossed by rights of way and trails. A 1989 Countryside Commission survey in England found that there was a 71% chance of finding a footpath illegally blocked on a two mile walk. Similar obstructions have occurred on North American trails (e.g., the Appalachian Trail). The Bruce Trail Association is finding that easements originally negotiated with rural landowners are now being challenged by new urban landowners.

- There is increased pressure from governments and various corporate interests to commercially exploit the land and resources in national parks and other protected wilderness areas. Of particular interest to developers are water, forest, animal and mineral resources, hydro-electricity, isolated dump sites for toxic and nuclear waste, tourism, military training and weapons testing.

- Right wing 'think tanks' such as the Fraser Institute in Canada are actively

lobbying governments to sell to private interests *all* public resources including forests, oceans and national parks. One can only shudder at the consequences of such a policy on both the environment and the right to wander.

- Growing concerns about legal liability for injury, and the costs associated with lawsuits and damages, are causing governments and landowners to further restrict access to countryside and wilderness areas; and to impose further restrictions on the type of sports and recreations that are permissible.

- Growing pressure from the development of tourism and recreation is resulting in more privatization of wilderness areas and more environmental disruption. Golf courses, ski resorts, hotels and condominium developments produce the most tangible examples of such development, but other examples such as commercial river rafting, fly-in fishing, and heli(copter)-hiking, -skiing, and -hunting are all having effects on environment, habitat, and the right to wander.

- The commercial atmosphere of the 1980s has caused some landowners, who previously provided free access to their land, to begin to see such access as a source of income or profit. For small businesspeople and farmers who have been hurt by excessive commercialism and recession, this may be a necessary form of income; for large landowners it may just be an additional form of profit-taking.

- The creation of a finite number of parks, frequently with good road access, has created a 'honey pot' effect. Large numbers of visitors are attracted to such parks rather than to less accessible parks or the even larger areas of privately held wilderness. Thus the major parks are being overused resulting in further damage to the environment, more pressure for commercial development in the parks, and calls for limitations on the use of parks.

- Those interested in the right to wander should be extremely concerned about the proposed right to private property that is a part of Canadian Constitutional negotiations. Access to land as a result of compulsory purchase, easements, re-zoning or multiple use agreements would become extremely difficult if such a 'right' was imposed.

The unsatisfactory set of accommodations that has developed since the 19th century has thus proven to be vulnerable to changes in the current political economic climate. The limited right to leisure and sporting space — the right to wander — has been placed under more threat than at any previous time. In order to reassert the right to wander, it is time to consider some alternatives.

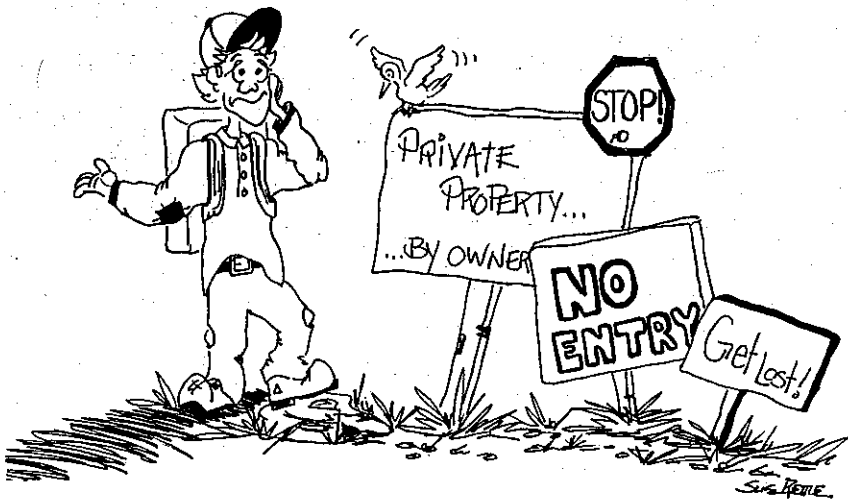
Alternatives to the Status Quo

Successful hegemony (a powerful minority being able to impose its will on the majority) results when a large part of the population accept that social change is not warranted or needed, when a way of behaving and living one's life is widely defined as the way, when such a way of living and behaving is interpreted as making eminent common sense, and when that way of living and behaving actually privileges one segment of the population over others. One way of resisting such hegemony is to keep alive the notion that alternatives to the *status quo* are both possible and desirable. There is nothing normal or natural about private property — it is a result of certain groups, who benefit in inordinate ways from the situation, being able to assert that their way (one of a number of choices) is the way. Any constitutional amendment would only add to the 'rights' of those who already have more than their fair share. Consider some alternatives that may (re)establish the right to wander in a more democratic manner:

- The right to be on land or water, regardless of ownership, actually exists in

Those interested in the right to wander should be extremely concerned about the proposed right to private property that is a part of Canadian Constitutional negotiations.

countries such as Sweden, Norway, Denmark, and to a certain extent in Scotland. "In Sweden, the right of Common Access, or *Allemansrätten*, gives everyone the right to cross another person's land on foot provided no damage or disturbance is caused. The landowner or tenant does not have to give permission. Carefully defined exceptions ensure that walkers are not allowed to enter the private land surrounding a house, or cross newly-planted woodland, growing crops or other land likely to suffer damage." (Shoard, 1987, p. 539) Such access could not be introduced overnight in countries that have



not previously enjoyed the right. It implies an educated populace with a respect and sensitivity for the land and, as such, it is a worthwhile goal to be kept in mind by all who are interested in broadening access to leisure space.

- Because of possessive individualism, overuse, and bureaucratic mismanagement, most common land has reverted to exclusive private ownership (e.g., the ranges of the North American West, or the 80% of common land in England and Wales that is privately/exclusively owned). With appropriate and democratically determined rules against overuse, the idea of common

land could be re-established.

- Some medieval notions of collective property ownership could be reintroduced in a modified form. Since co-operative housing works so well, and the collective ownership or tenancy involved in allotments has been so successful, surely some form of collective or co-operative ownership of countryside and wilderness areas could be worked out.

- Where multiple-use agreements exist (e.g., United States Forest Service lands), it is necessary to establish real democratic control over the use of public (government managed) land. Primacy is now invariably given to industrial or commercial exploiters and developers. For example, in the American Northwest established trails are lost when logging interests are at work in an area. There are some relatively successful examples of multiple-use agreements, including the Algonquin Park Plan; but even that agreement is under threat from vested interests. The public must assert its rights in a multiple-use agreement.

- The United Nations Report of the World Commission on Environment and Development (Brundtland, 1987) gave force to the idea of 'sustainable development' and also proposed that 12% of the Earth's land and oceans be set aside and conserved for future generations. Few governments have taken the proposal seriously. In Canada, which is better than most countries in having a little over 6% of its land mass as park or conservation area (Hummel 1990), proposals exist for completing proposed park land and marine systems (bringing the total up to approximately 12%) by the year 2000. However, in a 1990 vote on the issue, the ruling federal Conservative party defeated the motion in Parliament. Voters must insist that their elected representatives take such proposals seriously.

- The native peoples of North America, although territorial, had no conception of the idea that an individual could actually own

land. With the slow re-establishment of native rights, the tortuous settlement of native land claims, and the impending return of self government, we may see a revival of the ideals implied in such a relationship between people and land that will serve as an example to the non-native populations.

• As developed areas of land cease to be of use to commerce and industry they can be reclaimed for recreational use. There are of course many examples where this has occurred with mines and quarries, mine spoil heaps, disused railway lines and industrial sites. The range of possible uses is only constrained by the human imagination. Current uses include swimming areas in disused quarries, skiing on mine spoil heaps, and walking or cycling trails on old railway lines. Perhaps military training and testing sites could be added to this list if we are ever to enjoy a 'peace dividend'. Such reclamation could even be included in the leases for mines, quarries, and pits, where part of the terms of the lease is to prepare the site for recreational use once the resources have been exhausted.

These and other alternatives must be maintained, developed and publicized. The creation of parks has tended to limit our thinking about the possibilities for land use. Debates become focused on issues of conservation versus recreation resulting in an acceptance of parks as a *fait accompli*. Even proposals for 'buffer zones' of 5 or 10 kilometres around national parks in which development is to be restricted, maintains parks as the focus of our thinking. By keeping in mind alternatives to the *status quo*, our thinking extends to the possibilities for recreational use and access to all non-agricultural and wilderness areas, and not just the 'honey pots' of parks. Social rights, the right to sport and active leisure, and the right to wander, are all more important in the greater scheme of things than property rights.

Conclusion

In light of the arguments presented here, Woody Guthrie's famous anthem, "This Land is Your Land," is revealed as essentially ironic. It is time to remove the irony, and to work towards more leisure and sporting space in the established and emerging democracies, by insisting on more democratic notions of land tenure. Change from the *status quo* is inevitable, and it may proceed in the direction of either increased access or decreased access. The present trend clearly points to decreased access and that trend appears certain to continue if those who stand to benefit from increased access (i.e., the vast majority of the World's population) do not consider the various alternatives and are not prepared to engage in increased social action to further the cause of the right to wander.

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Peter Donnelly teaches Sociology of Sport and Recreation within the Department of Physical Education at McMaster University. An earlier version of this paper was presented at the ICSS meetings during the World Congress of Sociology in Madrid, Spain, July 1990. An extended version will appear in the International Review for the Sociology of Sport, 1993.

The creation of parks has tended to limit our thinking about the possibilities for land use.

Rails-to-Trails: A Valuable Resource For Outdoor Educators

by Jim Fischer

If the issue sounds like it smacks of big government and bureaucracy and is therefore of no interest to you or your students, look again.

Much can be learned in outdoor leadership classes by studying local environmental and recreational issues which generate controversy. Programmes based out of southern Ontario, however, often have to dig deep to find issues which are meaty enough to provide grist for the analytical mill. One such issue which has reared its head in recent years is the rails-to-trails movement.

Throughout North America railway lines are being abandoned, tracks taken up, and the land disposed of. In the United States, over 3,000 miles of track have been converted into linear parks, thanks to the efforts of the Rails-to-Trails Conservancy, a national non-profit organization which lobbies for the conversion of abandoned railways to trails for hiking, skiing, cycling and horseback riding. In Ontario the movement is well underway, with over twenty conversions having taken place and others in the discussion stage now. The ball has been carried predominantly by the Ontario Trails Council, which coordinates efforts with local trail organizations in areas where abandoned lines exist.

If the issue sounds like it smacks of big government and bureaucracy and is therefore of no interest to you or your students, look again. Conversion efforts have been the source of many a confrontation between locals in small communities across the province, pitting environmentalists and hikers against landowners.

The issue provides much for the educator as a resource. At the core of the issue is the need for recreational areas that can be readily accessed by urbanites. What better way to provide this need than to establish linear trails that do not require large tracts of surrounding acreage. Not everybody sees the

merit in rail conversions, however, and landowners adjacent to the railways, notably farmers, have lobbied hard in some instances to prevent the former ribbons of steel from becoming trails.irate farmers have blocked trails with everything from dirt mounds to beehives.

Rail conversions are a classic case study in the processes involved in creating recreational areas. Students can follow the progress of the issue in the local media, generating discussion of the merits of both sides of the story. In a group where the students may come from both rural and urban environments, your class setting could become a scaled-down version of the real controversy in the community. Indeed, few issues are as clearly both urban and rural in their orientation as this one.

