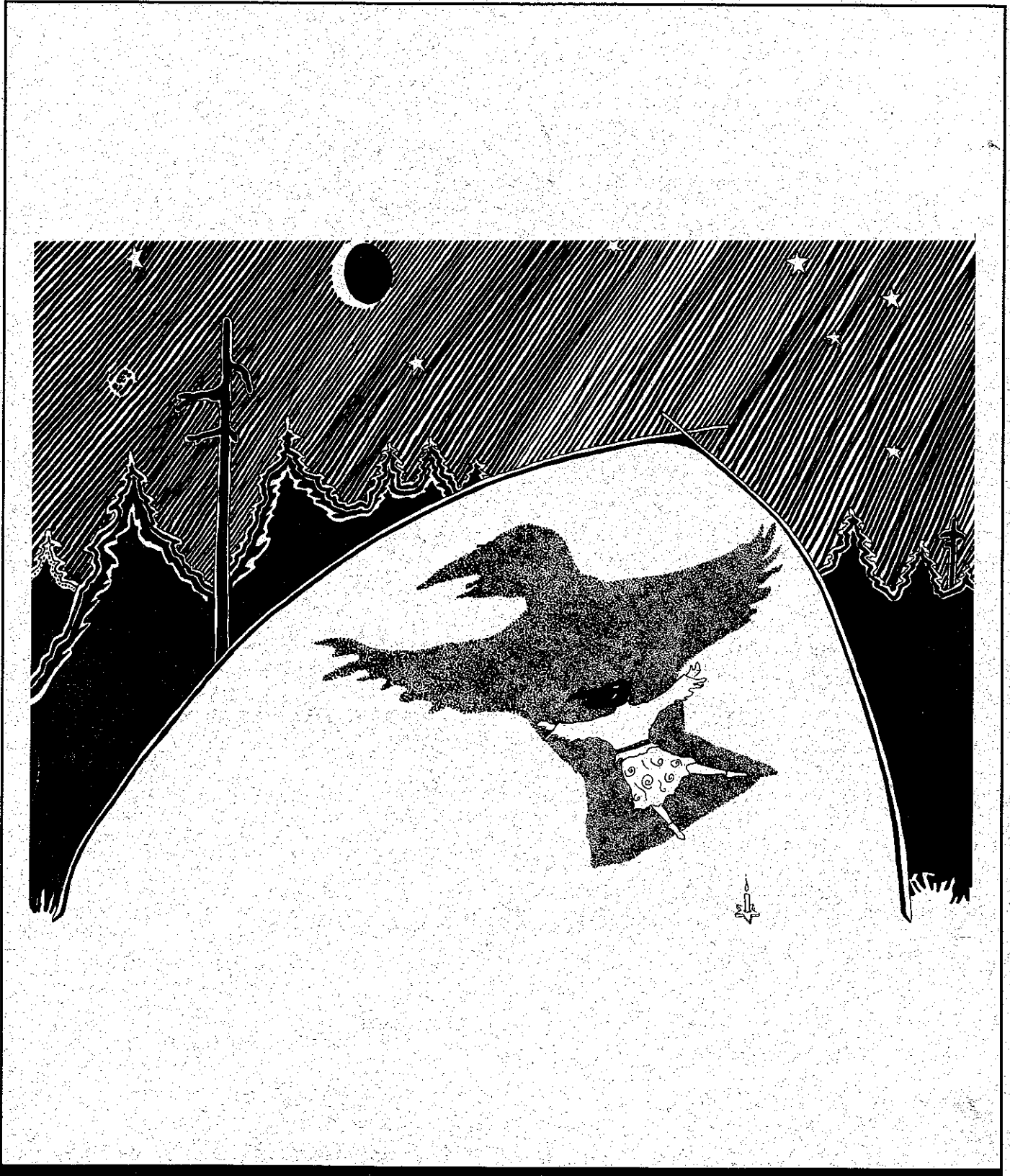


# Pathways

Volume 5, No. 5  
August, 1993

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



# Pathways

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# Pathways

Volume 5, No. 5  
August, 1993

## THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

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ISSN: 0840-8114



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**A**nother summer issue of *Pathways*. For the Editorial Board, summer is always a time of changes and a time to sit back a bit and reflect on a year behind and ahead. In the year behind, we are pleased with the themes and support for these themes that help us organize issues and ensure we work to produce a variety of material covering the breadth of our interest and range via territory of our readership. The loosely-themed Northern issue and the coverage of the ECO-ED conference provided for many new voices. The so called "kids issue" is fun to do and always full of surprises. Certainly it too offers space for many new voices to air their ideas. The preceding issue concerning "Greening Our Schools" is our first time co-ordinating the job of publishing an issue with a guest editor. Thanks to Cathy Graham for volunteering and actively gathering materials. Cathy is now in Ireland at The Poets' House, a small Poets' residence and two-year workshop programme of study. We are again thrilled to publish some of Cathy's poetry in this summer issue. Throughout this issue, as with previous summer issues, we hope through art and text to offer less a day-to-day, more reflective look at issues that concern us as Outdoor Educators.

As for the coming year, there are some changes to the editorial board. Co-editor Mark Whitcombe and family will be spending a year

at Porlock in Somerset, south-west England. Have a great year, Mark. We will all miss you and look forward to your stories upon return and to your resumed "stature" among us all in C.O.E.O. Barb McKean, an employee of the Royal Botanical Gardens in Hamilton and an active member of Interpretation Canada, will join the Editorial Board. Barb will be known to many of you as the chair of the 1991 C.O.E.O. Conference at Canterbury Hills. We are excited to have her leadership and proof-reading talents (a subtle reference to Mark's departure again). Bruce Murphy, who served as well from the North and was an earlier editor of *Pathways*, has also moved on.

As for the year ahead, we hope to run "loosely themed" issues on Adventure-based Learning (Sept./Oct.), Perspectives/Retrospectives (Nov./Dec.) and are keen to hear from you for other ideas. Should we continue with the "traditional" kids issue in the Spring? Should we plan for another "reflective" summer effort? Are we missing the canoe totally on certain themes and if so, who do *you* think should be submitting on such topics? In short, as is always important, we need to hear from you to improve. Summer seems the best time to seek and gather such information. See you at the Annual Conference in '93.

---

*Bob Henderson,  
for The Editorial Board*

## Outlook

For many COEO members the summer is a time for us to recharge our batteries after a long school year and to enjoy many of the recreational activities we dream of throughout the long winter months. It is also a time to take stock of what we have done in the past year and to think about what we would like to do in the months that lie before us. In this regard it has been an interesting year for the organization. The economic situation in which we find ourselves has had an effect on the overall membership as people make critical decisions as to which organizations they wish to support. For the majority of us August is a time for membership renewal. I urge you to renew your membership today.

During the past year many people worked long hours to provide COEO members with opportunities for professional growth and fellowship at workshops and conferences. To all the people who worked on Eco-Ed, Make Peace With Winter, Spring Migration, and Spring Celebration, I would like to take this opportunity on behalf of the membership of the organization to thank you most sincerely for all of your hard work and dedication towards the promotion of outdoor education.

Conference '93 is just around the corner. Kathy Reid and Allyson Kelly have been working hard to provide us with a stimulating agenda for four days at the end of September. If you have never attended the annual conference of COEO this is an excellent opportunity for you to meet people with a common interest. I am sure that you will find it a rewarding and uplifting experience.

Elsewhere in this issue of *Pathways* you will find notices for nominations for the Board of Directors of COEO and for Awards given

annually to members who have made special contributions in the field of outdoor education. I would ask you to read these notices and give them careful consideration. Some of the members of the Board of Directors will be retiring this year and we will need people to fill these vacancies. This is an excellent opportunity for you to become actively involved in the operation and the organization.

I would like to take this opportunity to thank Sue Ferris for all of her efforts this past year as COEO's first Administrative Assistant. Sue is off to Nipissing University this year to earn her teaching certificate and will be giving up her position at the end of the summer. It has been a pleasure to work with Sue this past year and we all wish her the best of luck in the coming year.

School Boards and Conservation Authorities continue to assess the role of outdoor and environmental education within in the school curriculum and their mandates of operation. The pressure on this aspect of children's education will continue throughout the coming year. As you prepare to return to the classroom, I would ask each of you to continue to take your students to your local outdoor education centre or Conservation Authority sponsored facility. They need your support and encouragement for the programmes that they operate. We all know how important this type of experience can be for the children. Make sure that your principal and other people in positions of responsibility within your Board of Education get this message as well.

Enjoy the rest of the summer. I look forward to meeting many of you again and some of you for the first time at Conference '93.

Glen Hester  
President, COEO

## COEO Board of Directors

### COEO Board of Directors

**N**ominations (and/or volunteers) are invited for the COEO Board of Directors for the year 1993-94. Any member in good standing may stand for election and any member in good standing may submit a nomination. A list of the Board of Director Positions can be found inside the front cover of this issue of Pathways. Nominations, in writing, must be received by the nominating committee at least fourteen days prior to the annual general meeting. Nominations should be sent to the head of the nominating committee at the following address:

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c/o Kathy Reid  
R.R. #1  
Norwood, Ontario  
K0L 2V0  
B (705) 745-5791 H (705) 639-5392  
Fax (705) 745-7488

### COEO Awards

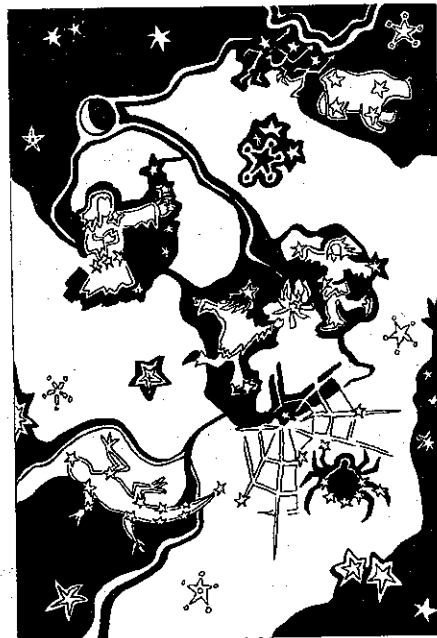
**E**very year the Council of Outdoor Educators of Ontario chooses to honour its membership and Outdoor Education throughout the province by presenting three awards.

The Robin Dennis Award is presented to an individual or outdoor education program or facility having made an outstanding contribution to the promotion and development of Outdoor Education in the province of Ontario. The award was created in tribute to Robin Dennis, one of the founders of outdoor education in Ontario in the 1950s and '60s, and is presented annually by the Boyne River Natural Science School and the Toronto Island Natural Science School.

