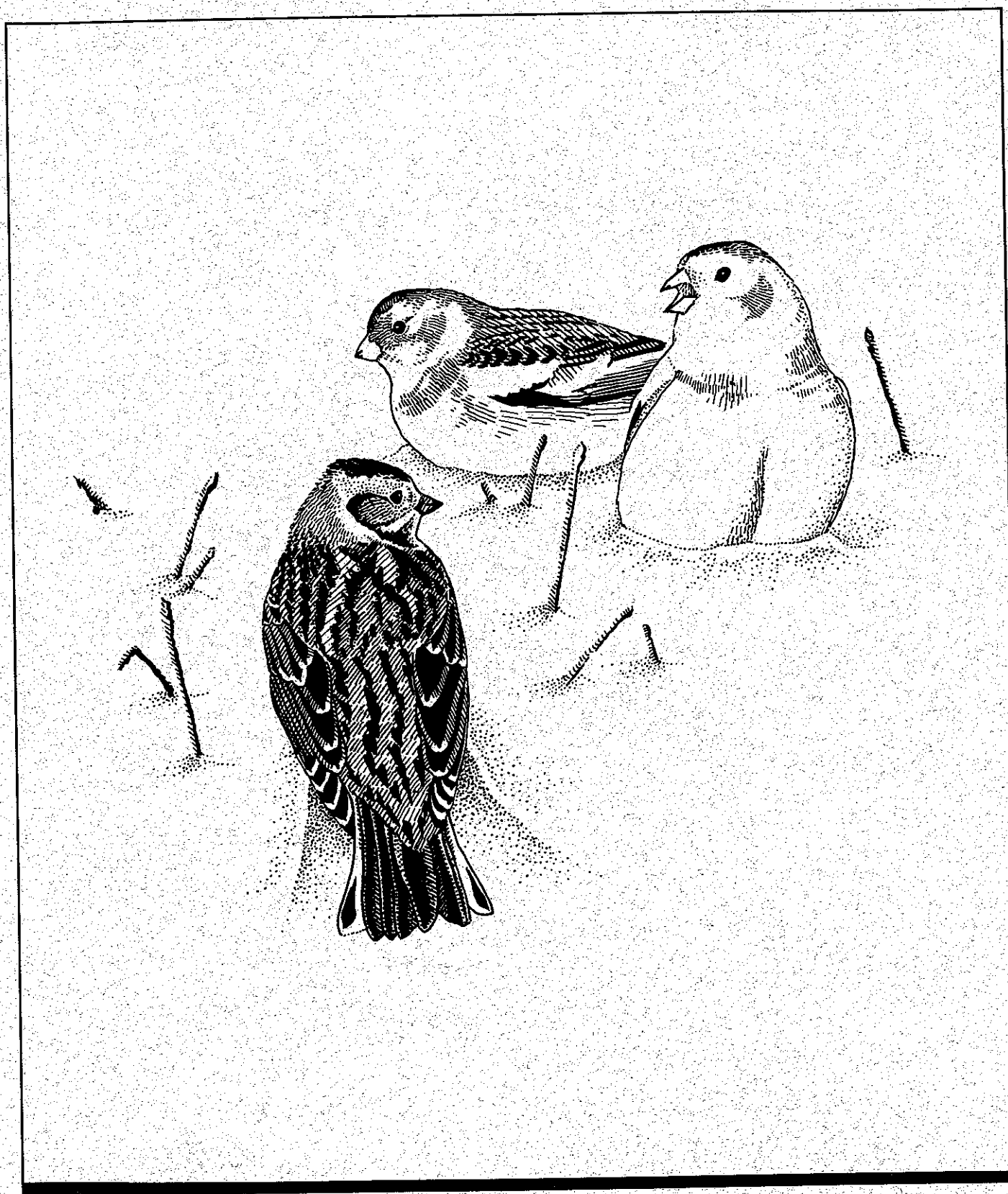
Pathways

Volume 6, No. 2
February, 1994

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



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Pathways is published six times each year for The Council of Outdoor Educators of Ontario and mailed to COEO members. Membership fees include *Pathways*, as well as workshops, courses, and other benefits of membership. Complete membership information and application form are found on the inside back cover. Opinions expressed by contributors to *Pathways* are theirs solely and not necessarily those of the Editorial Board of *Pathways* or of COEO. Advertising included in *Pathways* should not be interpreted as endorsement of the product(s) by COEO.