To better recognize the potential in this issue, let's examine one such conversion attempt which is moving full steam ahead in Huron County. When the Canadian Pacific Railroad abandoned its line between Goderich and Guelph, it left behind a valuable resource for recreation. A local group was quickly formed to save the right-of-way as a trail. First on their agenda was the daunting task of saving the Menesetung Bridge, which spanned the Maitland River at Goderich and was scheduled for demolition after the railway had taken up its tracks. The fight for the bridge itself is a classic study in lobbying and fundraising. Having secured the future of the bridge as a crucial link in the trail, the citizens have now turned their attention to more short-term goals, such as grooming the section of the railway bed passing through the Goderich area. Their long-term goals are much more ambitious. Although permission for a trail is yet to be given, advocates envision a route stretching the entire 132 km distance from

Goderich to Guelph. They propose naming the trail after Tiger Dunlop, the former Warden of the County, for overseeing settlement in the Huron Tract in the middle of the last century. The Western terminus of the trail will allow for links with the Guelph Radial Trail and ultimately the Bruce Trail, and there would be a junction with the Grand Valley Trail close to West Montrose.

Anyone who has toured the picturesque Port of Goderich knows the area is rich in history, all of which is well recorded and displayed in the three museums the town boasts. One can walk or cycle easily between the museums, learn of the trials and tribulations the early settlers coped with to open the Huron Tract, then step onto the trail a hundred metres away from the Marine Museum on the beach. Within the first mile of the trail, hikers cross the Menesetung Bridge (where they are treated to an excellent view of the harbour) and pass the memorial to Tiger Dunlop which overlooks the city he founded.

There are other proposed conversions under way that can also provide the educator with relevant material for thought and discussion. The CPR line from Cambridge to Lynden and a line near Belleville are hot topics in those areas. Very recently, an abandoned line that passes out of Stratford to neighbouring Tavistock has come up for grabs and, as one would expect, a group is lobbying for its preservation as a trail. Other successful conversions already exist, an impressive effort being the Georgian Trail, linking the towns of Collingwood and Meaford. In the Hamilton area, the Iroquoia section of the Bruce Trail occasionally follows abandoned rail lines, hugging the escarpment and offering the odd panoramic view that reminds hikers they are still in the city limits. North of Mississauga, another 22 kilometre stretch of the Bruce winds its way along an old railway bed through the Caledon Hills starting at the village of Inglewood. If you want something a little wilder, try the K & P Trail north of

Kingston, named for the Kingston and Pembroke Railroad whose trains once carried lumber along the same route. Also originating from the early lumber industry of the province is the Sequin Trail, starting just south of Parry Sound and running for 62 kilometres west. This trail, spawned from the ashes of the old Ottawa, Arnprior and Parry Sound Railway, boasts two ghost towns along its route, remnants of an earlier time when timber provided the reason for pushing a railroad across the province. The natural extension of this trail takes it through Algonquin Park on its journey to Arnprior.

Of course, the best thing about investigating a converted railway is that after you've talked about it, you can use it. Railroads have moderate gradients, allowing locomotives hauling heavy loads to get up the hill, which makes the trails suitable for any level of participant, whether you opt to cycle, ski or hike the route. A few hours or a day out on the trail provides an inexpensive field trip, yet one full of opportunities for environmental, historical, recreational and fitness education.

If you are looking for a resource that can provide both classroom and outdoor elements, there is bound to be an abandoned rail line near you that has either been converted to trail use or has the potential to be. Either way, it is a resource that offers much for you and your class, whatever the age group of your students or the orientation of your programme.

Jim Fischer is the Director of Outdoor Education at Appleby College in Oakville.



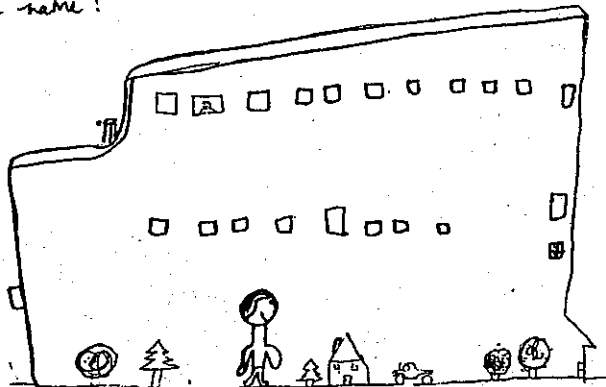
Tukisivit?

by Dianne Henderson

*They started
licking their lips
and telling
me how good
muktuk —
whale meat —
was.*



*School logo.
Asimautaq is a board
to cut meat on. Interesting
School name!*



our school as drawn by a grade 2 student

Early one August morning in 1990, I boarded a plane in Dorval, Quebec setting out on a journey from which, in some deep ways, I will never completely return. Some three hours later, I disembarked on a sandy airstrip. With the ink on my education degree just barely dry, I was beginning a dream — a lifetime dream of living and working in an Inuit community.

I had arrived in Kuujuaaraapik, also known as Whapmagoostui, Great Whale River, and Poste-de-la-Baleine in the languages of the Inuit, Cree, English and French who live there. It is located on a point of land where Great Whale River flows into Hudson's Bay. The wind is often as it was that day, very strong. I blew into the airport. This itself was a unique experience. The dimly lit, smoke filled waiting area was crowded. It would be flattering to describe it as rugged. After waiting some time, a hole in the wall of the room opened and the luggage was tossed on the floor to be retrieved. So starts life in Great Whale. Since there are no hospital

facilities, birthing takes place outside of the community. Even the newest of citizens enter via this room.

I felt slight disappointment when I first met my students. I had seven of them, ranging in age from 16 to 21, and spanning three grade levels. I liked them from our first meeting. They were a little shy, as I am, but friendly. It was just that I had hoped that they would still be a little more traditional. Other than a few difficulties in communicating in a foreign language (Inuktitut is the first language and the language of instruction until grade three), they seemed much like kids I had taught in the South. In many respects they are indeed similar to their peers in the South but it took me less than a week to realize that they are also very different.

I remember well the day I first realized the cultural distinctiveness of my students. It was a spectacular August day. We had just returned from our lunch break. The school was a buzz with news that whales had been sighted in the river. Our classroom overlooked the river and as we saw others running up the shore my students pleaded with me to let them follow. There was no difficulty in convincing me — I was dying to see a beluga! Together we ran along the grassy hills. I was overcome with an incredible sense of closeness, togetherness. It was a feeling to which I would become very accustomed as our relationship grew but it was always strongest when we were outside together. That afternoon my mind raced with my body. After teaching outdoor education for two and a half years I was thrilled to have a whole class so obviously sharing my great love of animals. And then it happened. They started licking their lips and

telling me how good muktuk — whale meat — was. I spun back almost four thousand years to a time when their ancestors first lived in this area. We weren't all racing down the shore for the same reason. To them the whale wasn't only something beautiful and exciting to see, it was as it had been to their people for centuries — food. From then on I understood that these students were very different from those I knew in the South. We both had much to teach each other.

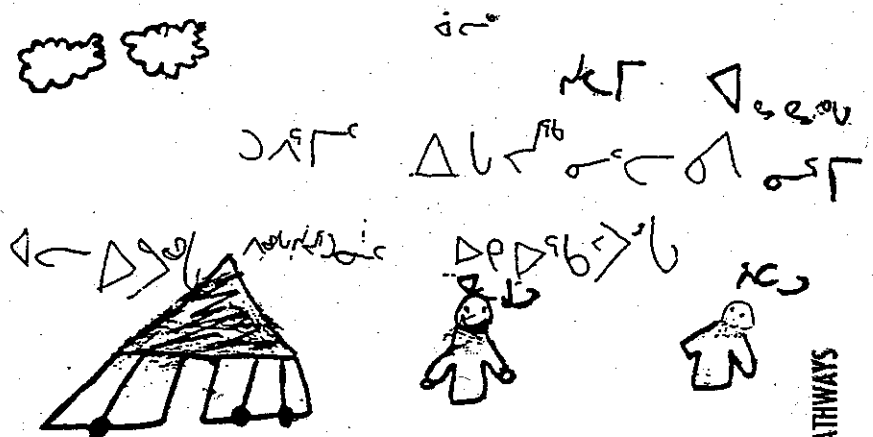
My students were very good teachers. They wanted me to learn about their culture. I attended picnics, feasts, a wedding and a funeral. There seemed to be a kinship and pride in being Inuit. They wrote to me, talked with me and showed me some of their way of life. Being out "on the land" and hunting are still very important. With few jobs and large families, hunting is more than just a tradition; it is a necessity. If asked what they would like to be when they grow up most boys will answer, "a hunter." Hunting is a career. Skins are still used to make some clothing, most notably kamiks, or Inuit boots. Women cut the meat with the traditional woman's knife or ulu. Most people still prefer to eat the meat raw or frozen. (I tried both caribou and arctic char this way and it is actually very good!). I cannot remember ever having to ask a student to share.

There is also no denying that much has been lost since contact with the South. The traditional nomadic lifestyle of the Inuit no longer exists and few remain who still make igloos or have dog teams but even very young children can operate the remote control for the T.V. and play Nintendo games. There is also no denying that the community has very serious problems with substance and sexual abuse. But for me, as an outsider, I still see much tradition worthy of preservation. Despite their difficulties, I believe the Inuit have much to teach about living in harmony with the land and different ways of knowing, sharing, and loving. Unfortunately, much of

what the people of Kuujuaaraapik may have to teach is threatened. Hydro Quebec plans to construct a mega project altering Great and Little Whale Rivers and environs and bring a road to the community for the very first time.

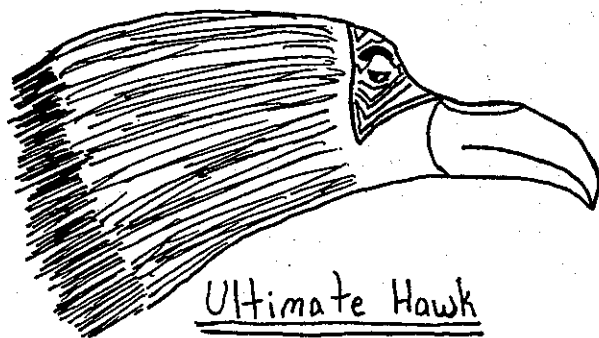
I have thought a lot about my experiences since I left. Although I left the North, some of it hasn't left me. Rather oddly, I gained a new perspective on some of my less comprehensible feelings of the experience while recovering from recent surgery. It seemed almost like my physical healing metaphorically mirrored a grossly abridged version of recuperation I sensed in Kuujuaaraapik. Like the incision into the secrets of my abdomen, the "flesh" of the Inuit culture has also been incised. It seemed to me, in this abstraction, that it was as if the people were balancing across a huge wound. Especially among the young, each foot clings to a delicate toe hold of two profoundly differing realities. Traditional and modern, Inuit and Western, they straddle precariously. And some, some fall into the abyss of that great wound and float aimlessly within. Everywhere, in every culture, I think there are those who live days, months or lifetimes there, it is nothing unique to the North. But as there are those that fall, there

Like the incision into the secrets of my abdomen, the "flesh" of the Inuit culture has also been incised.



are too those who stand strong on the changing turf. There are even others who somehow manage to go beyond even that. They manage to stitch in sutures and build bridges across the new landscape. They somehow manage to shape new tissue where there was once only dissected space.

A friend, of Greenlandic Inuit heritage, told me once he thought that the rebalancing of Native cultures would take another 500 years, since it has taken that long since Columbus to get to today's place. It makes me think of seeing an Abbey in Malmesbury, England that took 300 years to build. Coming from Ontario where we grow impatient and angry if building and road construction is not complete in months, the idea of 300 years of



When we came across "Ultimate Hawk", we laughed and laughed. It definitely had to go in the yearbook. The artist was in grade 5. When I was leaving that whale, he handed me a photo of himself. On the back he had his name and stuff. He wished me luck and said "God Bless You." Oh yes, I thought, "God" certainly blesses me with little boys & crumpled photos

construction seemed so bizarre.