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

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

Send nominations to:  
Awards Committee c/o Glen Hester  
20 Linn Cres., R.R. #3  
Caledon East, Ontario L0N 1E0  
(416) 880-0862



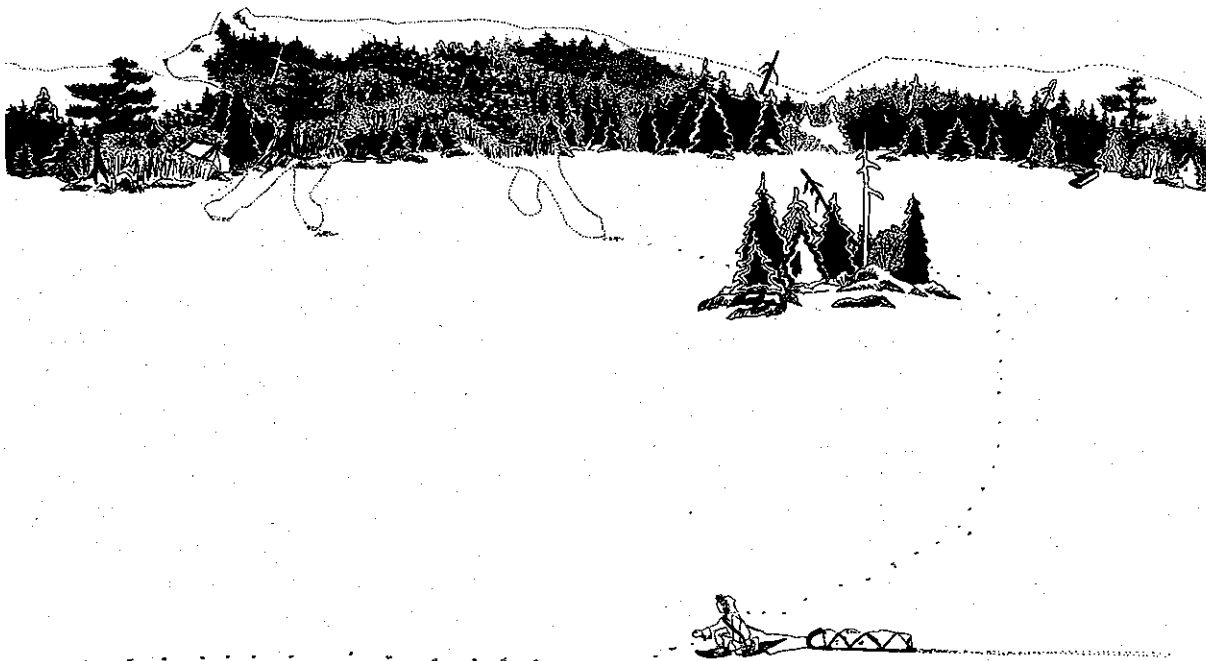
## Sketch Pad

**Z**abe MacEachren has been a regular contributor to *Pathways* both with art and text, usually in interesting combinations. We are excited to reproduce samples of her art in this issue, in particular two fine sketches. Zabe tells us the sketch on this page involves the story of the traveller coming across the tracks of a wolf and following the wolf within on her way to her winter camp. The sketch on the cover concerns the creative use of shadow figures thanks to a campfire glow. This is a storytelling interpretive medium along with cats cradles/string figures and a storytelling skirt that Zabe uses to bring northern stories to life. Obviously, from the work contained within these pages, Zabe is influenced by native motifs and interpretations of the land, seasons and relation. She has taught at a reserve in the James Bay watershed and is currently starting her third year with the Lac La

Croix school on the Quetico Provincial Park boundary in North Western Ontario. During the summer, Zabe is travelling with her canoe "instinct" in the Yukon.

Sue Kettle is another regular artist who gladly and smartly responds to our requests for cartoon art to compliment particular article themes. She was a fine doodler in university and credits many a lecture note away for the development of her talents. She is a graduate of Physical Education at McMaster University and has recently completed the ambulance attendance programme at Sheridan College.

It is a pleasure having regular contributors adding to the quality of *Pathways*. Zabe and Sue's work is fun, intelligent and full of surprises. We look forward to continued samples of their work in the year ahead.





## Cutbacks to Personal Meaning?

A letter from James Raffan to the Task Force on the Operation of Britannia School Farm, Britannia School House and Field Study Centres  
Peel County Board of Education  
9 March 1993

**T**ask Force members:  
For months I have been following with great interest the budget planning process in Peel Region, keeping my eye especially on outdoor education cutbacks. I have been impressed with the informed and conscientious way in which this complex task has been handled by trustees and administrators. Understandable decisions have been made with difficult choices. For that the Board must be congratulated. But a line must be drawn. Further cutbacks and/or closures of Britannia School House, Britannia Farm and Peel Field Study Centres would be inconsistent with new Ministry of Education policy, contrary to the Board's Strategic Plan and surely as not calamitous for the environment.

You should know that as Peel makes cuts to outdoor education, other Ontario boards are maintaining much larger (per capita) outdoor education operations and some are even choosing to open new outdoor and environmental education centres. I spent the afternoon today snowshoeing around a new rural property with an outdoor and environmental education planning committee from the Frontenac, Lennox and Addington Separate School Board. Last month I was in northern Ontario with educational officials from several First Nations to establish an outdoor centre for youth of Manitoulin Island and the North Shore. I have read as much of your budgetary information as is publically available and have explored the cutback process in a school board simulation (based on the Peel scenario) with my Outdoor and Experiential Education students here at Queen's. I am convinced that in your hands rests the ultimate power of choice in how cuts are made.

Consider the following distinction, critical to understanding the value of outdoor education:

Public meaning refers to knowledge and skill which can accurately and impersonally be communicated in words or symbols, like the proposition  $3 + 3 = 6$ . Science, history, economics and the other conventional disciplines lie mainly in the area of public meaning. The present-day school curriculum consists almost entirely of public meanings.

Personal meanings, on the other hand, are individual and idiosyncratic. Our self-concept is a private meaning...Our physical identity is personal, and so is our gender identity. These meanings are subjective. Most subjective of all areas is the spiritual, the means by which we transcend the limitations and conflicts of lived experience.<sup>1</sup>

In my estimation, the essential outcome of outdoor education is not the public knowledge that is gained (although this is surely important) but the *personal meaning engendered by direct experience with what is being learned*. One of the fundamental differences between indoor and outdoor education is that instead of asking "What do I wish students to know?", as a teacher of mathematics or science might frame learning, outdoor educators ask "*What do I wish students to DO?*" From this shift in emphasis arise strong possibilities for making personal meaning.

Schools are set up to deal with public knowledge—the facts and figures of the disciplines. Having worked and studied in the field of outdoor and experiential education for more than 20 years now, I know that in spite of outdoor educators who will tell you that they are doing "natural science" or "language



arts" in the outdoors, their main goal is to get students to work together, to get along, to appreciate the natural world, to be curious, to become more environmentally conscious and, incidentally, to learn a few new facts along the way. These are all forms of personal meaning. The problem with this kind of learning—call it knowledge of the heart—is that it is very difficult to quantify and even harder to verbalize.

If people have struggled to articulate to you why outdoor education is important it is probably because they are drawing not from public knowledge, as defined above, but from intensely personal expressions of meaning. Taking students out of the classroom, allowing them to interact in the natural world, to share a meal, to take the weather as it comes, to speak quietly around a campfire, to learn with teachers and share in the wonders and surprises of the real world; this is what outdoor education is about. And in the end, it is the personal meaning that people take home. Think of your own experiences with the out-of-doors. Think of what people have said to your Task Force.

Looking at *Lifelong Learning: Striving to be the Best* your Board says it stands for "caring, teamwork, adaptability, service, leadership, success" and "lifelong learning." These are all forms of personal knowledge. If you were to ask me the most likely place in Peel to find teachers consistently "valuing and recognizing individual contribution and talent," "providing a supportive and secure environment," "learning, teaching and working together," "building strength through cooperation," "changing to meet needs," and "respecting differences," without hesitation I would say, At the field centres! I have been to Smythe and Finlayson. I have spent time at Britannia watching Jim Potter in his prime. I have watched Peel Region's fine outdoor educators' determined responses to cutbacks. I am convinced: look to the field centres and you will see the future plans of the Board in action, today.

Field Centres are also working examples of destreaming and integration. John Fallis,



Vice-Principal of Boyne River Natural Science School, writes:

*"Since the release of the Toronto Board of Education document A Framework for Restructuring in September 1992, it is evident that most of the programs at Boyne River School already embraced the major themes (including): reduction of streaming and labelling' curriculum reform and integration' (and) personal development. It is our goal to allow each student to develop a care and concern for themselves, other students and their environment."*<sup>10</sup>

Back in Peel, it is tellingly ironic that the cover of the Strategic Planning Summary Report features a graphic likeness of the Britannia School House and Farm. Apparently under the smoke of the budget battle there is somebody who acknowledges, like John Fallis, the resonance between outdoor education, Ministry policy, and the Board's future plans. Shut down outdoor education and you'll have to find a new cover image for the strategic plan. Cut the field centres, join the throng of politicians who speak one way and act another.

...frequent contact with natural, rural, or other relatively pristine habitats was the single most significant life experience for people in becoming active on behalf of the environment...

But there is an even more compelling reason NOT to further reduce or to close Peel outdoor education centres. Environmental research identifies outdoor experience as a critical precursor to informed action for the environment:

*Education about the environment is the transmission of propositional knowledge that either explains aspects of the environment, or provides conceptual tools for doing so (for example, the formal teaching of basic ecological principles); education in the environment is experiential field work aimed essentially at interpreting and appreciating the environment; and education for the environment is community-based, action-oriented (and) participatory...aimed at challenging harmful exploitation of aspects of the environment.<sup>3</sup>*

The move from knowledge to action is by no means automatic. Other recent research demonstrates that it is not so much propositional knowledge, as it is what people feel (i.e. knowledge of the heart—personal knowledge) that drives responsible environmental behaviour:

*The reasons people conserve are internal "gut feelings," and education must include experiences in the environment that conserve people and thereby ennoble their use of the environment and their feelings toward other people and other lands. If we fail to develop this inner environment of the person, then programs for the conservation of the external environment will surely fail.<sup>4</sup>*

Not surprisingly a study of "active, informed citizen conservationists" in the National Wildlife Federation, The Nature Conservancy, the National Audubon Society and the Sierra Club revealed that frequent contact with natural, rural, or other relatively pristine habitats was the single most significant life experience for people in becoming active on behalf of the environment.<sup>5</sup> The move from knowledge about the environment to environmentally responsible behaviour requires conviction—emotional attachment to place—and that, the research shows, can come only from experience in the outdoors.

Now is not the time for further cutbacks and closures in outdoor education. Nor is it the time for spit and binder twine alternate funding arrangements or come-by-chance volunteer staffing schemes for the centres. If the Board intends to take the Ministry's *The Common Curriculum seriously*, and if it intends to follow the recommendations of the *Strategic Planning Summary Report*, including the ones about "commitment to honesty and truthfulness" and taking "responsibility for environmental quality," then it has no option but to resolutely endorse its existing outdoor education initiatives, to establish long-term funding for them, and to lay plans for returning to pre-cutback levels of service.

If, in spite of arguments to the contrary, you opt to cut funding to the Peel outdoor education centres please consider the following: Why not write the field centres into mainline intermediate curriculum, funding them as centres of educational excellence and innovation to support *The Transition Years*? Put every grade nine class in the county in a field centre for several days a year. Re-open Finlayson Field Centre and make it a place of professional development, renewal and re-tooling for teachers and administrators struggling to implement destreaming and integration. Staff it with Peel outdoor educators who have a vast repository of skills and knowledge about these matters. Or you could let the Peel outdoor educators carry on with what they're doing knowing they will continue to make a difference, and just find some other way to balance the books. Outdoor education is key to a workable educational agenda for the 21st century—it fits, it's here now, it's cost effective, it's under-appreciated. It can be, if you let it, part of the solution.

Finally, because I am interested in continuing to help my Bachelor of Education and Master of Education students understand the whole issue of budget cutbacks and their effect on outdoor and experiential education, it would be very helpful to have an audio recording of your Task Force meeting on the 10th of March. Would it be possible to get

Board technicians to tape the deliberations, and would it be possible to obtain the tape and/or a transcript of the proceedings along with permission to use it for educational purposes?

I commend you in establishing special circumstances to hear the concerns of Peel outdoor educators and wish you continued wisdom, forbearance and fortitude in the completion of the budget process for this year. Further cutbacks or closures to Peel Region outdoor education centres would be a giant leap away from new Ministry policy, and from the espoused plans for the future of education in Peel Région, especially those directed toward the environment.