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Features

Columns

OUR APOLOGIES

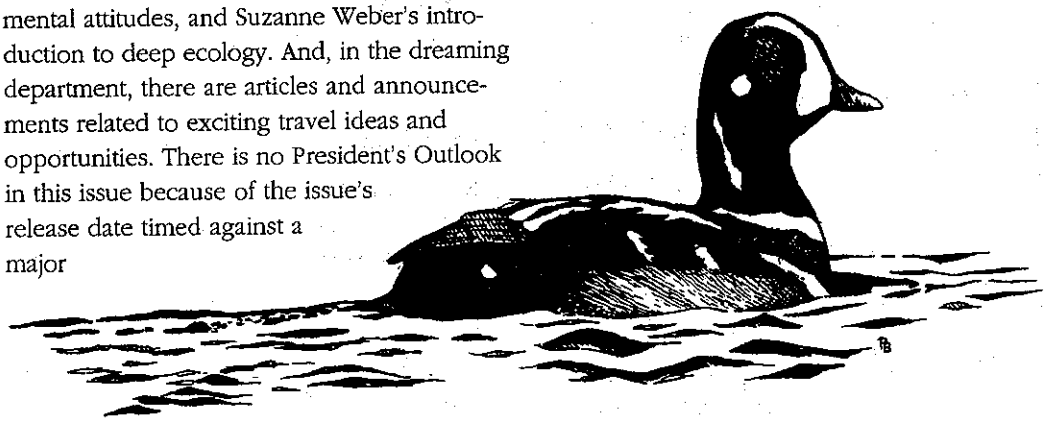
In the last issue of *Pathways* Dec. 93, we regret an incorrect printing of the first name for the article, "Outdoor Education Centres: Is Science Happening Here" by Mike Morris. In two of three printings of the author's name (article by-line and in table of contents), MIKE was incorrectly spelt as MARK. Our apologies to MIKE and any confusion this might have caused.

Editor's Log Book

What could be a more suitable middle-of-the-winter-I've-just-about-had-it-with-this-cold-stuff cover image than Lapland Longspurs and Snow Buntings cavorting in the snow. Doesn't that just about sum up the average COEO member's attitude to winter - not just grin and bear it, but get out there and enjoy it!

We have provided some material for those of you who really want to get out and immerse yourself (so to speak), with articles on ice travel, kick sledding and dog sledding. For a contemplative evening near the wood stove, there is much food for thought in Carolyn Finlayson's views of language and environmental attitudes, and Suzanne Weber's introduction to deep ecology. And, in the dreaming department, there are articles and announcements related to exciting travel ideas and opportunities. There is no President's Outlook in this issue because of the issue's release date timed against a major executive/working group's meeting in January. Glen informs us that there will be lots to report for the next *Pathways*.

Our March/April issue will focus on issues of transition for outdoor education centres. Contact Barrie Martin with ideas and submissions. The spring issue will contain students' work; kindergarten to university, plus ourselves in student mode. Send along your ideas, submissions, letters to the editors on the above and other appropriate themes.



Letters to the Editor

Field Journals as EE Tools

by Carolyn Duckworth

In Environmental Communicator Nov/Dec 93

Triangular white cheek patch, black cap extending in a thin line down the back of the neck, body about half the size of a mallard - these were mental notes I took that helped me later identify a horned grebe. I kept the picture in my head until I returned to my motel room and could sketch the bird in my field journal and add the written notes. Later, I used the sketch to identify the bird from a field guide.

For the past five years, I have been teaching workshops on how people can quickly record what they observe in the field. As part of these workshops, I have observed the different ways people keep field journals. I am now collecting examples of field journals for my graduate work in environmental studies, and am looking at the following areas: field journals as connections to your environment, and field journals as teaching tools in any aspect of environmental education for any age group or in any setting (K-12, adult; classroom, workshop, nature centre, etc.).

Examples of field journals are crucial to this project because I need to show my audience how people use their journals. The examples can contain any style of field notes, inquiries, reflections; they can be from your own journals or those of your students. You can send copies of journal pages, but I would especially appreciate seeing whole journals because I can pick out the entries most helpful to the project.