I remember questioning then, as I do now, how people could have worked on a project that would never be completed in their lifetimes, or that of their children or their children's children. Perhaps those people and the people stitching wounds, big and small, around the world, share some special sense of vision.

The process of healing, on any terms, is long and slow. Sometimes, I suppose, it takes generations. The word that always comes to mind when I'm asked of my year North is: "intense." Perhaps I feel this way because what I saw was a tiny, tiny glimpse of a process much larger than my own comprehension. Perhaps I learned a little of the overwhelming power and pain of healing. I hope our societal greed for a different kind of power and a different kind of green, in mega project disguise, won't extinguish the sparks in certain dark eyes I know in Great Whale. Like the new scars on my belly, there is a certain inexplicable something I will forever wear with me from my year North. In some way, it has changed me from the person I was in that airport in 1990. But then again, we don't make our journeys so that we remain the same.

Dianne Henderson is a "freelance" teacher with a diversity of teaching and travel experiences. She has been working at Camp Kawartha for the past few months. "Tukisivit?" is an Inuit word meaning "do you understand?"

The pictures were drawn by Dianne's students in Kuujjuaraapik.

A more politically oriented version of this article can be found in an upcoming issue of Green Teacher.

Winter Hike

by Lisa Primavesi

The sun shines brilliantly and the air is crisp and cold, causing my nose hairs to stick together and my eyes to water as I assemble my group at the edge of the lake. We have made our way somewhat haphazardly down the hill from the classroom, our new appendages flailing this way and that but now everyone is upright and ready for adventure. I do a final mental check for toques, mitts and properly adjusted snowshoe bindings as I explain the plan for our afternoon together.

We decide to start our hike by crossing the lake. We get no further than two dozen steps before the ice creaks and groans, sending a low hollow rumble across the ice and stopping eleven grade 6 students in their snowy tracks.

"Hey are you sure this ice is safe?"

"Have you been on this lake yet this year?"

"Maybe we should stick to solid ground?!"

I gather the group close and point out tracks from a snow machine running perpendicular to our path. I explain that the ice is at least 8 inches thick and that the cracking sounds are normal because as the lake water freezes it expands and the old ice is shifting to accommodate new ice formation. We put our ears to the ice and listen...

"Pe-tong"

"Pe-tong"

Some kids notice that the snow swept areas are harder to hear through and we talk briefly about the insulating value of snow.

We continue across the lake and up the far shore. I am hanging back, not yet mentioning the efficiency of following in

each others footsteps and I watch as the group flounders up the slope. There is much competition to be first and the haste causes careless planners to end up in a snow-covered heap at the bottom. One boy steps out of his harness and sinks in up to his thigh. We all appreciate the usefulness of our snowshoes. I help the ones who are having difficulty, showing them how to dig in with their toes and to use the sturdy trees and shrubs to their advantage. Occasionally a gentle pull or push is needed to make the final step over the crest. We all succeed and lie flopped at the top breathing heavily and rosy cheeked. For a moment we rest until one of the students notices a whole lot of bark at the bottom of a jack pine tree. Together we look up, squinting into the sunlight. All right, the culprit is still there. Mixed reactions from the group as some step away and some move closer, wanting to shake the "porci" from its roost. We discuss the life of the porcupine, that the tree is its home and that although it is killing our jack pine it is not bad; it too has to eat to survive. I also mentioned that porcupines do not shoot their quills and that as long as it isn't cornered it won't harm us. Truth is, it appears to not have noticed us as it contentedly munches away. We look around for stray quills that might have fallen around the tree but with no luck.

The group moves onward in a more orderly manner now, initial energies are burnt off and students take turns breaking trail to lead the way. We travel through the gently rolling terrain typical of the Canadian Shield, the higher areas covered mainly with birch and poplar, the lowlands mostly black spruce. We stop several times

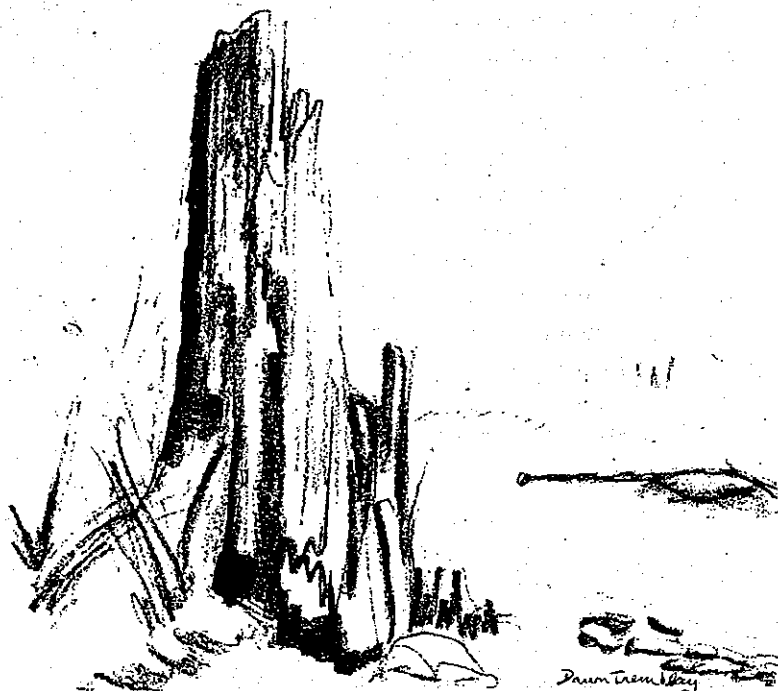
There is much competition to be first and the haste causes careless planners to end up in a snow-covered heap at the bottom.

to examine animal tracks and look at the lichens and fungi that are growing on the trunks and lower branches of the trees. I direct our movement only enough to insure that we will end up at Airplane Lake and the group is surprised and amazed when we crest the hill that overlooks the little lake. We move down onto the lake and find the local active beaver lodge, keeping a good distance in case of thin ice around the entrance tunnels. Someone discovers fox tracks and we follow them to the south end of the lake. There is an impromptu race for about 100 metres but in the first 40 all of the participants have nose-dived at least once and the spectators are most entertained.

We must begin to head home now so I steer the group west. I am offered the chance to lead as even my most rambunctious friends are content to follow for a while. I bring the group to the bog and we talk about glaciation, bog formation, and the rotting plant matter that

is creating heat and allowing the centre area of the bog to remain unfrozen. After procuring a huge range of guesses about the depth of this bog I ceremoniously remove the plastic tube that reaches to the bottom....nine metres!! Everyone is impressed and a number of students pull and push the tube in and out themselves for reassurance that I'm not somehow tricking them. I mention that animals and people have been found perfectly preserved in bogs, sort of pickled in the acid environment. They are grossed out and amazed at the same time — a perfect combination for long term memory.

We head almost directly back to camp pausing just long enough to hide and ambush an unsuspecting group of their classmates who are just finishing their own hike. A quick exchange of words informs us that their hike has been equally adventurous. We talk quickly about the advantages of camouflage and all wish we had white snowsuits for ambush. We reach the edge of Kingfisher Lake again and I give my group last minute instructions about their evening activities before letting them head back to their cabins to start cooking their suppers before dark. I walk slowly with the stragglers who aren't used to this much activity and we talk about what will happen tomorrow and the next day. More adventures for sure; tomorrow on skis. As the sun slips low, its soft light casts long shadows from the eleven small figures which blend with the shadows of the trees until obscured. I rejoice at the day's learning and my hope is renewed that in time the importance of these intangible, immeasurable experiences will come to be appreciated in their fullest through the stories of the children who have lived them.



Lack of Money for Outdoor and Environmental Education

by Jerry Jordison

The Temagami Earth Awareness Education Center needs to be deleted from the 1992 *Catalogue of Programmes and Personnel Sites and Services in Outdoor Education in Ontario*. Because of the budget cuts, the outdoor programme was the first to go. Small school boards in the north are more dramatically affected by budget cuts than the larger southern ones.

I attended ECO-ED and know more than ever that environmental education is not a frill. Our planet is in trouble. No amount of money or technical solutions will solve our problems unless there is a moral commitment to do something about it. Our ecological ethic will only change through education.

Trustees and school administrators should have been mandated, free if necessary, to attend the Ecological Conference. Only then would some of them realize that outdoor education is a priority. ECO-ED was mainly a conference reinforcing the already converted. I, as a teacher, presented the urgency of environmental concerns to our Board's Education Committee with no noticeable results. Money, or lack of it, seems to be more powerful than world reality.

For two and a half years the Earth Awareness programme in Temagami provided a very successful and needed service to all grade 5 students in both the Public and Separate Boards in Temiskaming District. Some students stated that the experience was the highlight of their life. The students experienced two intense days of new knowledge, presented in an environment that was fun to learn in. Unlike most classroom learning, nearly all of the concepts presented in the outdoors are integrated into the students knowledge base and become a part

of their value system.

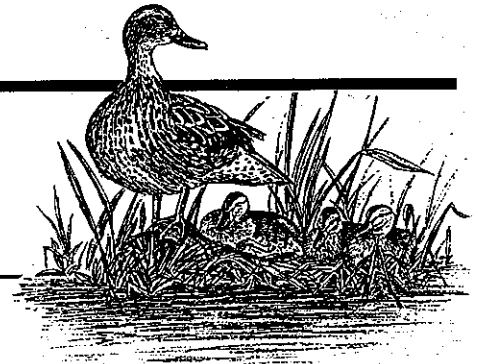
As well as educating our students, our mission as Outdoor Educators must be to educate the public in the importance of ecological education. There needs to be a grassroots movement, a revolution, to bring earth awareness to the tax-paying public. I think of two actions that COEO members could do that may help. Perhaps COEO could produce a document, that could be sent to all school boards in Ontario, emphasizing the importance of outdoor education, especially in the light of the state of our environment. As well as pointing out the needed environmental ethic that is required if changes are to be made, facts from research to support the learning potential of outdoor education should be presented. This action, from a knowledgeable organization, may raise the consciousness of the Trustees, administrators and other teachers. Hopefully the boards will then use their money for the real priorities in education.

At the same time all COEO members and anyone else with an interest in our environment should begin writing letters to their local newspapers. The letters should point out how necessary it is to educate the youth about our environment. The youth will inherit our ecological errors and must have the wisdom, unlike the present generation, to do something about it.

These two actions along with a continuing dialogue with individuals and groups may help raise ecological consciousness enough for greater action and it may also be the seed of the needed ecological revolution.

Jerry Jordison teaches grades 3/4 at Temagami Public School

Small school boards in the north are more dramatically affected by budget cuts than the larger southern ones.



Habitat 2000

compiled by *Barrie Martin*

Three years ago the Canadian Wildlife Federation (CWF) launched Habitat 2000 to help celebrate National Wildlife Week's 25th anniversary. Response to the program has been overwhelming. Over 70,000 students across Canada have been involved in innovative habitat improvement projects. Action is what Habitat 2000 is all about. By emphasizing a hands-on approach, the programme teaches children that they can make a real contribution towards conserving wildlife.