---

*Respectfully submitted,  
James Raffan PhD.  
Coordinator,  
Outdoor & Experiential Education*

## Notes

1. Pratt, D. "Curriculum design as humanistic technology." *Journal of Curriculum Studies*, 19(2) 1987, 149-162.
2. Fallis, J. "Proposal from Boyne River School to Toronto Board High School's Restructuring Committees." January 20, 1993, 1.
3. Robottom, I. "Technocratic Environmental Education: A critique and some alternatives." *Journal of Experiential Education*, 14(1) 1991, 24.
4. Brennan, M.J. "A Curriculum for the Conservation of People and Their Environment." *Journal of Environmental Education*, 17(4) 1986, 3.
5. Tanner, T. "Significant Life Experiences: A new research area in environmental education." *Journal of Environmental Education*, 11(4) 1980, 20-24.



## Outdoor Experiences Teach Reality

Thoughts on Outdoor Education by Leslie Brown

*As students hurl insults out the van window, a short note in messy hand writing saying "Good Luck" takes on phenomenal meaning.*

**W**hen planning a camping trip in a school board, the main questions asked of the teachers are as follows: What department is providing funding; What liabilities are there; and What are the objectives? As a person who is committed to the physical and outdoor education fields, these things all seem unimportant. It means more time on the computer and phone and less time experiencing what I'm writing and talking about.

It seems that teaching physical education should lead smoothly to outdoor education. The health benefits and aesthetic improvements between a gym and a forest are obvious. When will the time come when outdoor education justifies itself as a programme as does English and/or science?

In a time when prevention and wellness predominate in the professional areas, it seems ridiculous that the necessity for outdoor education is even questioned. You only need to experience the change in a teenager as he/she learns to paddle a canoe for the first time, to realize there is a need for more camping and outdoor educational experiences. The same muscles could be trained in a gym, but the same experiences would not follow.

On the environmental level, what better way to teach a student about ecology? It is against the rules of teaching to make students memorize something they don't understand. If a student does not have a relationship with the environment, there is no personal meaning involved in activities such as recycling or composting. If the only experiences students have are in the city, it is impossible to show the powerful impact they make because someone else comes along and takes all the litter away. They have also never experienced what nature and outdoor areas could look like without the garbage and graffiti surrounding them.

Taking students to a forest with fresh water and clean air has a significant impact on children who have grown up in the city. They not only have to carry all their garbage out with them, they are also made accountable for any impact they may have on this environment. In an area that is relatively untouched, any scars on the land stand out to which all students bear witness. On a small scale, they learn to understand the cycles of ecology and the way everything is inter-related. All these experiences can now be transferred and related to their daily lives.

On May 26th of this year, four teachers from General Wolfe took 11 pale and frustrated teenagers out of Oakville and up to Algonquin Park. On May 29th, we came back with 11 healthy and relaxed teenagers. If they had similar experiences on a consistent basis, then there would be a permanent healthy change in their lives. This is exactly what any wellness and physical education documents mandate. After all, everyone agrees there are benefits to a weight training programme, but weight training once a year is not going to benefit anyone.

The following excerpts are from a high school canoe trip organized in conjunction with a science teacher at a Vocational High School. They show many high points and low points throughout the experience, but during all those times the conviction that we were doing what was best for the kids never faltered.

### CONTRASTS IN REALITY

The stranger on the phone asked, "You don't think you're qualified for this do you?" on the same day that the funding was approved.

A teacher's explanation of burn out, "You just can't let yourself get too excited about things," is mercifully clouded by the

happy thought of students canoeing on a quiet lake.

Filling out every form wrong and then stumbling on hundreds of dollars of camping equipment in a weight lifting cupboard.

Students teaching the teachers a valuable lesson by breaking down the cliques around the campfire.

As a student is expelled two days before camp, the lists of food, allergies and equipment needed get shorter.

No parents on Parent Information Night leads from disappointment to a great night for a few teachers to get to know each other.

As students hurl insults out the van window, a short note in messy hand writing saying "Good Luck" takes on phenomenal meaning.

The realization that we left all the meat back at school becomes less important as the first sounds of real giggles come from a collapsed tent

An individual's moment of reflection is shattered by another yelling "Shut Up" to the crickets that really belong.

Looking up at the stars in a canoe at night and seeing an innocent smile on a girl who has never felt innocent before.

Songs about the hero COCAINE smoothly follow an eager request for more s'mores.

A hackey sack game is interrupted by the regal stroll of a moose past our camp.

The outstretched handful of granola to a chipmunk is followed by the sudden swipe of the other hand at its neck.

The silhouette of a hooded boy looking through a telescope is smeared by the smoke from a cigarette.

A yawn silences a heart-felt, detailed explanation of the cause of dead lakes.

A camp clean up is followed by cigarette wrappers tossed carelessly out the van window.

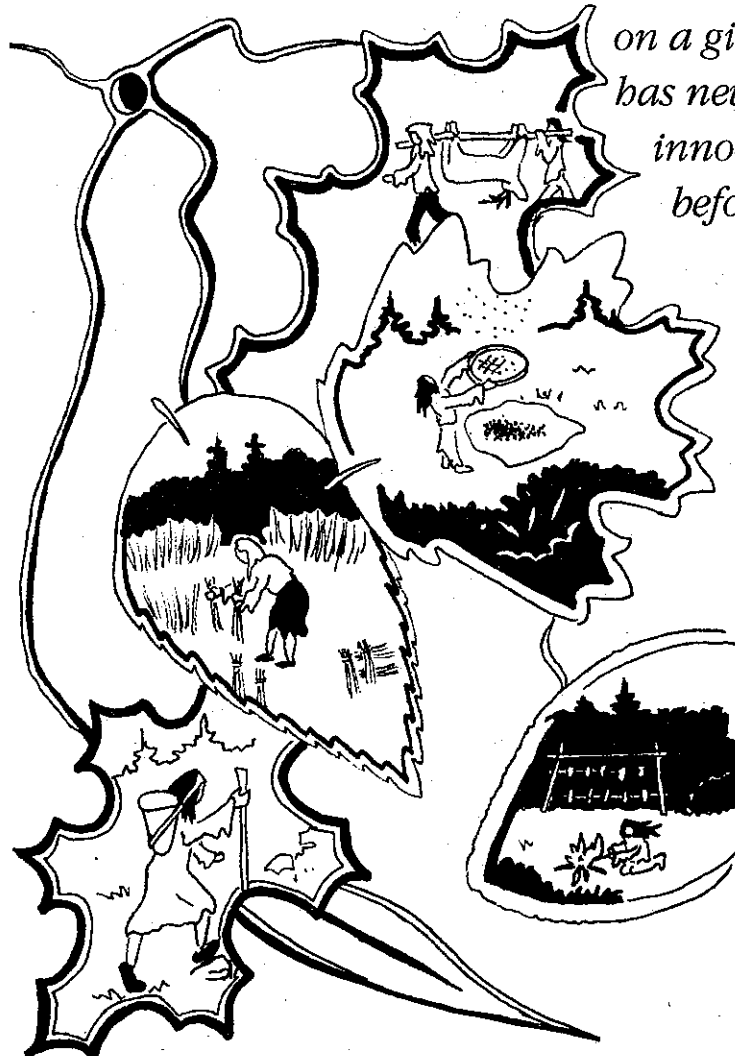
A comment from a student that she would stay at camp forever if she had more cigarettes.

My freshly tanned cheeks turn red when a teacher says, "I didn't know you were away."

The slow descent of an orange ball of fire over the city takes with it my attempts at discovering reality for another day.

*Leslie Brown teaches Physical Education and English at General Wolfe High School, Oakville, Ontario.*

*Looking up at the stars in a canoe at night and seeing an innocent smile on a girl who has never felt innocent before.*



## The Search for the Green Canoe

by Gary Morgan

*...the canoe companies I talked to did not know what was in the products they worked with...*

**M**y search started innocently enough; in fact, that early fall morning in Temagami was much like any other. It was 6:00 a.m. and the lake mirrored the shoreline of granite rock and majestic pine. The sweet songs of the morning birds and the occasional echo of a loon were all that broke the silence of the early dawn. Tea in hand, I lay back against a rock, already warmed by my morning fire, feeling content and secure.

Later that morning, while gliding across the lake in my old cedar canvas Huron canoe, paddling became repetitious and methodical. My mind began to wander and thoughts of my morning in camp slipped in. The scene had been one I had seen a hundred times or more as a paddler in the Canadian Shield. As I pondered this, a dark cloud of negative thought bellowed in and overtook my mind. What would life be like without wilderness areas? Could the planet even survive without an abundance of natural ecosystems?

Heavy questions for a solo canoe trip! But I had wrestled with them before and each time had examined my own lifestyle, to search out inconsistencies that added to the problem of global degradation. This was a healthy process, as it had forced me into making changes in my lifestyle in the past, changes that were now a part of me.

Just then, a thunderous bang brought me back to the task at hand. A party of six had just completed the portage that I was quickly approaching. With a look of anguish, one of the party members had just dropped his aluminum canoe on the rocks. As it turned out, the party made this canoe trip an annual event, to share in their friendship, and of course to "get back to nature." We shared GORP, then off they went to the far end of the lake.

While watching their silver aluminum, bright yellow Kevlar and deep red ABS canoes glisten in the now mid-day sun, a thought occurred to me. Each couple had a canoe built from a different material. But what was the environmental impact of the production of those materials? I concluded that I did not know. All I did realize, was that I was not alone in my ignorance. Humbled by this, I decided to begin a search for the "Green Canoe," or in other words, an environment-friendly canoe.

My search began at my local canoe shop, where I asked the proprietor, a trusted friend, these questions that haunted me in the bush on that fine fall morning. He was intrigued by my questions, but had no answers for me. He did, however, give me a list of canoe manufacturers whom I could contact, as he felt confident they could provide me with the information I needed to find the "Green Canoe."

Several costly phone calls later, I had come to the realization that the canoe companies I talked to did not know what was in the products they worked with. They knew the properties of their products and how they made superior watercraft, but they were in the dark as much as I was, when it came to environmental impacts. The manufacturers did direct me to their suppliers to help in my search.

The next set of costly phone calls was an education in itself. I did manage to confirm that synthetic boats are a product of the petrochemical industry. Accordingly, I went to a friendly and helpful lab chemist, who I am sure was glad he never took up teaching as a profession. The answers I received were confusing and disturbing. The confusion was on my part, as I could not seem to get him to speak layman's English and my own grade 12 chemistry class, some 13 years ago, did not cut

it! The disturbing aspect was that, although the chemist could name the compounds he worked with, he was unsure of how they were produced, and their environmental impact. This brought home to me, the real problem inherent in the specialization of industry and the significance of this mindset, is part of the environmental problem.

My search continued. This time, I went to the local university library. After an intense, six-hour, self-taught course in organic chemistry, I poured over the notes I had made while talking to the chemist. Finally, they were no longer Greek to me!

Next, I found research on each of the 20 or so chemicals named in my phone conversations. The Canadian Centre for Occupational Health and Safety publishes a book entitled, "Handbook of Toxic and Hazardous Chemical and Carcinogens." The book is updated yearly, and quite frankly, although short on humour, was one of the best books I had ever read.

At this point, my search had come to an end, as it became increasingly clear to me that I simply did not have the time, expertise or resources to answer all my questions about the elusive "Green Canoe." What follows is, however, a summary of what I have discovered. The information has been simplified and generalized for those of us without a science degree, and is not meant to be all inclusive.

## ALUMINUM:

Aluminum is the most abundant metallic element in the earth's crust. Abundance of supply appears to be strong, with not foreseen shortage for some time to come. The environmental concerns, as I see them, fall into three major categories:

- a) Mineral Extraction: Bauxite is the ore used to produce aluminum. It is mined in an open pit. The local environmental impact of such activity is enormous, both through extraction and the tailing deposits that are left behind.
- b) Fluorine Gas: Fluorine is used in the production of aluminum refining. The

fluorine gas given off as a by-product is highly toxic; exposure to it can cause lung damage, including pulmonary edema and/or bronchial pneumonia. Chronic exposure can cause other complications, including osteosclerosis and calcification of ligaments. Although this gas is contained in the smelting process, certain amounts do escape into the atmosphere.

- c) Power Demands: According to figures provided by the United States Bureau of Mines (1975), the energy needed to produce enough aluminum to build one canoe would match my entire home energy needs for three months! This does not take into account the energy needed to mine the bauxite, ship the aluminum or manufacture the canoe itself. As a result of the need for so much energy, aluminum smelting is done next to a large hydro installation, built exclusively for the aluminum producers. The devastation of complete watersheds and everything dependent upon them is a result of such large scale power plants.

## SYNTHETIC CANOES:

The synthetic materials that I was able to get information on included: polyester resin, used in fibreglass canoes, vinylester resin, used in Kevlar construction and ABS. Initially, I attempted to treat all of these materials separately, but once my search began, I found that all the synthetics shared many of the same chemical ingredients and had common environmental concerns related to them. I will, therefore, speak of them as one.

Synthetics are a creation of organic chemistry, which involves the 3,000-plus compounds that can be created from carbon. The base, or raw material, from which synthetics are created is oil. It would be impossible to talk of the environmental impact of synthetics without also addressing the environmental consequences of the oil industry. The local impact to the ecosystem, including wildlife, can be far-reaching and devastating during the extraction and transportation of

*It would be impossible to talk of the environmental impact of synthetics without also addressing the environmental consequences of the oil industry*



*I do not know either, if the value of having more people experience outdoor recreation as a result of the convenience of lightweight boats, outweighs the environmental impacts on our wilderness.*

oil; this is especially true when accidents such as oil spills happen.

Global impact includes the increased emissions of carbon dioxide and carbon monoxide into the atmosphere, a contributing factor in the global warming trend. It could also be argued that the demand for more synthetics contributes to the widening of the economic gap between developed and developing nations. Developed countries already use four-fifths of the world's oil, but only represent thirty per cent of the world's population. Finally, all of these problems are dwarfed by the fact that oil is a finite resource. The expansion of the oil industry for any purpose, without regard for the future, is selling the future of our children for our comforts today.

There are specific concerns in the use of synthetics for the construction of canoes, which should also be mentioned. I see these as falling under two major themes: biodegradability and human health risks. Again, I will expand upon these in a general way, in order to make a broad-based point.

a) Biodegradability: Being a man-made substance, synthetic materials have no natural organisms which can break down the synthetics in a canoe, over long periods of exposure, but the breakdown is slow and incomplete, only weakening the

watercraft. To dispose of unwanted plastics, they must be incinerated at high temperatures, and even then, toxic gases are released into the atmosphere. In my research, I was unable to ascertain whether any toxin would become a leachate in a landfill situation. This factor, however, must be considered when assessing environmental impact, and should anyone have an answer for me, I would like to hear it.

b) Human health risks: The health complications and problems related to chemicals involved in the production of synthetic canoes varies greatly. Toxicity ranges from minor eye irritation, with no long term health risks from the glycol used in polyester resin, to chemicals of substantial risk, such as styrene, which is used in all of the synthetics I have researched. Styrene is a volatile chemical, classified as a "Hazardous Waste" by the government. It is introduced to the body by inhalation or through skin absorption. At a minimum, styrene is a major respiratory-tract irritant, that with great enough exposure, will also cause central nervous system depression and possibly death. Long term exposure has been conclusively linked to kidney and liver disease, as well as cancer; however, research continues.

The list of chemicals and heavy metals such as lead found in the canoe synthetics is long and varies among manufacturers and within product lines. My research was far from exhaustive, but it did show evidence of toxicity in most products used to build synthetic canoes.

To the best of my knowledge, there are no major health risks to the canoe user from these toxins. The risk is to the petro-chemical employees and all who have the misfortune to live near such factories, as well as to canoe manufacturers and home repair persons who use these chemical products. The biosphere is also at risk when these chemicals are accidentally or otherwise released or spilled.



**WOOD CANVAS:**

Unlike birchbark and cedar strip canoes, the wood canvas canoe was the first truly waterproof canoe ever built. One hundred years later, the construction methods have changed little, although the materials used have varied and do vary from builder to builder. As with all human-made goods, the wood canvas canoe also has environmental problems of its own.

Although the white cedar planking and ribs of the canoe are made of a renewable resource, forestry has a major impact on local ecosystems and the global biosphere. White cedar takes a long time to mature and needs specific soil conditions in order to flourish. At present, demand does not exceed supply, but this balance could easily be tipped.

Cotton is another renewable resource which is used to cover the planking. It, too, has environmental impacts that cannot be overlooked. The waste left from processing raw cotton is called "ginning waste." This is organic material full of nutrients from the soil, but it cannot be returned to the land, because it contains high concentrations of pesticides absorbed during the growing season. As a result, the soil is stripped of the nutrients and fibre it needs to remain healthy and productive. The ginning waste is burned, releasing poisonous chemical toxins into the atmosphere.

The canoe uses approximately one kilogram of metal in its construction, i.e., tacks, nails and stem bands. The significance of the amount of brass, copper, and/or aluminum is not substantial, but to be fair, the use of these metals puts a demand on finite resources and also supports open-pit mining and smelting. All of these have implications for both local and global ecology.

Fillers and paints vary from builder to builder, making it very difficult to determine the impact of such products in wood canvas construction. Modern canvas fillers are latex-based and as already mentioned previously, often contain toxic chemicals. Traditional fillers were the secret recipe of builders and com-

monly included linseed oil, mineral spirits, talc, silica flour and white lead. As with synthetics, each of these ingredients has its own level of toxicity. White lead, for example, is a heavy metal that can accumulate in the human body, attacking the central nervous system and causing insanity or death.

Some months ago, on a quiet lake in the Temagami District, I began a search. This search for the "Green Canoe" has brought me some answers, and many more questions.

I do not know if the high maintenance on a cedar canvas boat due to whitewater running would eventually overtake the environmental impact of creating an ABS canoe. I do not know either, if the value of having more people experience outdoor recreation as a result of the convenience of lightweight boats, outweighs the environmental impacts on our wilderness.

What I have realized is that as consumers, we should be asking more questions and demanding better answers. As paddlers, we have the good fortune to experience a piece of the earth in a way few will ever have. We share a unique bond with the land. We pride ourselves on our civil disobedience when we feel government decisions are flawed. Our power as consumer is, however, as strong, if not stronger, than that of reactionaries.

And who knows, if, when buying a canoe, we considered environmental impact as we considered size, shape, and weight, we just might encourage the development of that elusive "Green Canoe."

*By Gary Morgan*

*This article is reprinted from O.R.C.A.  
Ontario Recreational Canoe Association's  
newsletter, CANEWS Winter/Spring 1992*

**ACKNOWLEDGEMENTS:**

*Tim and Kathy Dyer, White Squall  
Wilderness Shop, Nobel  
Bill Schorse, North Bay Canoe Company,  
Corbeil  
Bill Swift, Algonquin Outfitters, Dwight  
Robert Aultman, J.M.D. Manufacturing,  
Powassan  
DuPont Canada, Streetsville  
Guardman Chemicals, Cornwall*

*...if, when  
buying a ca-  
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sidered envi-  
ronmental  
impact as we  
considered  
size, shape,  
and weight,  
we just might  
encourage the  
development of  
that elusive  
"Green  
Canoe."*

## A Strategy for Environmental Recovery

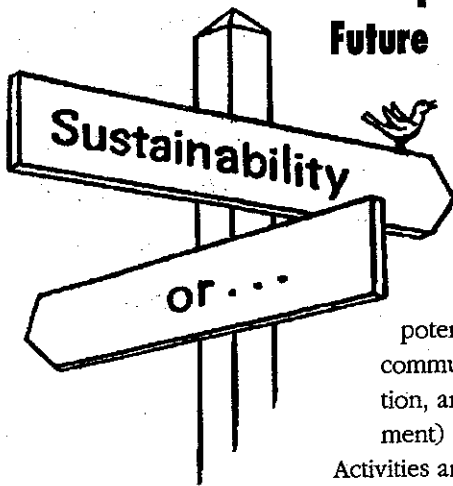
from *The Guideposts Project*

**N**urturing popular understanding of what sustainability means will lead to the shift in priorities needed to overcome the environmental crisis.

The conditions for making sustainability our goal as a society can be furnished through existing networks of citizens organizations with little effort beyond their normal activities. Two key principles behind this strategy are outlined under the headings: *The Role of Words* and *Frame of Reference*. The results which can be expected through this approach follow.

HUMAN KIND HAS REACHED A FORK IN THE ROAD. THE TIME HAS COME TO CHOOSE.

### Guideposts for a Sustainable Future



Activities are sustainable when they:

- 1) use materials in continuous cycles
- 2) use continuously reliable sources of energy,
- 3) come mainly from the potential of being human (i.e., creativity, communication, co-ordination, appreciation, and spiritual and intellectual development)

Activities are not sustainable when they:

- 4) require continual inputs of non-renewable resources,
- 5) use renewable resources faster than their rate of renewal,
- 6) cause cumulative degradation of the environment,
- 7) require resources in quantities that could never be available for people everywhere,
- 8) lead to the extinction of other life forms.

THE GUIDEPOSTS PROJECT CONTENTS THAT THE POINTS ABOVE OUTLINE THE

GOAL WE MUST AIM FOR. OUR PURPOSE IS TO STIMULATE PUBLIC DEBATE ON THIS MATTER.

Contents:

- 1) The Role of Words
- 2) Frame of Reference
- 3) Results
- 4) Debate
- 5) Public Participation
- 6) What is Stopping Us

### 1) The Role of Words:

As understanding expands, words are coined to describe what is found. As the words come into general use, the ability to think and to communicate about the things they represent, expands.

The following illustration will clarify this.

To the European explorers the Americas were unknown. One expedition could spend an entire season travelling up the coast to see what they could see. If, late in the season, they were to discover a large river pouring into the ocean, they could take a reading on the stars and record where the mouth of that river was. The next year they could go straight to that place and spend the entire season exploring the river. With points of interest similarly located along the river, any navigator with the charts could set out and travel directly to the place of their choice.

So it is with words. When objects, phenomena and ideas are identified, we mark them with words. When someone else wants to learn about the same things, they can start by learning the words that identify the subject matter and go on from there. Sustainability is such a word. Its explanation marks the territory and anyone who learns the term can recognize the basic consideration.

By making sustainability commonly understood, we can give people a handle on the direction it outlines. With this handle they can overcome the inertia of outdated customs

and penetrate the illusions intimated by vested interests. When everyone knows what sustainability means, choosing it as a goal will become an option.

**2) Frame of Reference:**

The key to understanding situations that are not immediately obvious is to find a frame of reference against which isolated experiences can be viewed. When experiences check out against the frame of reference, the larger picture is revealed.

The following anecdote explains:

*"The value of a frame of reference became clear to me at Varsity Stadium in Toronto many years ago. I had been handed a ticket to a Roller Derby. Having never heard of the sport and having some free time, I was curious and went to see. Once inside I saw a heavily banked rink and two teams skating around as fast as they could. Every now and then they would all stop skating and a score would be recorded. I tried to figure out what was going on, but was unable to determine what they were doing or how points were scored. The more details I noted, the more confused I became. During intermission I asked a cameraman what was happening. He explained the rules of the game. When the action started, the formation made sense, I could identify strategies, see when a point was coming and had the satisfaction of knowing when and for whom it would be recorded.*

*The difference in my perception of what was going on was due to the frame of reference with which I could assess what I was seeing."*

The environmental situation is more complex than a Roller Derby, but it is not beyond the comprehension of people with average intelligence and moderate interest. When concern surges, the interest is there. If the people and networks already working for the environment were to comprehensively distribute the Guideposts frame of reference, concern for the environment would become understanding on a broad scale.