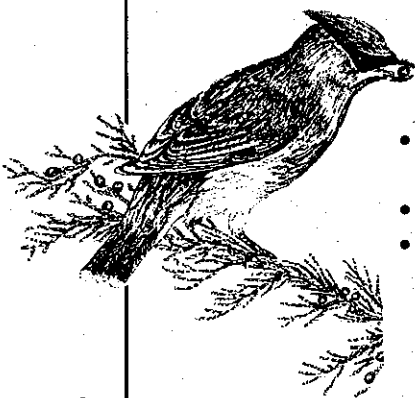
The Canadian Wildlife Federation, the Canadian Wildlife Service, and Wildlife Habitat Canada have a special fund to help finance habitat projects. Limited funding is available given the following considerations:

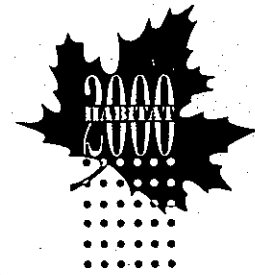
- Any class — K to OAC — is eligible. Organized youth groups supervised by qualified leaders are also eligible.
- Funding is limited to \$200 per class and up to \$500 per school.
- Funds are available for the purchase of non-capital equipment and supplies, e.g. plants, trees, hardware, seeds, signs, lumber, garbage bags. Transportation costs are not eligible.
- Projects must relate to wildlife habitat improvement.
- Plantings must consist of native species.
- Groups must provide follow-up photos, slides, videos, or written descriptions of completed projects. Long-term projects are eligible for funding each year, but follow-up must be provided for each phase completed.
- Expenses and amount of money applied for should be minimized by calling on

volunteers, getting the community involved, or having students bring what they can from home.

- The Habitat 2000 fund selection committee meets in the spring and fall and evaluates all applications according to a point system. Special consideration is given to the age level and number of students involved in the project, its complexity, and the degree of community and/or volunteer support.
- Funding is not retroactive. All projects must be registered with CWF before they can be considered for funding.
- Applicants must complete a Habitat 2000 Registration form which can be found in the National Wildlife Week Kit or available upon request. Applications are welcome at any time during the year.

Concord Public School from Windsor won a United Nations Champion Defenders of the Planet Award for their Habitat 2000 project which involved the restoration of a former dump near Little River to a natural wildlife habitat. Concord was one of 30 schools picked from 325 entries and it was the only Canadian school to participate in the Kids for Saving the Earth programme. Three students, along with supervising teacher, Ian Nasibitt, travelled to New York City to accept the award. Christel Bechard (Grade 6), Alex Marin (Grade 7), and Simone Wyatt (Grade 5) paraded past Jane Fonda and sang along with John Denver during the ceremony at the UN's General Assembly Hall. Christel, Alex, and Simone represented 150 Concord students from grades 5 to 8 who cleaned litter, planted





trees, and built walkways on a site that had been filled with decrepit appliances, old tires and rusty car parts.

Other Ontario schools that received recognition for their efforts were St. Patrick's School in Azilda, Anson S. Taylor in Scarborough, Education Centre in Parry Sound, and Parkway Public School in Cambridge. Given the general theme of this issue it is worthwhile to note the habitat improvement projects that have happened in Northern Ontario. In the absence of board sponsored outdoor education programs many of the outdoor education activities in Northern Ontario are school based programs and some schools have taken advantage of Habitat 2000:

- Students at the Education Centre in Parry Sound spent days planning and researching suitable trees, shrubs, and plants for their school yard planting project.
- Grade 6 students at Robert Moore School in Fort Frances constructed nesting boxes for birds and placed 8 of them in the school yard, 12 in the yards of private homes and and 20 more in a nearby natural area.
- English Catholic Central School students (K-8) from New Liskeard received assistance from Habitat 2000 and MNR to plant trees and shrubs along a new fence that borders a recent extension of their school yard. They plan to add bird houses and feeders when the trees grow larger.
- 40 bird feeders were constructed by Grade 5 and 6 students from Flora McDonald School in Timmins; some were placed in the school yard and others were donated to a nursing home and a retirement home. The resident

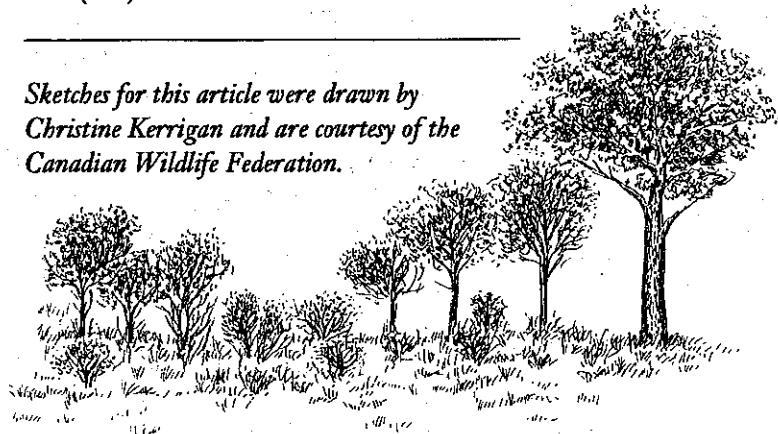
seniors promised to maintain the feeders year round.

- J.W. Trusler School's project in North Bay involved the construction of composting units and the planting of wildflowers, ferns and shrubs. The compost will be used to maintain the plantings, of course.
- Manitou Park Public School in Sault Ste. Marie designated their school yard as an ecology centre and conducted a series of projects including composting, planting and cleanup.

Habitat 2000 information is part of the National Wildlife Week Kit. For 1993, National Wildlife Week is scheduled for April 4-10 and the theme is "Community Action Makes A World of Difference for Wildlife". Kits will be distributed to all schools (one per school) by the Ministry of Natural Resources. If you wish to acquire more kits please contact the Canadian Wildlife Federation directly — the first kit is free.

For more information on Habitat 2000 and National Wildlife Week contact Luba Mycio Mommers, Head of Education and Information, Canadian Wildlife Federation, 2740 Queensview Drive, Ottawa, Ont., K2H 1A2. Telephone: (613) 721-2286 Fax: (613) 721-2902

Sketches for this article were drawn by Christine Kerrigan and are courtesy of the Canadian Wildlife Federation.



Acting Locally — A Guide to Model, Community and Demonstration Forests

by Debbie Pella Keen

The Ontario Round Table on The Environment and Economy stated in their 1990 Challenge Paper about sustainable development that it was up to the people of Ontario to work together to create a long-term strategy that would support both a healthy environment and a vigorous economy.

This article is designed to make you aware of opportunities for such involvement with sustainable forestry. In forestry, sustainability refers to management practices that ensure long-term health of forest ecosystems so that they can continue to provide environmental, social, and economic benefits. Sustainable forestry also means managing the forest for many diverse values, not just for timber. Although forests are a renewable resource we must ensure proper stewardship so that forests are available today and for the future. As a result, the people of Ontario are being encouraged to have more direct involvement in decision-making related to the management of Crown land forests. Several new initiatives by provincial and federal governments have been developed to foster partnerships in the decision-making. Model Forests, Community Forests, and Demonstration Forests are examples of such projects. They have the potential to be useful education tools for classroom teachers and outdoor educators and are opportunities to "act locally". A description of these opportunities follow and include contacts for additional information. How educators and students use them will depend on proximity and how local management programs are developed.

Model Forests

Model Forests are a component of the federal government's environmental action plan, *Canada's Green Plan For a Healthy Environment*. Forestry Canada is administering the initiative under the Partners for Sustainable Development of Forests program.

Model Forests are designed to accelerate the implementation of sustainable development in the practice of forestry. This initiative will assist forest managers in implementing ecologically sound and scientifically advanced management practices.

Model Forests consist of a network of sites (at least 100,000 ha. in size) representing the eight major forest regions of Canada. Each site is a working model of sustainable forestry complemented by an enhanced research and information program. A major feature of the the Model Forest program is the involvement of partners to integrate social, environmental and economic elements of management. A wide range of partners including schools,

colleges and universities are being encouraged to participate.

In Ontario there are two sites that have been designated:

1. *Lake Abitibi Model Forest*
Contact: Erik Turk, Model Forest Coordinator, Abitibi Price Inc., Box 550 Iroquois Falls, Ont., P0K 1E0
2. *Eastern Ontario Model Forest*
Contact: Marg Carson, Ministry of Natural Resources, Kemptville

For more information on the national program contact Dave Brand, Director Model Forest Program, Science Directorate, Fuller Building, 3rd floor, 75 Albert Street, Ottawa K1P 5E7 (613) 997-1107.

Community Forests

The Community Forest Program is a provincial government initiative under the Ontario Ministry of Natural Resources' Sustainable Forestry Program. The goal of the project is to develop policy which provides for enhanced community involvement in forest



management.

Four Community Forest pilot projects have been selected from many proposals.

They are as follows:

1. *Wikwemikong First Nation*

Contact: Ms. Mary Ominika, Acting Manager, Wikwemikong Development Committee, P.O.Box 107, Manitouwaning, Ont. POP 1N0

2. *Elk Lake*

Contact: Mr. Terry Fiset, Reeve, Corporation of the Township of James, P.O. Box 158, Elk Lake, Ont., POT 1M0

3. *Town of Geraldton*

Mr. Roy Sinclair, Chief Administration, Officer/Clerk, The Corporation of the Town of Geraldton, 301 East Street, P.O. Box 70, Geraldton, Ont., POT 1M0.

4. *Kapuskasing*

Contact: Mr. Louis Veilleux, Project Coordinator, 6/70 Area Economic Diversification Committee, 100 Government Rd., Kapuskasing, Ont. P5N 3H8

The provincial coordinator is Brian Hillier, M.N.R., Environmental Assessment, Suite 400, Roberta Bondar Place, 70 Foster Dr., Sault Ste Marie, Ont. P6A 6V5 (705) 945-6601

Community forestry can be defined as a greater community involvement in the broad spectrum of forest land resource management. This involvement can vary from meaningful input into the decision-making process through to active participation in the management activities, e.g., tree planting. The "community" refers to those parties with an interest in a common forest. A steering committee consisting of representatives from these parties, including one from the local school board, has been formed for each pilot project.

Community forestry can assist with achieving the goal of sustainable forestry by

supporting stewardship of local forests within a policy framework which clearly outlines the Provincial interest in the management of the forest resource.

There are four phases to the Community Forest Program:

Phase 1 — testing of four community forest pilot projects (identified above).

Phase 2 — review of forest management partnership models.

Phase 3 — development of community forestry policy options.

Phase 4 — evaluation of pilot projects.

Phases 1 and 2 will provide the basis for public discussion of the opportunities for community forestry.

The program commenced in 1991 with the selection of pilot sites and will be completed in 1994/95 with the evaluation of the projects.

Demonstration Forests

The Demonstration Forest Program is another initiative under the M.N.R.'s Sustainable Forestry Program.

Implementing sustainable forestry depends to a large extent on the effective communication of new information to resource managers and to the public. The primary purpose for these areas is to demonstrate the results of decisions made by forest managers and the public. The demonstration areas will demonstrate the ecological and economic results that various forest management practices (silviculture) have on the forest. There will be studies to assess the biological and ecological responses to the various silvicultural operations over time.

Within the next few months Demonstration Forest Areas will be established in each of the ecological forest regions of Ontario. The manager of the program is John Fingland, M.N.R., P.O. Box 5463, 659 Exeter, London, Ont. N6A 4L6 (519) 661-2741 or contact a forester in a local M.N.R. office for additional information.

Debbie Pella Keen, formerly Forestry Specialist at the Frost Centre, is now Forest Management Planner with M.N.R. in Huntsville

The Buck Stops Here — Don't Hold Back The Doe

by Peter Allen

This kit will allow concerned educators and administrators to review existing Policies from other boards.