**3) Results:**

Asking people to consider the goal of sustainability and the accompanying frame of reference nurtures understanding, stimulates vision, outlines areas for investigation and debate, clarifies values, manifests courage and builds the mandate needed to tackle the crisis on a society wide basis.

**A) Nurtures Understanding:**

With a frame of reference against which to consider news items, personal experience and concern for the environment, people can more easily see the pattern of human ecology. As the pattern becomes familiar it becomes increasingly easier to recognize and appreciate which choices contribute to sustainable living.

**B) Stimulates Vision:**

It is much more productive to work towards something positive than to expend effort avoiding negative things. As pattern recognition develops, so does the ability to project the pattern into plans for action. Anything created starts with a mental image towards which to work. Each person who starts projecting sustainability into their aspirations for the future, inclines the whole of society a little more in that direction.

**C) Outlines Areas for Debate and Investigation:**

The Guideposts are subject to scrutiny. People are encouraged to look at them critically and to bring attention to any errors or omissions they suspect. The Guideposts provide a framework for investigation to determine where the fine lines fall between activities that deepen the environmental crisis and those that allow the Earth to heal. When activities are found to be part of the problem, the same design criteria can be used to look for safer ways to accomplish similar ends.

**D) Clarifies Values:**

As more and more people and organizations acknowledge the need for sustainability it will increasingly be recognized as a value. Sustainable activities are good, non-sustainable activities are to be avoided.

*The difference in my perception of what was going on was due to the frame of reference with which I could assess what I was seeing.*

*A venerable philosopher once said, "It is only through the clash of differing opinions that the clear light of truth can shine."*

Recognizing how far out on the limb we have all wandered, it would be a waste to dwell on the guilt this value entails. Nevertheless, when something is recognized as good, it influences almost everyone.

### **E) Manifests Courage:**

When the population has had a year or two to watch world events in the context of sustainability, it will be obvious to everyone what direction we must head in. Moral will skyrocket. Knowing that others share one's concern can make the difference between frustration and the mutual support that generates strength. On a social scale, people will be willing to take greater risks because they will know the human family is behind them and their efforts will not be in vain.

### **F) Builds the Mandate Needed to Tackle the Crisis on a Society Wide Basis:**

The tendency for people to agree that sustainability should be our goal as a society can be developed into a political mandate. There is enormous strength in our institutions. One need only look at war to see the extent to which action can be taken when a priority is set. Addressing environmental deterioration requires a much friendlier application of strength but success will require as much determination. The environmental crisis is enormous in scope. To address it with anything less than social commitment is a gamble with the lives of all our children.

### **4) Debate:**

Once the basic issue is clear, information about the different aspects of sustainability becomes important. The Guideposts Project is proposing an inventory of related material, indexed around the eight point outline on page 16.

A great deal of information is available. Some is established fact and some is controversial. Besides providing background details and suggestions for action, this information inventory could provide a focus for debate. By

actively soliciting differences of opinions, highlighting points of contention and listing points of view, side by side, anyone interested could lend their mind to finding the truth of the matter.

A venerable philosopher once said, "It is only through the clash of differing opinions that the clear light of truth can shine." Much truth could be clarified and many smoke screens dissipated by providing a public reference for collecting all the relevant points of view and for discussing areas that need resolution for society to act decisively.

### **5) Public Participation:**

As the challenge and opportunities of environmental recovery become familiar, people will act, as surely as they will get off the road when they see a truck driving toward them.

Finding mature forms for modern societies—forms that provide personal fulfillment as well as the security of future generations—is a stimulating challenge. Once the goal is collectively acknowledged, and related information made easily available, people will know what they can do and will have the mutual support to do it. By identifying differences of opinion and pursuing their resolution in an open manner, the tasks at hand will become increasingly clear, fortifying political will and shaking off the uncertainty which currently diverts us from the goal we know we must achieve.

### **6) What is Stopping Us?**

If a general mobilization to address sustainability is possible without a lot of difficulty, we have to ask why it hasn't been done. The answer may lie in the extensive reorganization of industrial infrastructure and institutional patterns that would be necessary. Such difficulties, however, require greater participation of the population rather than less. The critical need to accommodate environmental reality has been noticed at every level. It is now time to enlist the creative abilities of the millions of people whose future is at stake.

Sustainability must become our goal if we are to survive. By making it an issue and bringing relevant information and the debates over details conveniently to public attention, today's people can rise to the challenge of this historic time. Ours is the era in which we will either fade into the geologic record of the past or take a place among the permanent residents of our planet.

*Help make sustainability a clear option.*

*We are a fork in the road. You can help draw attention to the decision we have to make by reproducing the road sign image and by distributing the eight point reference outlining sustainability.*

*The Guideposts Project provides a number of materials at no charge.*

*Write to the address below for additional information about sustainability and the campaign to establish it as a social priority.*

*We also supply business card sized copies of the eight points outlining sustainability. If you would like a number of these to pass around, let us know how many and we will send them. We can also provide customized cards or camera ready copy for printing the Guideposts on the back of your business cards.*

*For public places we have convenient distribution boxes that passively offer cards to passers by.*

*The Guideposts Project has produced an extensive kit of materials which enable people to develop a detailed understanding of sustainability and to share the essence of the challenge with others. The kit includes a 160-page book, *Planning for Seven Generations* and a 23 minute video. The kit sells for \$50, \$65 in a reinforced box recommended for institutions*

*or \$35 for students, seniors and others with limited incomes. The video is available in VHS, Beta, PAL or SECAM formats.*

*Our ability to provide free materials and to pursue the campaign described here, depends on kit sales and personal donations. If you find this approach hopeful, send a contribution and we will put it to work spreading the idea of sustainability and promoting it as an option we can choose.*

*Guideposts Project, P.O. Box 374,  
Merrickville, Ontario, Canada, K0G 1N0,  
Attention: Mike Nickerson, Project Co-ordinator*



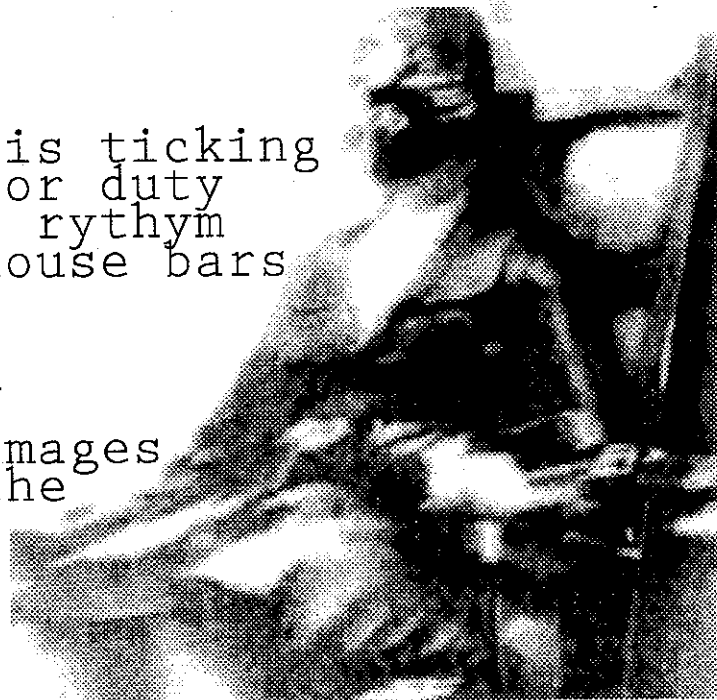


## Change

A bug landed on my arm  
it walked and wiggled through freckle and hair  
a year ago I may have squashed it  
today I blow it in the air

## Listen

when time is ticking  
for sleep or duty  
ignore the rythm  
the jail house bars  
bre ak  
break free  
and listen  
to images  
internal images  
that breathe  
your air  
feed on  
your food  
free  
your pain

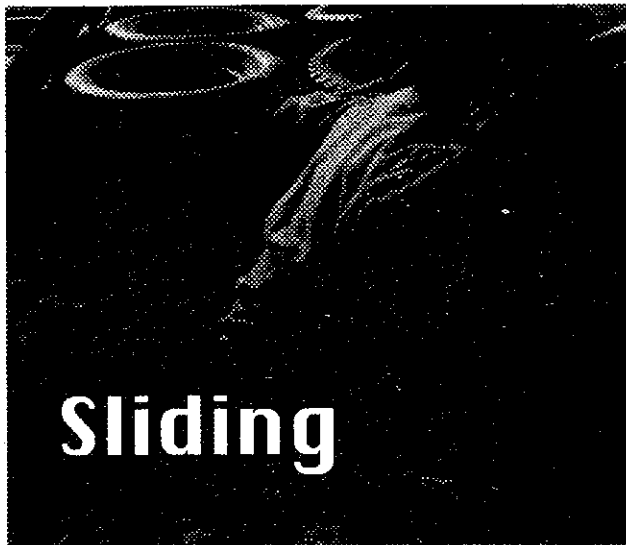


## Waltzing

our thoughts of others  
are shadows

bigger than life,  
stepped on,  
quivering back and  
forth

formless inaccuracies  
based on grey outlines  
that cannot speak



## Sliding

## The Speaker



"I'm important"  
said his car, his suit, his skin

"When I speak.."

Listen

to the little voice inside  
that says lies lies lies  
there's a reason for the rhyme  
inside your head

The sun reflects shadows  
of hours gone by  
as it slides down  
to the horizon

unlike the park slides  
a child encounters  
picking up speed

the sun seems to pause,  
to stare, and reflect  
the compilation  
of hours gone by

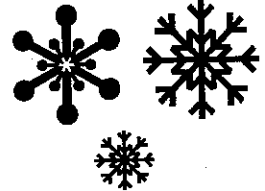


# Make Peace with Winter

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

Date: **Friday February 4th, to Sunday February 6th, 1994**

Location: **Leslie Frost Natural Resources Centre,  
Dorset, Ontario**



- Possible Sessions:
- Winter and Science
  - Cross Country Skiing
  - Winter Games
  - Natural Resources
  - Environment
  - Winter Sports
  - The Arts
  - Education
  - Birding
  - Animals in Winter

Fees: \$190.00  
Early Bird Special  
\$200.00  
After January 1st, 1994

This fee covers registration for sessions, accomodations, all meals and snacks, prize draws and all social activities.

## Registration Form

## COEO Conference

## Make Peace with Winter

Please fill out a separate registration form for each participant

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

Home Address \_\_\_\_\_  
street city postal code

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

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

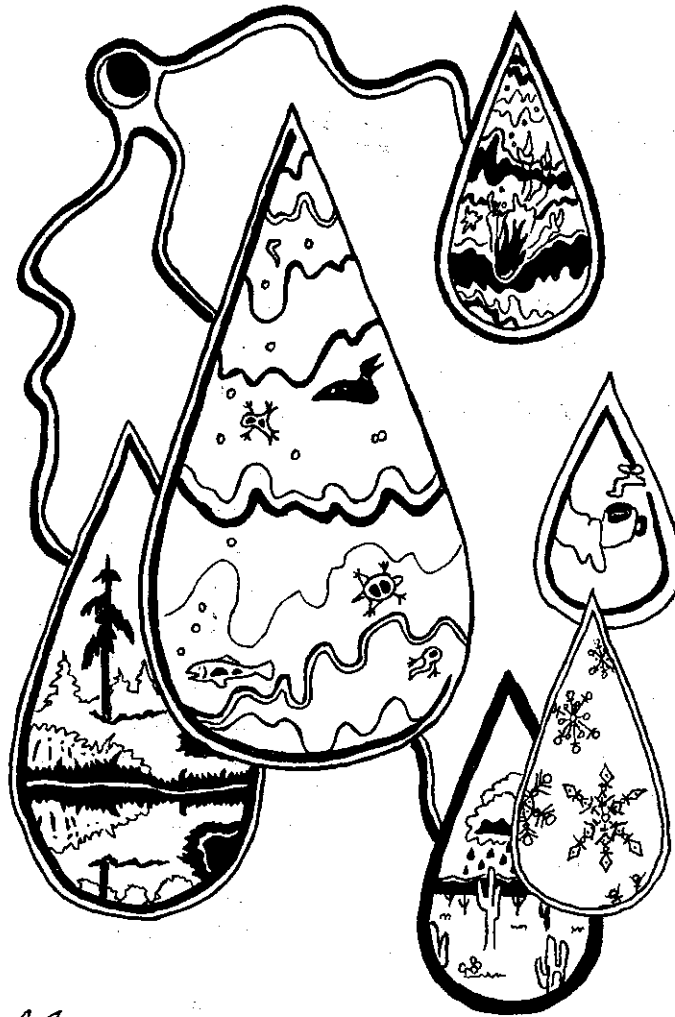
Please enclose you fee and mail it to: Carina Van Heyst 90 Eaton Ave., Toronto, M4J 2Z5  
Cheques payable to COEO, please. \*No postdated cheques\*

Can we give out your telephone number if someone needs a ride? Yes  No

How many years have you attended Make Peace? \_\_\_\_\_ Is this your first year? \_\_\_\_\_

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





*May you always drink clean water and  
cleanse in a sparkling lakeshore.*

*May you flow through your day  
with the ease of aquatic life.*

*May you be refreshed by a rainshower and  
see within yourself the beauty of a snowflake.*

*May your problems be as clear as a reflection  
in a dewdrop or tear.*

*And may all your days be full of rejoicing  
with the essential elements of water.*

## Roses in Fall, Violets in Spring...

*A rose by any other name...*

**B**eginning in late August, and running right through the fall, keep an eye out for wild rose hips. They will be found growing along roadsides, and in clearings. Collect the bright red to orange fruits to make tea, jelly, or for a snack as you walk.

The hips will dry and shrivel on the bush after the frost, but they can still be picked, right through the winter.

To make tea, put a handful of rosehips into 4 cups of water, and simmer on very low heat for 5 to 10 minutes. For jelly, make a very strong tea by simmering 1 cup of dried or 2 cups of fresh rosehips in 4 cups of water for 10 minutes. Follow the directions in the Certo package for mint jelly.

This is one of the finest, rosiest treats you can find!

### Violets

Spring is usually a muddy and bland time of year, as the landscape is still brown with last year's dead weeds. Take a closer look between the dry leaves that litter the forest floor and you will find tiny green leaves pushing their way into the sunshine. The first flowers of spring are making their debut.

In the wild, most of these early flowers will be

violets. By the end of May, carpets of violets will be found in the cool forests, and sprinkles of violets will be found in our lawn and garden.

Pluck a handful of these bright blossoms to toss with fresh salad greens, and pick a handful of the leaves to make a spring tonic tea. The entire violet plant is edible, and nutritious.

Violet leaves provide more Vitamin A and C than just about anything else you can eat. Steep the leaves for tea, or steam them as a green vegetable.

Violet flowers are a delight to nibble just as they are found in yard or forest. The bright blue flowers have 3 times the vitamin C of oranges, although you can imagine how many tiny flowers you would have to pick to get the equivalent weight of an orange.

From a large patch of fully blooming violets, you can pick a cup or two of the flowers in a short time. Take these home, put them into a jar and fill the jar with boiling water. The flowers will release their colour into the water, which can then be used to make violet syrup or jelly.

In salads or on sandwiches, or candied to decorate cakes, violets can brighten more than just the brown forest floor of spring.

### Reading List

*A Field Guide to Edible Wild Plants*

by Lee Allan Peterson

*Stalking the Wild Asparagus and Stalking the Healthful Herb* by Euell Gibbons

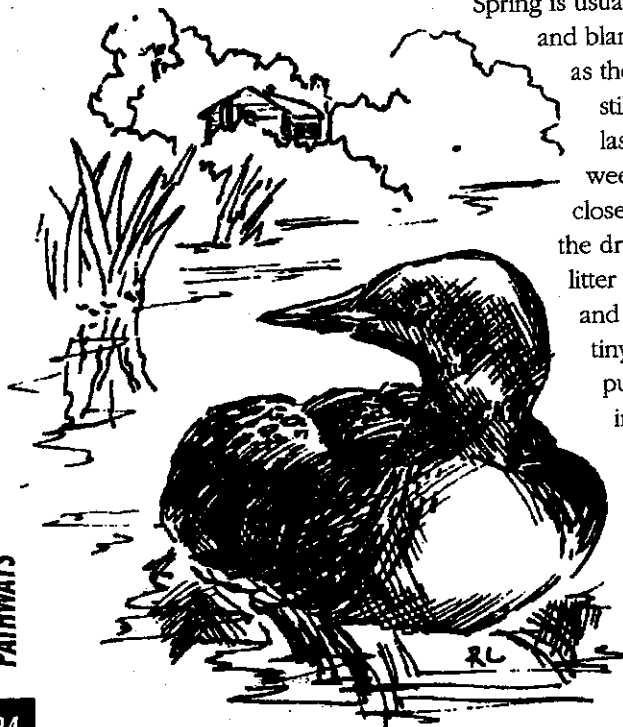
*Use of Plants for the Past 500 Years*

by Charlotte Erichsen-Brown

### Edible Plants Plants Workshop

Yes, it's a pretty little plant, but ... can I eat it?

*...keep an eye out for wild rose hips...*



One of the most basic connections we have with our planet is the food it provides for our very existence. Sadly, modern living has taken us far from the basics of life.

However, getting back to "direct dining" is not a difficult task. Delicious and nutritious edible wild plants grow just about everywhere . . . from the cracks in the sidewalks of downtown Toronto to the shores of James Bay. (In fact, the city sidewalks have much more variety and quantity to offer than the wilds of the far north.)

There are two very effective ways to learn about the tasty wild plants . . . a couple of summers in the bush with a field guide . . . or a weekend at Kukagami Lodge in September.

My husband Allan and I spent several springs, summers and autumns in the bush with a half dozen field guides before teaching our first autumn workshop on Edible Wild Plants in 1985.

Guests arrive for dinner Friday evening—dinner that incorporates some of the best wild plants of Ontario. What others would consider garden weeds turn up in the salad here. Common shoreline shrubs add delicate seasoning to the broiled fish. More garden weeds garnish the rice, and the carrots are mixed with the roots of one tenacious plant that everyone used to hate.

We talk of books after dinner, and get a little practice using the field guides. Most of Saturday is spent outside—either wandering through the yard and garden and nibbling on this and that, or hiking through the pine and maple forests, discovering the treasures they hold.

If the weather conditions are right, some of our time is spent studying wild mushrooms. Saturday night finds us sitting 'round the fireplace sipping on wild berry wines, and talking of how to make your own.

Over the course of the weekend, guests will learn over 100 edible wild plants, and actually taste 30 to 40 of them. The greatest emphasis is on those plants which are in season, but the best edibles of spring, summer

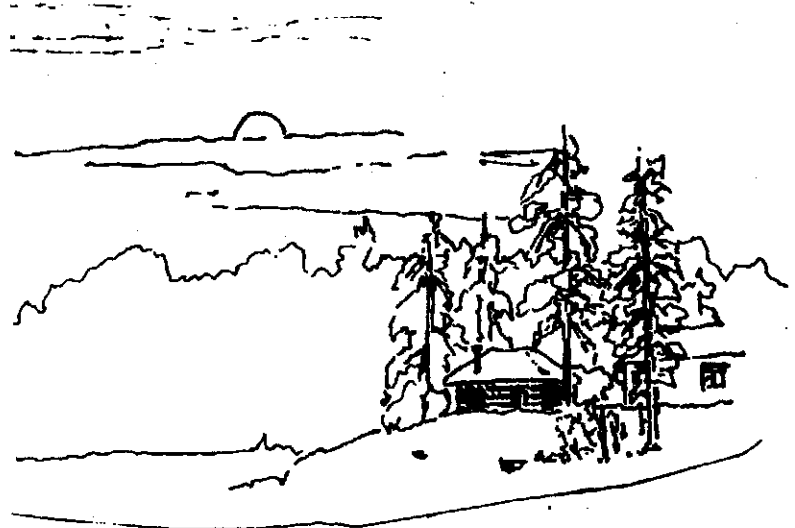
and fall are discussed, along with where, when, and how to harvest and prepare them.

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*Kukagami Lodge is a remote, near-wilderness retreat, located about 5 hours north of Toronto, at the end of a long, rough gravel road. Guests stay in one of three 50 year-old log cabins. Meals are served at one long table in the Lodge. Rustic, yet quite comfortable, the cabins are lit with kerosene lamps, and water is available directly from clear, clean Kukagami Lake. We use a sauna for bathing, and the privy is out back. All bedding and towels are provided. Call Viki and Allan Mather for details Kukagami Lodge, R.R. #1, Wahnapiatae, Ontario P0M 3C0 (705) 853-4929*

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*The entire violet plant is edible, and nutritious.*



## Algonquin: The Park and its People

Photographs by Donald Standfield  
Text by Liz Lundell  
McClelland and Stewart 1993

Let me get directly to the point. This is a stunningly beautiful and enjoyable treatment of Algonquin Park to commemorate the park's "first" hundred years. Here we have a coffee-table style book that blends photo and text with a harmony rarely found. Algonquin is a people's park, and the book celebrates both people and landscape, capturing the joy in the relationships between the two. We hear the voice of old Park rangers like Sam English tell of heroic pilots and rescues accompanied by a wonderful portrait (you just really feel you know the guy). We hear of other old-timers such as the well known Ralph Bice, an early Park guide and camp director Adele "Couchie" Ebbs, we learn too of superb fiddle player the late Warn Stringer, ranger and Algonquin school teacher at Cache Lake (that's right) Lorne and Mary Pigeon. Mary Colson Clare, another Algonquin school teacher at Mowet on Canoe Lake, sums up the sentiments of many of these people who, through photo and story fill the park with its rich human history. She also captures much of the magic of this thoughtful and charming book. She concludes her thoughts: "Algonquin is a beautiful place in all seasons, but it is really the people that the Park attracts and holds onto who make it so truly unique and special."

But it is not only old timers who know Algonquin. There are summer camp kids up to their waist in Algonquin swamp, young cottagers skating, even a hockey game . . . of sorts, visiting park families fishing and the thoughts of young residents, David, Christine Matthew and others, talk of going on one's first public wolf howl, fishing trips for Canoe Lake and five-year-old David feeding the same chipmunk at the campground every summer.

The book manages to celebrate all Park users. This is a dominant theme.

Algonquin itself though is showcased with archival photos, a text that chronicles the park from the geological record, through the mapmakers, square-timber era, hotels, summer camps, Group of Seven artists, to interpretation/research programmes, to opening of the new lavish visitor centre, the initiatives of the Friends of Algonquin and current issues.

Sunsets, sunrises, wildlife, archival treatment, kids arriving to Northway Lodge girls camp 1908 to kids of the 90's water dancing in Joe Lake Dam, from western Brule Lake to the Barron River Cannon, Booth Lake to Cedar. There is no finer celebration of Algonquin and its people—really the beauty in the relationship between the two—to be found anywhere.