On December 4, 1992, delegates at the Greater Toronto Day Centre Conference, discussed the importance of Board Based Environmental Policies. In many cases, school boards have drafted and adopted Environmental Policies that address all aspects of Board operations, from the implementation of Recycling programmes and environmentally sound site management practices, to promoting Environmental Literacy in all areas of the curriculum. These policies are generally drafted by writing teams that include teachers, trustees, administrators and representatives from the various trades within the board. These policies often give mandated support to Environmental Education programmes. It is only hoped that these policies will be recognized and respected by Boards of Education during budget discussions.

It was also noted that some school boards have not drafted or implemented Environmental Education programmes. Concern was expressed that Environmental programmes operating without a clearly

defined Policy mandate could be exposed to budget cuts. Outdoor Educators and Environmental Educators are aware that Peel Region has recently cut back support for its non-mandated outdoor education. There has even been discussion that Peel should begin looking for funding from a private sponsor.

It was decided that Environmental Policy statements should be gathered from every possible source and consolidated into a resource kit. This kit will allow concerned educators and administrators to review existing Policies from other boards. It is hoped that access to this information will provide a base from which discussion and new policy will be generated.

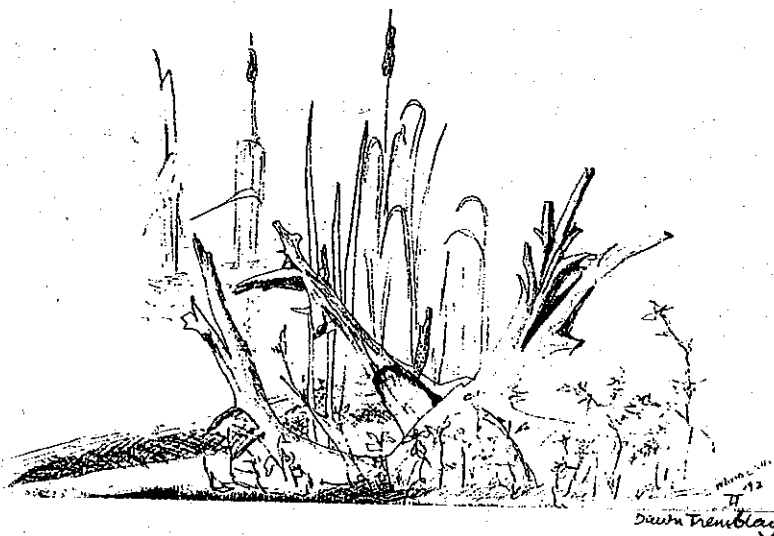
If you are working in Environmental or Outdoor Education without a clearly defined policy that supports your programme, then you should consider promoting an Environmental Policy now.

Your assistance is needed in establishing this resource kit. Interested people should:

- 1) Determine if your Board of Education has implemented an Environmental Policy.
- 2) Forward a copy to the address below.
- 3) Read your policy to determine if Environmental Education is mandated as a valuable learning process.
- 4) Watch for further information in *Pathways*.

Please forward relevant board documents to:

Peter Allen
 Burlington Outdoor Resource Centre
 c/o Kleinburg Public School
 10391 Islington Ave.,
 Kleinburg, Ont.
 L0J 1C0



White Otter Castle: A Special Place

by Elinor Barr

White Otter Castle is a lofty log structure set in a wilderness location. Both the building and its setting are awesome.

The Castle stands beside a grove of red pine in the centre of a sweeping crescent beach on White Otter Lake. The water is so clear that the sandy bottom is visible up to a depth of 25 feet (7 m). The lake is twelve miles long (19 km), and access to it is limited.

The main part of the building is three storeys high and as spacious as a hotel lobby. The tower is the size of a master bedroom, or rather four master bedrooms set one above the other. The two-storey back section was occupied by the sole architect and builder, Jimmy McOuatt, from 1914 until his death in 1918.

White Otter Castle is part of my heritage because I grew up in Ignace, thirty miles to the north. Many people there knew Jimmy, including my father who found his body and buried it beside the Castle. My longstanding fascination with Jimmy and his Castle led to solid research after earning a history degree at Lakehead University. Among the results were publications, a film, and almost a hundred school visits.

Sharing Jimmy's story in schools has been a rewarding experience. I was amazed to discover that tv-era students from grades three to thirteen are spellbound by reality. They relate readily to his isolation, ingenuity, and hard work, and also to his physical limitations. Jimmy was 59 when he began construction; slight in build, he single-handedly accomplished an epic feat that few men could tackle today.

My approach is inspirational, and depends upon the teacher's recommendations and the age level of the group. Whichever focus is chosen, usually historical or literary, the most important goal is to make Jimmy come alive. Among my battery of audiovisual aids is a scale model of the Castle, a film (also in video

format), a slide presentation, a booklet, a ballad by Bill Houston, an enlarged period photograph, and Dennis Smyk's haunting colour photo of the Castle in decay. I also have a Jimmy McOuatt mannequin for use in static displays.

One time, I gave a grade three class the task of writing an essay. They could write about Jimmy as presented, or make up any kind of a story — a space ship visiting the Castle, the adventures of a bug in one of his flowers, or whatever. What a surprise at the end of the class to discover that all the students chose to write non-fiction, each one emphasizing a different facet of the story!

People are fascinated with the mythology that has become associated with Jimmy. Many questions remain unanswered. Why did he build the Castle? Was his surname



...the most important goal is to make Jimmy come alive.



The Hermit of White Otter Castle

by Judy Kramer

The shores of White Otter Lake, 150 miles west of Thunder Bay, is home to the spectacular White Otter Castle. This Castle was built by one man, Jimmy McOuatt (pronounced McKewitt).

Born James Alexander McOuatt on January 17, 1855 in Argenteuil, Ottawa Valley, Jimmy arrived at White Otter Lake in 1903. With a small stature of 5 feet 7 inches and weighing only 145 pounds, Jimmy singlehandedly built the large three storey log structure in the wilderness. In order to be self-sufficient, Jimmy farmed the land surrounding the Castle, invented various devices to enable him to haul large logs and construct the Castle, and canoed into Ignace only when necessary.

Jimmy lived in the Castle for only four years — 1914 - 1918. While netting his winter supply of trout, near the Castle, in October 1918, Jimmy drowned. In the spring of 1919 two fire rangers from Ignace, Tony Berglund and T.C. Campbell, found his body and buried it near the Castle.

Judy Kramer is working on a COEO/M.N.R. Environmental Youth Corps project at the Leslie M. Frost Natural Resources Centre.

McQuat or McQuat? Why didn't he marry his mail order bride? Can a person who welcomes visitors be called a hermit? Nobody knows the answers for sure, but we have a lot of fun guessing.

That Jimmy's story has the power to fascinate young people is very significant. The story lives on with efforts to preserve the Castle. The students I speak to, and their descendants, make up the future generations who will benefit from the Castle's preservation. It is important for us all to realize that some values are eternal. Visiting the site, either in person or in imagination can be just as inspiring today as it was long ago, when Jimmy himself welcomed young people and gave them a tour of his wonderful Castle.



White Otter Lake Pictographs

by Dennis Smyk

The Ontario Rock Art Conservation Association (ORACA) has just completed the two year White Otter Lake Pictographs Project, documenting nearly three dozen pictographs in the new Turtle River-White Otter Lake Provincial Park south of Ignace. The first year's work is summarized in the recently released "White Otter Lake Pictographs Project: 1991 Results" which is available from ORACA for \$20.00 (includes shipping and handling). This information would be useful background for anyone planning to visit the area as it gives some insights into why the pictographs were painted.

The White Otter Lake Pictographs Project crew was assisted by several volunteers. In 1993 ORACA is planning a similar project in the Brightsand River Provincial Park approximately 150 km northwest of Thunder Bay. If you are interested in getting a hands-on experience in documenting native rock art, learning about this important aspect of native culture, and experiencing Northern Ontario canoe tripping and camping you should contact ORACA. They accept volunteers for a small fee to cover some costs such as food. There are limits to the number of volunteers that can be accommodated. If a school group or other group wishes to visit the crew in the field to observe their activities, arrangements can be made.

ORACA is associated with "Passport to the Past" program of the Ontario Archaeological Society and is dedicated to:

1. Uniting all persons interested in the conservation of aboriginal rock art including pictographs (painting), petroglyphs (carvings), and petroforms (formations);
2. Gathering and exchanging ideas, data, and scientific information relevant to aboriginal rock art;
3. Seeking protection for and enhancing appreciation of aboriginal rock art sites;
4. Promoting public interest in aboriginal rock art and to encourage research; and
5. Conducting and promoting rock art research.

For more information about membership and /or the volunteer program write to ORACA, Box 2880, Kenora, Ont. P9N 3X8 or contact Dennis Smyk, Box 892, Ignace, Ont., POT 1T0 (807) 934-6482

Destination: White Otter Castle

By Judy Kramer

The Castle remains intact today. There is an organization, "Friends of White Otter Castle," which has endeavoured to restore and maintain the Castle. They have just finished lifting the Castle, pouring a new foundation, and putting the Castle down on its new foundation. Further protection is likely given the fact that the Castle now lies within the boundary of the newly established Turtle River-White Otter Lake Provincial Park. The area is blessed with other significant features including 16 pictograph sites on the rock faces of White Otter Lake; old logging camps, some of which were worked on by prisoners of war during World War II; and an eagle's nest just north of the Castle.

Given the historical and environmental significance of White Otter Castle and the surrounding area it is a great destination for out-of-classroom learning.

There are three people to contact for more information about the

Castle. Dennis Fredrickson is the Chairman of the "Friends of White Otter Castle." He also runs a tour company, "Soft Wilderness Adventures." This company runs 8 hour boat tours to the Castle. They have 2 boats, each accommodating a maximum of 12 people. They are expanding and are hoping to acquire larger boats. Their tours take in the entire lake, including logging camps, pictograph sites, wildlife and lunch at the White Otter Castle. Dennis has had school groups come on his tours with much success. The cost of the tour is \$65 per person, which includes lunch and transportation from Atikokan. Dennis can be contacted through Soft Wilderness Adventures, PO Box 88, Atikokan, POT 1C0, (807) 597-4662. Dennis Smyk, in Ignace, acts as an informal organizer for activities at the Castle. He can be contacted at PO Box 689, Ignace, POT 1T0, (807) 934-6345. Elinor Barr is the historical expert on the Castle. She has written a book, *White Otter Castle - The Legacy of Jimmy McQuat*, as well as produced a documentary, "The Castle of White Otter Lake." Elinor can be contacted through Singing Shield Productions, 104 Ray Blvd, Thunder Bay, P7B 4C4, (807) 344-8355.

"En français s'il-vous-plait"

by Michelle Guillemette

Regarde le gros-bec errant
 "Cet arbre est un mélèze" — a typical conversation between students at the Timmins Separate School Board's Outdoor Education Centre.

Besides the Kingfisher Lake Outdoor Education Centre in Thunder Bay this facility is the only other board-offered outdoor education centre in all of the far-north region. This is an amazing discovery considering that there are 63 board-offered programmes in the province and only two are found in this vast area of forests, lakes and wildlife.

We are extremely proud that the Timmins Roman Catholic Separate School Board is committed to help its students foster a positive interest in the environment, which allows them to develop favourable attitudes towards the preservation, and improvement of that environment. It has taken on this challenge by promoting the outdoor education programme for the past six years.

Our programme is rather unique because it is offered primarily in the French language. Since 80% of our students are francophones, the majority of our work is carried out strictly "en français" but we do offer our programme in English to the four English schools that are part of our Board. We receive many requests from other French language school boards in the far-north region. They are willing to have their students travel to Timmins in order to have them participate in our programme.

Our centre is a rented facility on 55 hectares of boreal forest, an area that offers typical boreal flora and fauna. Students have often seen moose, beaver, fox and numerous species of birds in their natural habitats while participating in one of our many

programmes. Our property is adjacent to Kettle Lakes Provincial Park which allows us access to 22 kettle lake formations and other geological features providing evidence of the last ice age.

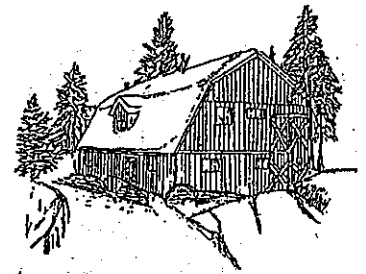
The programme includes a wide spectrum of activities with special emphasis upon activities that reflect the learning opportunities identified in *Science is Happening Here*. Winter bird studies, tree studies, beaver studies, initiative tasks, co-operative games are just some of the typical programmes offered. Catholic faith and Christian values are an integral part of our program; we promote stewardship for our planet and make students aware of the presence of God through nature.

We also develop skills and attitudes that allow students to make profitable use of their leisure time. We teach snowshoeing, cross-country skiing and other useful skills such as winter survival, proper clothing practices, and compass use.

All our grade 5 to 8 students enjoy a one day programme each year and a voluntary residential programme is offered to grade 6 classes and to senior level Special Education classes.

Our staff at the centre consists of a consultant and an outdoor education technician who are responsible for the co-ordination, planning and the delivery of all programmes offered at the centre.

We are very grateful to Lori Jarvis and Jim Legget from Kingfisher Outdoor Education Centre for planting the outdoor education seed in our hearts so many years ago and for generously sharing programme ideas to help us get started. The result has been a centre and a programme to be proud of and enjoyed by hundreds of francophone and anglophone students in the far-north region. Merci beaucoup, Bienvenue a tous!



Michelle Guillemette is the Physical and Outdoor Education Consultant for the Timmins Roman Catholic Separate School Board.

Mush! — What a Learning Experience!

by John Daley

We attract an assortment of students and outdoor clubs. They range from grade seven through OAC students, as well as college and university groups. What they all share of course is the love of dogs, and the outdoors and an interest in knowing more about our wilderness.

For further information on wilderness educational adventures in Temagami, contact John Daley or Susan MacDonald, General Delivery, Temagami, Ontario POH 2H0, phone (705) 569-3288.

He stood on the runners of the sled, one foot planted on the brake while his hands gripped the handlebar so tightly that beneath his mittens his knuckles were as white as the snow stretching out before his team. His excitement was apparent by the look on his face as he lifted the snowhook, released the brake, and yelled out a masterful "hike!" His dogs barked enthusiastically as they took him racing out the chute on what would be one of the most memorable experiences in his lifetime.

The start of the Iditarod or the Yukon Quest? Hardly. This describes what each student will experience when their class joins the Windigo Chain Outfitters on a winter wilderness educational adventure which they will not soon forget.

We go about doing this by bringing you into the Temagami wilderness of northern Ontario. With the huge red and white pine forests, rocky terrain, frozen lakes and the dogs as a backdrop the class begins.

The following describes a typical three day trip. You arrive with your students at the Andorra Lodge, located six km north of the town of Temagami on Net Lake. You will be settled into your rustic cabins to change into your winter gear and head out to the great outdoors. The class will be split into two or three groups and will each be assigned a guide. Each group will experience meeting the fifty Siberian and Alaskan huskies who will amaze them over the next few days with their friendliness, pulling power and willingness to please. While one group is experiencing mushing their own dog team, another group is learning how to snowshoe. Their guide will take them across the lake and into the forest while explaining about the different trees, bushes and wildlife. Another

group is off down the lake to find a suitable place to build a quinzee or a snowhut. When everyone arrives back at the lodge the dogs get fed and watered and then it is time to get cleaned up for dinner. After a hearty dinner in the lodge there will be a presentation by a guest speaker from the Temagami-Anishnabai Ojibway band who will talk about the history of Temagami, what is happening in the area at this time, and what they are striving for. After a full day of learning and excitement exhaustion sets in and bed comes early.

The next morning, after enjoying a tasty breakfast in the lodge, you will meet outside in your groups with your guide. Each group will participate in the activity which they did not cover the day before. We will all meet back at the lodge for lunch. After lunch we will make our way to the heated prospector tents which will already be set up down the lake. While one group is preparing dinner inside the tent, the others will be collecting firewood to keep us cozy and warm all night.

After enjoying a delicious dinner inside the comfort of the tent everyone will help clean the dishes and we will then make our way back to the lodge to listen to a guest speaker from the Ministry of Natural Resources give a talk on timber management. After the presentation we will walk back under the stars to the tent, settle into our sleeping bags and listen to a short story or a poetry reading.

The next morning you will rise and shine to a hot breakfast inside the tent. Afterwards we will head back to the lodge in time for everyone to clean up before the journey home. Then the time comes to say goodbye to new friends and experiences.

Arctic College

by paul higgins

The Northwest Territories holds some of Canada's last remaining untouched wilderness. Considerable interest in resource development has spurred concern over wise resource management practices. To meet this demand for qualified technicians in the area of renewable resources management, Thebacha Campus of Arctic College has just the programme. The Renewable Resources Technology Programme (RRTP) was developed in 1977 to train northerners for positions in both the private and public employment sectors at the technician level.

Because the renewable resources of the north have unique aspects and sometimes unusual fragility, they deserve the best technological research and management that can be applied. The north will be best cared for when this research and management is provided by people who have a lifelong personal involvement in the north and its resources.

The Thebacha Campus of Arctic College is the largest and oldest campus. In all, 350 students are enrolled in the twenty various programmes. This campus is located in Fort Smith, which lies just north of the northeastern border of Alberta. The student population is as diverse as the north. RRTP students can come from any of the twenty-one communities throughout the NWT. Of these students 43% are of Dene-Metis origin, 18% are Inuit or Inuvialuit, and 39% are non-aboriginal northerners. The students are older than most of their southern counterparts, with the average age being thirty.

Many topics addressed by RRTP are of particular interest and value to aboriginal people. Traditional knowledge is shared between staff and students (who can be from

the seven different aboriginal groups found in NWT). Traditional knowledge and values are recognized and integrated in the program. RRTP has the most successful programmes in Canada in training aboriginal people to be well grounded and competent resource management technicians.

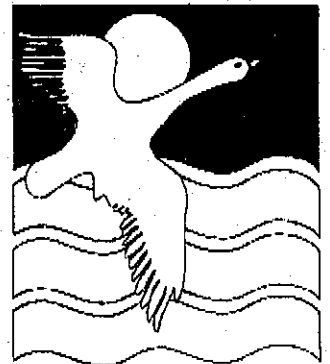
The RRTP is a two year post secondary diploma programme. The focus of study is on northern waters, lands, fisheries, forests, wildlife, and environment. The programme is directed toward the development of technical skills required by resource management and industrial agencies.

Each student must pass all thirty-four programme courses. These courses include: technical writing, drafting, botany, geology, photogrammetry, parks, firearm safety, forest and wildlife management, fire management, surveying, small motors, and freshwater fisheries.

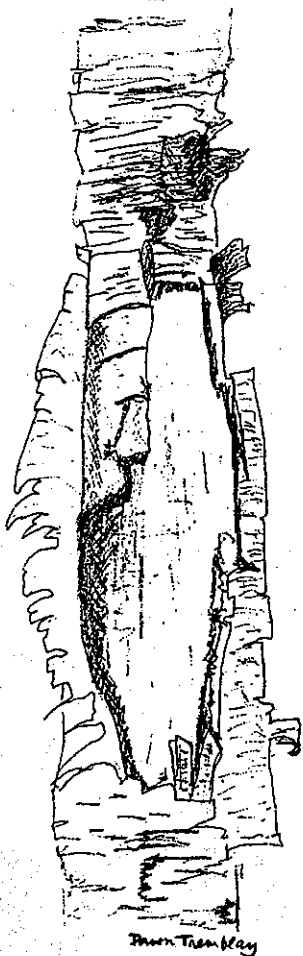
The RRTP is perhaps most notable for its intense promotion of technical field experiences. Practical education starts immediately on entering the programme with a four week camp situated on Tsu Lake. Tsu Lake is accessible by plane and is eighty kilometres northeast of Fort Smith. This camp focuses on basic wilderness and technical skills and each applicant is also assessed for academic readiness. Most students go on in the programme while others can be referred to academic studies at the college when formal classes commence in September.

During each year of the programme the students spend approximately six weeks attending various camps. The winter camp lasts two and a half weeks and is located approximately 250 kilometres northeast of Fort Smith, depending on caribou

*Try spending
three weeks
in a tent
in March,
north of 60!*



ARCTIC COLLEGE



concentrations each year. As one might imagine, living conditions for this exercise are quite challenging. Try spending three weeks in a tent in March, north of 60!

One unique assignment during this camp is for the students to shoot a caribou, do a thorough necropsy and anatomical dissection, and then cut and wrap the meat. Later, when the students return to Fort Smith, they distribute the meat among the town elders. Other winter studies are: winter survival, caribou habitat analysis, caribou segregation and population census, snow ecology, and winter test fisheries.

The marine camp is intended to introduce the students to the ecology of the ocean and to provide experience in the techniques of working at sea. The focus of this three week camp is on marine biology, oceanography, and seamanship. As well as these major camps, the students participate in regular outdoor exercises of shorter duration near Fort Smith.

Upon completion of the two year course, the students are most sought after. They work as renewable resource officers, wildlife technicians, fisheries officers, park wardens, water resource technicians, and consultants.

In April '91, the Science Council of Canada recognized this diploma programme as one of the most successful science and technology programmes in the north. The keys to success have been: the programme's northern origin, the pertinent environmental issues addressed, meeting the needs of northern communities, and integrating conventional science and technology with traditional aboriginal knowledge.

paul higgins is instructor at the Kingfisher Outdoor Centre near Thunder Bay and Far Northern representative for COEO. This article was written after interviewing Kevin Antoniak, a long time teacher at the college, Jack Van Camp, the chairman of RRTP, and from an on-site visit.

Cross-Cultural Science Camps

compiled by Judy Kramer and Barrie Martin

Each summer about 70 young students, between the ages of 8 and 15, from communities across the Northwest Territories (NWT) gather at traditional camps to learn science in the northern environment. They are participants in the Science Institute's Cross-Cultural Science Camps, outdoor learning experiences where indigenous knowledge blends with formal science. At the end of a week-long camp, kids leave for home with a greater appreciation for the natural history of the land and the cultures of its native people.

The Science Institute of the Northwest Territories is a non-profit organization established in 1984. Its goal is to ensure that the people of NWT derive maximum

possible benefit from Science, Technology and Indigenous Knowledge. The Institute coordinates the Science Camps which began in 1989. Since then the programme has been recognized by UNESCO, the United Nations Educational, Scientific, and Cultural Organization, as part of the World Decade for Cultural Development. The camps promote the importance of both indigenous and formal science, and the importance of learning and working together. As one elder said, "No longer just a sense of ownership, but of partnership — partners in northern living, partners in our cultures, partners in knowledge."

Camps are chosen by their school boards to attend one of the week-long camps.