For the outdoor educator, here is an example of people and nature coming together. This is enough to celebrate but the educator also can tap the rich content as interpreter and glimpse the beauty of people and place as poet.

Donald Standfield, with much family time as a child at the Lake Sasajewan Research Station and year round time in the Park, and Liz Lundell, a former summer camp camper and staff work together to offer us not only their own love of Algonquin, but successfully show us the Algonquin we all love whether we are the old timer park cottager and traveler, Doc Kase of Brule or young Roger who likes the french fries at the Lake of Two Rivers store. If you love Algonquin or would like to, you are a part of this book.

Bob Henderson

## GREAT LAKES UNITED PUBLISHES TWO NEW BOOKS

Want to read about how a GLU board member caused an international incident when he carried GLU tee-shirts across the Canadian border? Or the "real" story about the role of the (in)famous '60s radical Abbie Hoffman played in the co-founding of GLU? Or why Lake Superior is not the biggest Great Lake? Or which lake means "Lake of the Shaggy-Haired Tribe"?

If these tidbits get your curiosity, you may want to read the rest of the fascinating story about the early years of GLU, our first victory, how our name was chosen, and a blow by blow narrative on the first decade of the coalition that Great Lakes citizens created.

All this is celebrated in Ten Years of Action... Ten Years of Achievement: A Celebration of Great Lake United, a 40-page book packed with early photos, stories, facts, newspaper articles, songs and cartoons.

ONLY LIMITED COPIES ARE AVAILABLE. To order your copy, write to GLU, Cassety Hall, 1300 Elmwood Av., Buffalo, NY 14222. Suggested donation is \$8.00 plus \$2.00 postage.

Announcing the Guide to Pollution Prevention in Your Community, possibly the definitive reference for community members wishing to do something about local pollution problems in both Canada or the United States. Discussed at length in the 128-page 8"x11" book:

- Pollution prevention as a philosophy of environmental protection distinct from traditional pollution control.
- Getting all kinds of comprehensive information on local pollution problems and specific polluters.
- Organizing your community to pressure industry and government to take needed environmental protection measures; included is everything from how to go doorknocking to how to conduct a professional press conference.
- Pollution prevention success stories implemented by industry, local government, and sewage treatment plants
- Eighteen appendices, including lists of regulated chemicals, sample pollution reporting forms, methods of assessing the polluting and pollution prevention activities of industrial facilities, and requests for government information.

The guide was funded by the Great Lakes Protection Fund. For a copy send GLU (see above address) \$2.00 for postage.

## READING THE TRAIL

Craig MacDonald has produced a map of genuine substance. For those familiar with North-Eastern Ontario, specifically the Temagami region, there is now a map that provides the full "weight" of the presence of native peoples heritage "with" this landscape. For those unfamiliar with Temagami and perhaps not particularly interested in the region, there is the general attraction of the overall visual image of the map and curiosity of native travel ways, winter and summer, not to mention the exhaustive research evident in the recording of native placenames for both the prominent and the obscure. No matter your past allegiance with the area or theme, the Historical Map of Temagami (Te-Mee-Ay-Gaming) is a unique combination of attractive presentation, exciting contribution in the research of native occupation on the land and an intriguing route guide of a former time.

Some details are important here. Firstly, this mapping pre-dates the existence of dams, primarily logging dams, in the areas. Hence lakes like Wanipetae, oops Wawn-A-Bitay-Bing and Maskinonge (Mash-Kino-Zhay-Waw-Gaming) will have different shapes mapped here than their contemporary outlines. Specially 35 lakes now have altered shorelines. Routes not common now are detailed indistinguishable from the dominant lines of travel today. For example, could you paddle Pilgrim Creek or Bobs Creek as it is sometimes called? Certainly, it appears here as among many

logical travel ways that certainly would not jump out at the map reader today. In this regard the map opens many possibilities. Where is one going to find a detailed presentation of winter trails (Boa-Ka-Nah)? Wow, that is quite a winter route between Sandy Inlet (Kaw-Wawm-Inash-Ing) to the Ishpatina ridge area (Ish-Pud-In-Ong) - a virtual straight line across Temagami - and why the long winter routes crossing the Yorston River joining Wawigama Lake (Waw-Wee-Ay-Ga-Ming) with Yorston and Linger Lakes - perhaps a southern connection joining this east-west trail along the Sandy Inlet, Diamond, Florence, Scarecrow Lakes route. Dare I say an impossible summer route, certainly an insane one. But these are winter routes and well suited for travel. We must remember that winter travel and routes have a distinct heritage that is less known and certainly less practiced. We learn that winter routes follow open swamp country avoiding all weak ice possibilities. Following summer canoe routes is not practical.

Craig's contribution to our knowledge of winter travel routes is a standout feature with this mapping project. No where else will one see the depiction of winter's snowshoe/toboggan and spring/summer's canoe travel lines plotted with such care together on one map such that the full comprehensive sense of travel in the area is discernible.

Where will one find all this native language with useable (though its tough work, an exercise in patience really) pronunciation connected specifically to travel routes and technology, i.e., the use of a trumpline (A-Pee-Kan).

The text on the map is sparse. One tends to hang on every word gleaning out all available information. The pictorial displays (11 in all) are beautifully rich in attention to detail which is in essence a defining quality of the whole work.

The project begs many questions. Here is a brief sample, obvious and otherwise, after a lengthy study with a current route map adjacent. What does chee-bay-jing, the word for Maple Mountain mean? What is the signifi-

cance of the Ko-Ko-Mis Waw-Bee-Kong Sho-Mis site on the east shore of Lake Obabika (O-Bawb-Ika)? What an incredible summer portage between the Sturgeon River (Nah-May-Z) and Yorkston (268 chains, 50 chains = 1 km). Why? However, the major question that is overwhelmingly obvious; what do all these native place names mean? O-Gee-Daj-E-Wawn-Ses-Saw-Bee-Kaw-Ning S (north arm Net Lake) for example or the trees along the Lady Evelyn River called Puck-Wuna-Gay-Mawk Kaw-Neer Jok-Shing? With 661 place names from habitations sites to certain groves of trees there seems no end to such questioning. For many, the questioning of translations creates the feeling of a frustrating incompleteness for an ironically uniquely detailed work. The lack of translations for the indigenous placenames is certainly an issue that must be addressed. One senses that there was simply not enough room. Well that would be a correct assumption. Craig is now in the process of providing a major addendum to this initial mapping project. The translations, like the map itself, will be a complete detailed work unto itself. Be it a cassette or booklet, (likely a combination of the two, suggests Craig) the next stage of this work is a thorough translation of placenames as available as well as stories related to specific sites and family histories. Likewise, insight for native thought patterns will complete the package which will challenge our non-indigenous sensibilities to re-think the country.

An audio-cassette would also offer valuable aid in accurate pronunciations. The confidence gained from an audio guide would go a long way towards reinstating certain native terms and placenames correctly as appropriate.

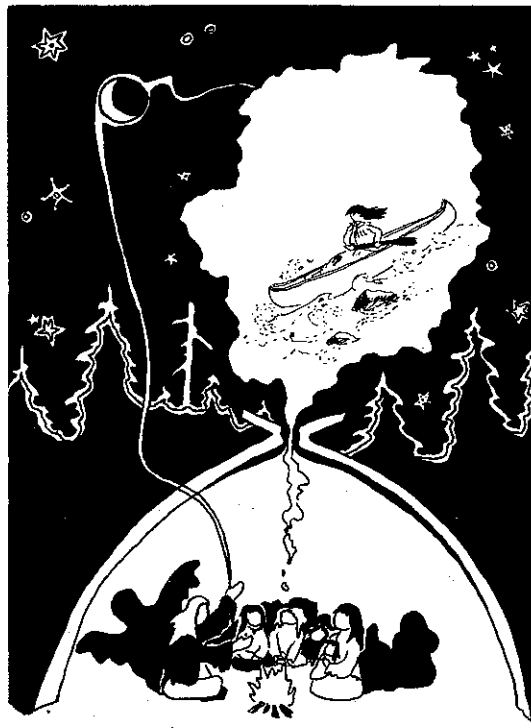
Craig MacDonald's Historical Travel Route Map of Temagami (Te-Mee-Ay-Gaming) represents 27 years of extensive research at the source. It offers a unique, attractive and comprehensive treatment of indigenous travel ways and placenames in North-eastern Ontario. The next stage is one of providing meaning to the language. One can expect equally as diligent and colourful a presentation

that will greatly enhance the relevance of the map and one's overall understanding of this landscape. An educator, Paul Elurd, has said, "there is another world, but it is in this one". This is the affect this historical map has for even the most knowledgeable traveller today. It is safe to say, we are still looking for the New World that brought Euro-Canadians to this country over the last two centuries. Craig MacDonald allows us to enlarge our search, to broaden our dialogue with Temagami and her first peoples.

The map size is 38.5" x 58.5" with a 1" to 2 mile scale. The paper is an acid fill 70#, patina mat of high quality. The map can be pur-

chased from Northern Books, Box 211, Station P, Toronto, Ontario M5S 2S7, (416) 531-8873 (voice) and (416) 536-0385 (Fax). The cost is \$30.00 plus cost of shipping tube, postage and taxes.

*Bob Henderson*



## TRAIL STUDIES UNIT ESTABLISHED AT TRENT

- Joint Project Between Trent and Sir Sandford Fleming College.

**T**rails have been important historically in Canada and are increasingly valuable as recreational, conservation, and educational resources. They include the following:

- the routes of Native peoples, explorers, and voyageurs
- hiking, cycling, snowmobiling, canoeing, and scuba trails
- interpretive and education trails
- trails for the disabled
- greenways

The trails may be long or short, on private or public land, owned or managed by a variety of public and private agencies. But they have to be developed, planned, managed, and interpreted. So there is a considerable need for expertise on various aspects of trails.

In response to this need, several faculty members at Trent University and Sir Sandford Fleming College have established a Trail Studies Unit. The activities of the Unit include the following:

1. Research and consultation on trails, trail management, trail interpretation, and trail impacts, especially in Canada.
2. Courses relating to the development, planning, management, and interpretation of trails.
3. Production of interpretation materials and services relating to trails.
4. Development and operation of a Resource Centre on trails, trail studies, and trail interpretation, which will make such resources available to interested agencies, trails organizations, and the general public, and will produce bibliographies relating to trails.
5. Publication of a newsletter, entitled *Trail Research News*, on the work and resources of the Unit and on trail research elsewhere.

The Unit has two Directors:

- Prof. John Marsh, Director, Frost Centre for Canadian Heritage and Development Studies, Trent University, Peterborough, and
- Prof. Allen MacPherson, Parks and Forest Recreation, School of Natural Resources, Sir Sandford Fleming College, Lindsay

Other members of the Unit are as follows:

- Prof. Cheryl McKenna-Neuman, Department of Geography, Trent University
- Prof. Fred Helleiner, Department of Geography, Trent University
- Nancy Elliot, Graduate Student, Frost Centre, Trent University
- Dr. A. T. Easley, Dean, School of Natural Resources, Sir Sandford Fleming College.

The Unit's Resource Centre is located in the Environmental Sciences Building at Trent University and can be used by prior appointment. Additional resources are available in the library at Sir Sandford Fleming College in Lindsay.

For more information, contact John Marsh or Allen MacPherson at the Frost Centre for Canadian Heritage and Development Studies, Peter Robinson College, Trent University, Peterborough, Ontario, K9J 7B8. Tel: (705) 748-1750. Fax: (705) 748-1759.