The setting is a traditional tent camp where biologists, guides, elders, scientists, technicians, and translators are all teachers. The classroom is the natural surroundings of the bio-regions on both sides of the treeline. Depending on the site, campers get to touch, feel, see, smell — and taste — things that bring home the scientific concepts of biology (fish, marine mammals, land mammals and birds), geology, meteorology, glaciology, and even history of whaling. The theme for the western camp, near Rae-Edzo, is based on a traditional Dogrib fishing camp. In the east, the shores of Cumberland Sound have provided the perfect setting for an Inuit camp on the tundra.

Parents, campers, teachers, elders, interpretive educators and community leaders are enthusiastic about the programme, because they want the bridges built by these camps — between cultures, between generations — to be maintained and expanded. The camp on a small island near Rae-Edzo was the first camp and the programme continues to expand. New regions are considered each year depending on regional interest and available financial support. The Science Institute depends on

government, private and corporate sector funding. Donations are welcome. This financial support subsidizes students in need. The cost of running the programme is \$1000 per student per week; each student is charged \$75 for the experience. Access to the programme is limited to native and non-native residents of NWT.

The Science Institute wants as many young people as possible to experience these camps. Their vision is to see children, free from prejudice, use all available resources to learn about their world — that's "cross cultural science."

The Science Institute has produced a video of the 1991 program. For more information on this video, the Science Institute, or the Science Camp contact Rici Lake at the Science Institute of the Northwest Territories, P.O. Box 1617, Yellowknife, NWT X1A 2P2 (403) 873-7592.

*"No longer
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in knowledge."*

This article was compiled and edited by Judy Kramer and Barrie Martin based on printed material and personal communication with Rici Lake.

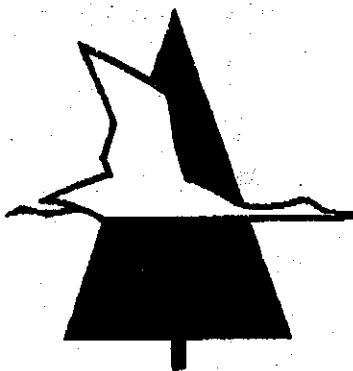


D.S.A. LAKE, RILLARDET.

Haliburton Forest Outdoor Education Centre

by David Bishop

*...a snowshoe
hike to
observe our
'Ambassadors
of the North,'
a pack of four
Timber Wolves*



For more information contact David Bishop, Haliburton Forest & Wild Life Reserve Ltd., R.R.1, Haliburton, Ont., KOM 1S0 (705) 754-2198 or fax: (705) 754-1179

*David Bishop
co-ordinates and
teaches an Outdoor
Education programme
at the Haliburton
Forest.*

Haliburton Forest & Wild Life Reserve Ltd. (Haliburton Forest) is the largest privately owned forest in Central Ontario. 23,000 hectares of rolling hardwood forests, 50 lakes, numerous ponds, streams and creeks are encompassed in this unique piece of property. The only entrance ('Base Camp') to Haliburton Forest is located approximately 25 minutes north of the village of Haliburton. From this point the property extends to Algonquin Park in the north and east, and to the Frost Centre management area to the west.

Haliburton Forest operates as a multi-use forest, combining traditional activities such as logging, camping, fishing, and hunting with recreational activities including canoeing, snowmobiling, mountain biking, research, and outdoor education. Despite extensive traditional and recreational use, its wilderness has been preserved and remains intact.

The Outdoor Education programme is new to Haliburton Forest. Without sacrificing the element of safety, the Outdoor Education programme at Haliburton Forest is designed to keep the students outside and away from buildings. As well, it provides an opportunity to move through the many different environs Haliburton Forest offers while encouraging group self-sufficiency and interconnectedness.

In an effort to achieve this goal, Haliburton Forest Outdoor Education Centre (HFOEC) is using expedition programming. The programme generally tends to move between two facilities, the Base Camp and Stocking Lake Camp. (Stocking Lake is located at the north west corner of Haliburton Forest and will be, by this spring, powered by solar panels and a wind generator.) There are two basic parts to this

type of programming.

1. The daily movement of the group from one camp to the next:
A standard 5 day programme involves a variety of modes of transportation. Seasonal variations include: bush walking, mountain biking, rafting, canoeing, nordic skiing, snowshoeing,
2. The Outdoor Education activities undertaken en route:
Preplans with both the teachers and the class ensure their Haliburton Forest experience enriches their school curricula.

At HFOEC it is the programme as a whole that makes this a unique experience. The community living experience that occurs when students are relying on one another for their meals or the inherent group dynamics that occur when you put five students in a round raft and ask them to make it go straight, are integral components of this outdoor education experience.

Visiting groups also have access to individualized programmes involving Haliburton Forest's on-site operations. These are seasonally dependent and may include: a hike to where tree markers are working; a mountain bike ride to a logging site; a canoe through a marsh to meet some waterfowl researchers; a snowshoe hike to observe our 'Ambassadors of the North,' a pack of four Timber Wolves; a look at the fish hatchery; a demonstration of a pioneer sawmill; or a rowboat ride to see an aquaculture programme.

We at Haliburton Forest know that both students and teachers will benefit from a visit to Haliburton Forest Outdoor Education Centre.

Frost Centre Schedule

March 25-27 & August 25-27, 1993

Natural Resources for Educators Workshop sponsored by the Ministry of Natural Resources (Contact Dave Gibson 705-766-2451). Introductory workshops of Focus on Forests, Project WILD, and Fish Ways programs. Participants will receive training and activity guides for all programs, plus many other resources.

April 23-25, 1993

Advanced Natural Resources for Educators Workshop sponsored by the Ministry of Natural Resources (Contact Dave Gibson 705-766-2451). This workshop will provide current users of Project WILD, Focus on Forests, and Fish Ways with more ideas, activities and information for teaching about forests, wildlife and fish in and out of the classroom. Prerequisites: Introductory workshops in any one or more of Project WILD, Focus on Forests, and Fish Ways.

May 7-9, 1993

Project WILD Leader Workshop sponsored by the Ministry of Natural Resources (Contact Toni Frisby 705-945-6725). A 2 1/2 day workshop to train educators and MNR staff to deliver Project WILD Introductory workshops to other educators. Prerequisite: Project WILD Introductory Workshop.

July 1993

Environmental Science Additional Qualification Courses from Nipissing University College (Contact N.U.C. 1-800-461-1673, Penny Obee (705) 286-1242). Parts 1 & 2 in July, Part 3 in fall and winter. See *Pathways* Vol.4, No. 4, June 1992 for details on structure and content. Ontario Teacher's Certificate required.

Outdoor Education Summer Camp

One of the new incentives the COEO Board of Directors has decided to undertake this year involves the operation of an experimental one week outdoor education summer camp for children aged 9-12. The camp will take place from July 18 to July 24, 1993. It will operate out of the Etobicoke Outdoor Education Centre located just north of the town of Bolton.

At this time we are looking for COEO members who would like to volunteer their services as a staff member for the camp. An honourarium will be paid to the staff members at the end of the camp. Senior high school students who are involved in an outdoor or environmental education programme could also volunteer for a staff position, perhaps as a recreational director.

COEO members are well known for their willingness to volunteer their time and energies on behalf of the organization. This camp will not be possible without your support. If you are interested in learning more about, or helping out with this experimental project, please contact Glen Hester by phone or mail as soon as possible. If we are unable to put together a staff by March 31, 1993 the project will have to be cancelled. Please give this idea serious consideration.

Glen Hester
20 Linn Cres. R.R. #3
Caledon East, Ontario L0N 1E0
Home (416) 880-0862; Work (416) 794-2171

Add One More Member Campaign

In order to boost our membership to 1,000 members, the COEO Board of Directors has again authorized the following campaign:

Nominate 1 new member and receive a complimentary COEO pen.

Nominate 3 new members and receive a complimentary COEO coffee mug.

Nominate 5 new members and receive a complimentary membership for the next membership year and your name is placed in a draw for a complimentary registration at your choice of Make Peace With Winter Workshop or Spring Celebration Workshop in 1993-1994.

Your entry will be based on receiving a membership application in which your name is indicated as the nominator. Nominations must be received by June 30, 1993.

Please duplicate the membership form found in this issue and pass it along to your friends and associates.



SPRING 1993 COEO COURSE

Northern Illinois University



Teaching Physical Science in the Outdoors

CIOE 525 — three (3) graduate credits*

This course will focus mainly on physical and earth science appropriate for learning outdoors, i.e. school grounds, parks, forests and other natural settings. Attention will be paid to current North American efforts to restructure and reform science curriculum and instruction. Emphasis will be placed on the practical applications of the course content to specific instructional programmes.

For further information contact:

Brent Dysart
Outdoor Education Consultant
Laurel Creek Nature Centre
91 Moore Ave.
Kitchener, Ontario
N2G 4G2
(519) 885-1289

**In order to receive Graduate Credit, you must be admitted to the Northern Illinois University Graduate School as a Graduate Student or a Student-At-Large.*

Instructors:

Dr. Clifford E. Knapp,
Professor of Outdoor Teacher Education,
Northern Illinois University

Mark Whitcombe,
Supervisor, Sheldon Centre for Outdoor Education,
Alliston, Ontario, Canada

Dates, Times, and Locations:

March 27-29 (9:00 A.M. - 4:00 P.M.)
Forest Valley Outdoor Centre, Downsview, Ontario

April 17-18 (9:00 A.M. - 4:00 P.M.)
Sheldon Centre, Alliston, Ontario

May 7, 8, 9
A Resident Experience at the Sheldon Centre
(Friday, 6:30 - 9:30 P.M., Saturday, 9 A.M. - 5 P.M.,
Sunday, 9 A.M. - Noon)
[No Friday Dinner or Sunday Lunch, Extra Charge]

May 29-30 (9:00 A.M. - 4:00 P.M.)
Laurel Creek Nature Centre, Waterloo, Ontario

Please enroll me in CIOE 525, Teaching Physical Science in the Outdoors. I enclose a deposit of \$50. (made payable to 'COEO') to reserve a place.

NAME: _____

ADDRESS: _____

_____ POSTAL CODE: _____

TELEPHONE: (H) _____ (W) _____

Please return to:

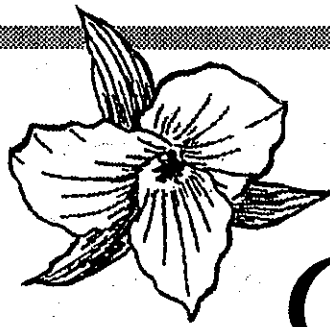
Brent Dysart
Laurel Creek Nature Centre
91 Moore Ave.
Kitchener, Ontario
N2G 4G2
(519) 885-1289

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

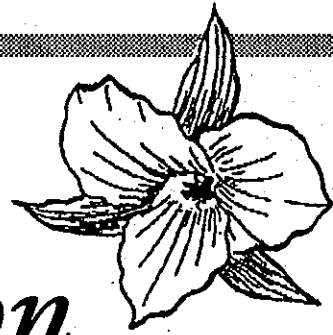
"The Ministry of Colleges and Universities does not endorse this programme of studies or certify that it meets Ontario University standards. The programme of study being offered in Ontario is equivalent to the programme being offered by the institution in its home jurisdiction. In addition, the Ministry of Colleges and Universities cannot guarantee that the degree will be recognized by Ontario Universities and employers."

You are advised that the NIU programme is deemed "an approved Master's Degree in Education" for QECO Evaluation Programmes 3 and 4, and it is evaluated by QECO as "no less favourable but no more favourable than degrees taken from recognized Ontario Universities."

Further you are advised that students from this programme have found Ontario Universities willing to accept equivalency when credits are being transferred to the Ontario University. Some Ontario Universities will only accept credits which they consider appropriate for the programme of studies undertaken at the Ontario University.



SPRING Celebration



A weekend workshop for educators

Sponsored by the Council of Outdoor Educators of Ontario

Friday, May 7th to Sunday, May 9th, 1993

Leslie M. Frost Natural Resources Centre, Dorset, Ontario

Tentative programme includes:

- photography hike • tradition cooking and bush skills •
- adventure education • art outdoors • wetlands wallow •
- geomorphology • native education • old growth forests •

Special preconference Project WILD and Fishways workshop — no extra charge

FEES:

| | |
|--|--|
| Adults: | \$190.00 (incl. taxes) |
| Full Time Students and Seniors: | \$170.00 (incl. taxes) (covers registration, accommodation, all meals, and equipment) |
| Day Fee: | \$45.00 (includes lunch and programmes only) |

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

Registration Form — COEO Spring Celebration 1993

NAME _____ EMPLOYER _____

HOME ADDRESS _____ POSTAL CODE _____

TELEPHONE (H) (____) _____ (W) (____) _____ MEMBERSHIP # _____

- Please send me more information about COEO _____
- Accommodation is 2 per room. If you wish to room with another person attending the conference please indicate his/her name: _____
- **Preconference Project WILD and Fishways Workshop** — Friday, May 7th, 10:30 - 5:00
Yes! I will attend the preconference workshop in: (check one only) Project WILD Fishways
- At what grade level would you prefer your manuals? P/J I/S
- I require lunch on Friday (additional charge of \$10.35) Yes No

Write cheques to "Spring Celebration" and mail to: Linda McKenzie, Spring Celebration, Box 324, South River, Ontario P0A 1X0. *No post-dated cheques please.*

Feeling The Soundscape

review by Bob Henderson

It is an exploration of his feeling for a place and his effort to share and broaden our conversation with a place and/or creatures.

There is a story told of spiritual author Alan Watts walking with a friend. The friend says, "ah, look at that flower growing in that field." Watts replies, "No, look at that field growing that flower." This story came to mind while listening to musician, composer and playwright, Ian Tamblyn, describe the concept of soundscape that is so central to his environmental music. Tamblyn tries to capture the soundscape of a place. This might also be called the field of sound. To the environmental recordings is added a collaborative musical score. It might be folk, jazz, electronic or otherwise. For Ian, it is the place itself that determines the musical match or inspires a musical composition. Rather than capturing one sound out of a field of sounds, say the ubiquitous loon cry or the meadowlark amongst a variety of meadow sounds, Tamblyn, with his challenging recording *MAGNETIC NORTH*, offers a music match to express the feeling and sounds of a setting that most intrigues him. Examples from *MAGNETIC NORTH* include Gargantua Dawn; a shimmering white noise of Lake Superior shoreline at four a.m. with an offshore breeze, a vivid "field" of bird species including flickers, oven birds, white throated sparrows, and magnolia warblers. This subtle soundscape is matched with a haunting synthesizer and dulcimer.

Another example of Ian's environmental music is a straight musical composition to create a specific feeling. In *Big Sky*, the 24 hour charged daylight energy is imaginable with a musical energy of hammer dulcimer and piano and a jazzy bass. Many first time arctic travellers wonder why they never feel tired despite their sparse summer sleep this

"big sky invites." Tamblyn seems to be saying here; "wonder no longer, it's an energy in a relational field." The mystery of this charged landscape is explorable in music. On the track, *Nahanni*, we experience the bounding beat of a canoe paddling through six foot standing waves. We hear the gaiety and energy release of canoe trippers completing a white water run. Here, the bouncing free spirited musical mix will lift the driest of spirits. Ian told me he had hoped to capture the explosive effect and ground sonics of the *Nahanni River's Virginia Falls*, but the daunting setting proved beyond the means of the recording technology. In Ian's words, "I just couldn't get it."

MAGNETIC NORTH (1991) had been four years in the making. It is both challenging and experimental. His earlier release, *OVER MY HEAD*, originated as a commissioned live concert for the Museum of Natural Science in Ottawa. Here we do find the "sound construction" of the loon, white throated sparrow, and red winged blackbird. Here bird sound recordings, often isolated with parabolic mics as sound construction (as a flower growing in that field), are matched to appropriate instruments and musical fits. *OVER MY HEAD* is a softer recording and has enjoyed wide appeal. *OVER MY HEAD* follows the mold of the popular *SOLITUDE* series, taken a step farther with specific nature recordings often taken from "sound libraries" accompanied by original music. *MAGNETIC NORTH* is, however, all Tamblyn. It is an exploration of his feeling for a place and his effort to share and broaden our conversation with a place and/or creatures.

A favourite from MAGNETIC NORTH is Raven and the Clam - Haida Creation Story, the repeated guttural Raven call is mixed with a quirky music score. The Raven, a Trickster to the Haida and other native peoples, is matched to a "trickster" style off beat, seductive melody. It is great fun.

As environmental music, this northern inspired collection is not ambient, it is engaging. It is not dispensable as commonplace, "new age", in an already glutted market, it is original and alive with the places, species and moods represented. Ian credits the jazz flavoured music of Paul Winter as an early influence but notes the jazz medium and instrumentation used by Winter is not always appropriate for the specific environmental moods which Ian is exploring.

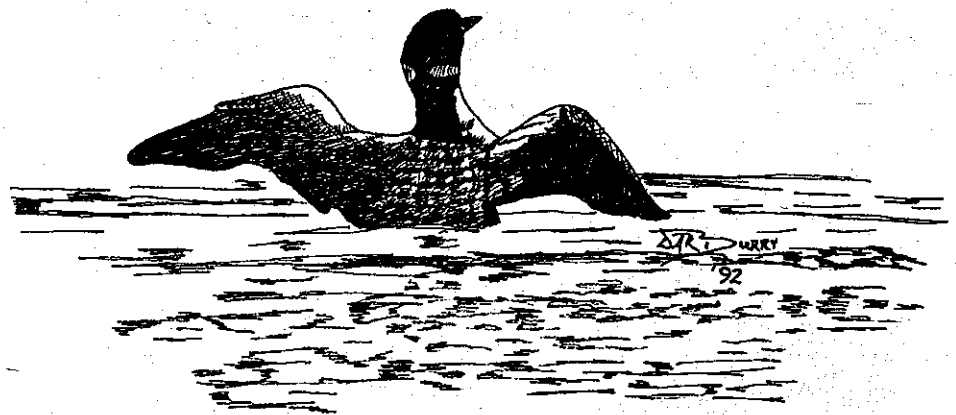
Spending time with Ian at his country home and time to quietly absorb his music, I realize that while some may "see a different drummer" first and foremost, Ian truly "hears a different drummer." One's hearing in the wilds may well be amplified thanks to the attention Ian's music demands. Indeed, there is a music to a place. Ian seeks out the visceral moods that most capture him. Following a visit with Ian, I was left wondering, have we been too conditioned by film, print and photography? Is our aesthetic tradition in need of some expanding? Having recently returned from a canoe trip in Labrador, I wondered might I have focused more on the quiet murmur of those northern mornings? Could I have actually recorded this mood? To all this, the MAGNETIC NORTH music answers a plain and simple; YES!

As for future projects, Ian may return to the singer-songwriter format. He has 11 such recordings (see *Borealis*, Summer 1991; *Pathways*, Nov/Dec 1991 for folk recording review) which are also rich with perspective

of place and our culture's both detached and harmonious relational character with nature. There is also a trip to Antarctica in the works. But most intriguing is, in Ian's words, an "entropy recording, a subtle backlite recording of human things that are returning to nature." This might include the sound of a windmill or the working of the soil or the sounds of a junk yard (a suitable follow up to one of Ian's plays, titled *Land of Trash*).

Let us hope this talented musician and soundscape artist/recorder continues to experiment, and in so doing, expand our own personal acknowledgement of this world of sound that surrounds.

Bob Henderson teaches Outdoor Education at McMaster University.



Towards A North-South Dialogue

by Bruce Murphy

...people in the South do not really know or care to know the issues we face

Cobalt legend has it that one night in the spring of 1903 during a claim staking trip, LaRose, sitting at a campfire threw his prospector hammer at what he thought were the eyes of a fox. In the morning, when he went to retrieve his hammer, he found a vein of silver that not only led to one of the richest silver mines in North American history but led to further investment, exploration, and settlement of the North Eastern section of the province.

Just like LaRose I feel a bit like a prospector throwing a symbolic hammer. I am not sure what or who I will hit.

It seems to me that if we, COEO, are going to call ourselves a provincial organization we are going to have to focus our activities beyond Southern Ontario. One suggestion is to have an annual conference in the North, i.e., the far north region of COEO. Whenever I propose this idea listeners become agitated. They argue that conferences, workshops and meetings are held in the South because most of the members live there. A centrally located event means easy access and good participation. This is a sensible argument but it fails to realize some of the benefits of a Northern conference, not only for the North but for people across the province.

Living in the North I am becoming aware of a rift between the North and the South. There is often the feeling here that people in the South do not really know or care to know the issues we face and the choices we make particularly when it comes to resource use. There is a strong feeling that the North is viewed either as a playground or as a potential dump for the South. I have heard arguments that suggested that the people of Temagami were extremely shortsighted

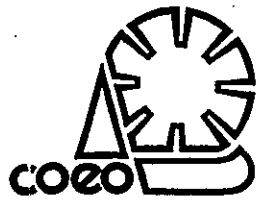
about the closing of their mill and that with a high media profile Temagami could become a canoeing mecca and be very prosperous. The Ministry of Natural Resources did a survey (as yet unpublished) which suggested most canoeing groups buy one tank of gas and a harvest of junk food for the return trip home. As most people do their trip shopping at home the survey makes sense but it doesn't leave much money in the Temagami area. Eco tourism is not going to save the North but education might. This is where COEO comes in. We need to share Northern and Southern perspectives. COEO can provide the forum to do this.

If we could promote the idea of conferences not only in the North but wherever there are environmental dilemmas (which probably means throughout the province), I think we could gain a better understanding of issues from shared perspectives. The potential to combine a COEO conference with a professional development day in the host community could also introduce more teachers to outdoor education and to COEO.

I think a Northern conference should be a priority for COEO in the next few years. For those who say it will be too expensive I would suggest the cost of not understanding environmental issues from a provincial rather than a divided perspective will be far more costly. And besides if it wasn't for the North where would all you folks down South go for fun?

Bruce Murphy teaches secondary school in New Liskeard.





Council of Outdoor Educators of Ontario

Regions Served by COEO

- Far North:** Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming
- Northern:** Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County
- Western:** Essex, Kent, Elgin, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk
- Central:** Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto
- Eastern:** Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carleton, Lanark, Prescott, Russell, Stormont, Dundas, Glengarry
- Out-of-Province:** Any area in Canada except Ontario
- Outside Canada**

Membership Application Form

(Please print)

Name: (Mr., Mrs., Ms) _____

Address: (Street or R.R.) _____

City _____ Postal Code _____

Telephone: (H) _____ (B) _____

Position: _____ Employer: _____

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

University/College if full time student: _____

I am in the _____ Region of COEO.

Introduced to COEO by: _____

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

Please check: New Renewal Membership # _____

Fees: (circle)

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

Subscription Rate: \$38.00

Make your cheque or money order payable to *The Council of Outdoor Educators of Ontario* and mail, with this form, to:

COEO
1220 Sheppard Avenue East
Willowdale, Ontario
M2K 2X1

Please allow four weeks for processing or change of address.