## CANADIAN RAILS TO GREENWAY Conference

August 13 and 14, 1993

The Trail Studies Unit at Trent University is hosting a conference on converting Canada's abandoned railway rights-of-way to greenways. The two-day event—co-sponsored by the Canadian Parks and Recreation Association,



Fitness and Amateur Sport, and Heritage Canada—will take place at Trent on August 13 and 14, 1993. Topics will include the following:

- case studies of conversion and use of rail-trails as greenways, in Canada and internationally
- guidelines for converting rails to trails
- gaining community and political support
- the environmental, economic, and social benefits of rail-trails

For more information, contact Prof. John Marsh.

## **NEW TRAIL COURSE AT SIR SANDFORD FLEMING COLLEGE**

A course on "Trail Design and Construction" is being offered for the first time this fall at Sir Sandford Fleming College in Lindsay.

"This course will provide employers with graduates who have skills and knowledge in a variety of trail types," said Allen MacPherson, Co-ordinator of the College's Parks and Forest Recreation Programme.

The course content includes the following topics:

- What is a trail?: types of trails and definitions
- Walking, hiking, bicycle, equestrian, cross-country ski, snow-mobile, motorized use
- Access for handicapped
- Fall Camp, Bark Lake
- Anatomy of a trail: layout and alignment
- Aesthetic and environmental requirements
- Trail construction: variety of hand tools, chainsaws, brush saws
- Practicum with hand tools on trails in the Kawartha Region Conservation Authority
- Earthwork and drainages
- Structures and signages
- Maintenance of trails and costing
- Abandoned rail corridors
- Trail legislation
- Trail programming/organizations
- Operational considerations for trail management: personnel, volunteers, etc.
- Introduction to design techniques: compu-

ter mapping, vegetation, etc.

It is expected that, as with any course, the content of "Trail Design and Construction" will be refined after this fall's presentation is over.

If you would like more information about this course, or if you would like to hire a student (especially if your proposed trail is approved under the Environmental Youth Corp programme), contact:

Allen MacPherson  
Sir Sandford Fleming College  
P.O. Box 8000  
Lindsay, Ontario  
K9V 5E6  
Tel: (705) 324-9144  
Fax: (705) 878-9312

## **October 2nd and 3rd, 1993**

Haliburton International Forest Marathon (HIFM'93) Haliburton Forest & Wildlife Reserve, near Haliburton, Ontario.

A two-day wilderness navigation event for teams of two. Registration forms are now available. Registration closes August 27th or when registration is reached.

For more information contact Chrismar at telephone (416) 665-5817, fax (416) 665-9892.

## **September 30-October 2, 1993**

International Conference of the Association for Experiential Education.

Smugglers Notch, VT. Contact: AEE Office (303) 440-8844.

## **January 1994**

2nd Symposium on Research in Outdoor Education

Sponsored by the National Coalition for Education in the Outdoors, Box 2000, Park Center, Cortland, NY. Contact them about submission of research papers, and information on the conference. Contact: Bruce Matthews (607) 753-5999.

Here is a sample of contents from the 1992 Coalition for Education in the Outdoors Research Symposium Proceedings 1992 Invited Presentations and Summary Discussions

*A Bigger Piece of the Puzzle: The Restorative Experience and Outdoor Education* - Lisa V. Bardwell

*Research in Outdoor Education: Group Development and Group Dynamics* - Leo H. McAvoy, Denise S. Mitten, James P. Steckart, and L. Alison Stringer

*Therapeutic Uses of Adventure-Challenge-Outdoor-Wilderness: Theory and Research* - H. L. (Lee) Gillis

*Optimal Experience among Campers in a Resident Camp Setting* - M. Deborah Bialeschki and Karla A. Henderson

*Fear in Outdoor Education: The Influence of Gender and Programme* - Anderson B. Young and Alan Ewert

## THE EIGHTH INTERNATIONAL EARTH EDUCATION CONFERENCE

Join us September 29 to October 3, 1993 in Haliburton, Ontario, Canada, and learn how you can design and implement Earth Education programmes that will start you and your learners on an exciting journey down The Earth Education Path . . .

- Experience a day of EARTHKEEPERS™ LEVEL I, and preview the new EARTHKEEPERS™ LEVEL II—programmes designed for learners ages 10-11
- Attend a full-day EARTH EDUCATION WORKSHOP and get to know our EARTH CARETAKERS™ programme for 10-11 year olds
- Immerse yourself in a MUIR TREK—an experience for adults and young adults designed to heighten feelings for a natural area which “no one really knows”
- Participate in our new SUNSHIP™ III programme for learners ages 13-14

Listen to Keynote speaker ROBERT HUNTER, former chair of the Greenpeace foundation, environmental reporter and columnist

Contact: International Earth Education Conference; c/o YMCA Camp Wanakita; 79 James Street South; Hamilton, Ontario, Canada; L8P 2Z1

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## CLIMATE CHANGE WORKSHOP

The greenhouse effect. Global warming. Climate change. While these words are becoming increasingly common, many Canadians are still unsure of their meaning. Simply put, climate change is one of the most serious environmental threats facing the planet as we enter the 21st century.

Friends of the Earth has prepared the Climate Change Workshop as an educational tool to help Canadians understand the causes of climate change, its projected impacts, and the actions required to counter the threat.

This participatory workshop emphasizes active problem solving rather than passive, lecture oriented learning. It encourages participants to discuss information about climate change and then synthesize it with our knowledge and experience in an effort to both understand the problem and develop creative solutions.

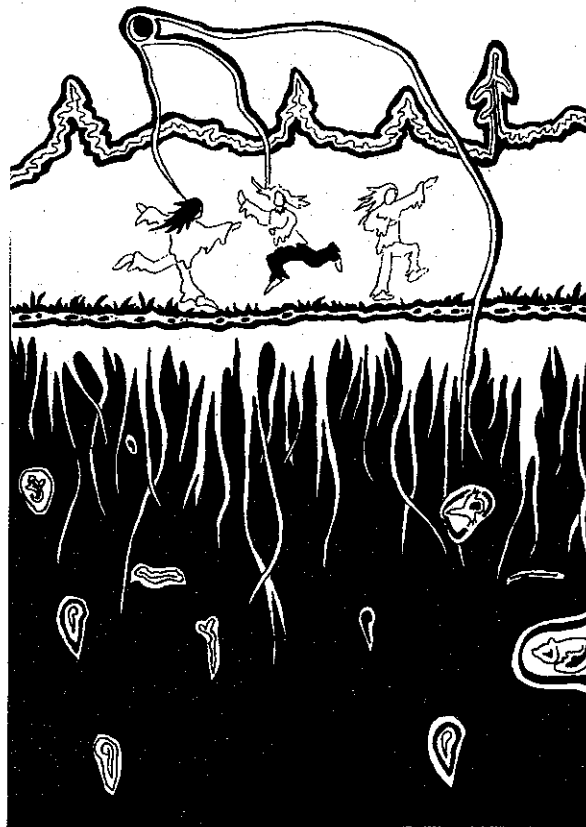
We believe this workshop can help move participants beyond fear and confusion—to hope and action.

The workshop includes the following:

- a Leader's Handbook,
- a Participant's guide,
- and a 23 minute video entitled *Global Warming: Hot Times Ahead?*

Cost: No charge Ontario Residents!

Contact: Friends of the Earth/  
Les Ami(e)s de la Terre  
251 Laurier Ave. W. Suite 701  
Ottawa, ON K1P 9Z9



## THE EARTH—YES!

The Earth; slate gray stones, amber and sienna,  
Bones of brown, metamorphous and  
igneous hue.

Blue marble, agate green, bright corals in the  
sea,

Red clay, white sand, black loam,  
Mineral foam and mist.

Continental drifts and intrusions of granite,  
The slow layering of limestone, the  
compression of jade.

Alluvial siltation and glacial perambulations,  
The grinding dance of plates tectonic.

Fold and fault, the histories geologic  
and evolutionary, strands of time in space,

The growth of the cell, the bloody trials of the  
race,

Have brought us now to this;

I call God from His sky to witness as I say;

There are many worlds, but all exist inside  
this one.

Be content with the miracles that daily appear.

For nothing is higher than that which lives  
beneath our feet.

In this age we will find our peace and heaven  
here,

And beneath our bootsoles our maker  
meet.

For the Earth creates us, yes;

Winds us on the wheel and weaves us in  
the weft,

Threads of life and cells in strands

A verdant cloth that ripples the land

Like a swaddling blanket.

Oh filter and fibre of life!

Earth energy that suckles and swells,

Rising with the sun in the blood and the  
sap,

Chains of food and symbiotic life,

Forever sun to leaf to blood to soil,

Cycles in cycles, born in cycles, absorbed in  
cycles.

Our blood spiraling through all, rising through  
all,

Running like a river to a lover to the land.

The Earth will take all that is past, yes;

All that is over and done in the swinging  
arc of time;

The grasses as they fall in the field,

And forests as easily, and eons upon eons  
Of forests and all they contain.

Your body too, consumed like a moth in a  
flame.

For the Earth will purify us, yes,

Take our tired flesh and channel it back to  
the whole

That is our heart's desire,

Make it new as rain, and fresh as loam,

And hopeful as a child.

Death is not to be feared,

It is unification—our lover calls, and we come.

It is dissolution, not destruction,

For we return—but who knows where?

Out of the Earth, we will be reborn, yes;

For out of the Earth all is reborn, and we no  
different—

No better, no worse no higher, no lower.

Out of the soil womb, fecund and dark,

All issues forth, steadily and with passion.

Out of the water womb, mysterious and vast,

All issues forth, steadily and with will.

Life arising and arising, urge upon urge!

A thrusting, enveloping, streaming pulse,

Accumulating energy, adapting mass and form,

Joined in a continuum of birth and death,

growth and decay.

The never-ending cycles from which the Earth

will claim us,

And consume us,

And affirm us, yes.

The Earth contains all and reveals

A vision of wholeness and infinity,

An invitation to a greater dance, a deeper  
song.  
For the Earth is the interpenetration  
Of vast, rushing atmospheres,  
Of the oceans, transient and ephemeral,  
The rock of the living soil, and more;  
The Earth contains life, and genesis.  
Plants, animals, insects—multitudinous varia-  
tions  
Of the life principle, all perfect and  
fulfilled.  
And humans too, the life principle, perfect and  
fulfilled.  
For the Earth contains our cultures, tools  
and works,  
Our minds, gods, philosophies and religions.  
Spirit, love and dreams,  
All flowing in an unbroken stream.  
Irrepressible life spirit, creation energy,  
Upwelling in every tiny corner,  
Of this good, sweet Earth, yes.  
For all is a continuum; we arise, then pass,  
And but for one simple shining moment  
Are indistinguishable from the whole.  
The organic fuses to the inorganic,  
Our atoms mix elegantly,  
And all is indistinguishable from the next;

The good and evil, the high and low,  
The many and the one,  
All wed in the unity of Earth.  
And we say; the Earth, yes, it is sufficient.  
The Earth, yes, it is our home.  
The Earth, yes, it is our body.  
The Earth, yes, it is our self.  
The Earth, yes, it is sacred.  
The Earth, yes, in unity,  
The Earth, yes.

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*Trumpeter* 7:2 Spring 1990.

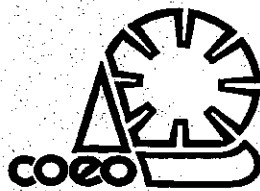
About the poet: Fraser Lang is a musician  
(with Zumak), a writer and a stump farmer  
from the Fraser River watershed, who is  
currently working on a novel.





- Take a moment to*
- *listen to a bird's song*
  - *watch a squirrel dance*
  - *read a story in the mud*
  - *tell time by the rocks*
  - *hear advice in the wind*

*Learn the language of the Earth*



# 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-  
Carlton, 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 one year from date of renewal.

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.