Another important part of the project is compiling examples of how field journals are used in EE. A literature search found one book and dozens of articles about using journals in math, social sciences, and literature. Chances are good that there are other important articles or reports pertaining to this topic. Please let me know if you know of additional examples.

The main theme of the project focuses on how field journals can connect people to their environment. For example, I recently moved and am using my field journal to record observations about the new plant and animal communities. These observations lead to more questions such as: what species are dominant in this new place? How is the soil different? Where do the prevailing winds come from? Answering these types of questions can lead a person to understand his or her bioregion, and to take actions to help sustain it. If you use field journals in this way, or know of anyone who does (individually or with students/other groups), please let me know.

In order to determine the final scope of this project, I need to hear from you by March 1; contributions can be accepted until June 1.

Contributors will receive a copy of the graduate paper, and will receive credit in the paper and if the material is published. A percentage of any proceeds from publishing will be donated to NAAEE as thanks for your help. If you would like to call me, my phone number is (406) 251-5905.

If you have any materials that you think might be useful, please send them to Carolyn Duckworth, 4318 21st Ave., Missoula, MT 59803, USA. You can also fax me at (406) 251-6035, or communicate electronically either by internet: es__ced@lewis.umt.edu, or by econet: cduckworth.

Carolyn Duckworth is a free lance writer, editor, and photographer, who is currently a graduate student in Environmental Studies at University of Montana.

Letters to the Editor...

Dear Editors:

It's time to accept the reality. COEO has out served its usefulness as an organization. Dwindling numbers and lack of commitment to conference gatherings are signs of people moving on. There are larger organizations making major inroads into the membership and this seems appropriate. The Association of Experiential Educators (AEE) with their broad-based peer reviewed journal, The Institute of Earth Ed and The National Association of Environmental Educators, plus the excellent publication *Green Teacher* are all dominating forces to Ontario practioneers allegiance. COEO, where its members have not been lost to budget cuts and policy changes, has been eclipsed by larger bodies and services.

Anonymous

Editorial Board's Response

It is true that within COEO, commitment seems down and numbers fewer, but the steadfast group of members still brings to all gatherings a spirit of friendship, excitement for new ideas, and love of the outdoors and its teachings that has made conferences legendary and professional interactions vital. We are not a big organization with some central office in some distant place, and members spread across a continent. We are local people you can call anytime for support, an idea, or to talk up the exciting events of 94. Our events are local, assessable, and well suited to intimacy with people and place. Our journal/newsletter is friendly. We'll help young writers and seek your advise genuinely. How did you meet your Outdoor Education associates throughout the province? Chances are your OE contacts are thanks to COEO functions. How will we bring our younger and older people together to share ideas if not through the local channels of COEO. Numbers may fluctuate and times are lean, but for COEO members "small is beautiful" remains a positive force around which to rally and grow ... a bit.

Sketch Pad

Along with a few more of Hap Wilson's images (see December/93 issue for the rest of his work), this issue features the avian artwork of Peterborough's Peter Burke.

Many talented artists try their hand at wildlife art, but those whose images linger are rarely 'just artists.' It is the intimate knowledge of the species being portrayed that sets 'real' wildlife artists apart from the rest.

Peter's training in Biology at University of Guelph is reflected in these renderings - the lay of the feathers, the shape of the head and the positioning of the feet. As an undergraduate who finished with an Honours B.Sc. in 1990, Peter filled his elective options with Fine Arts courses. This meeting of the arts and sciences is reflected in his work.

Peter has a life-long interest in birds and in drawing, one that has been nourished not only by local naturalists and birders, but contact with noted artists Fenwick Lansdowne and Michael Dumas. He spent four summers working as an interpretive naturalist in Algonquin Park, where he did some illustration work for the park's publication *The Raven*.

He now works as a freelance illustrator, and is currently working for Michael Runtz on a new book. Peter is an avid traveller who hopes to have made a winter migration to Ecuador by the time this *Pathways* reaches COEO members.

Peter Burke
RR#10
Peterborough, Ontario
K9J 6Y2

Barb McKean

BRINGING THE OUTSIDE INSIDE

Carolyn Finlayson

When using the word 'outside' one day, I realized that what was making me so uncomfortable was the concept behind the meaning of the word.

This article was in progress as Mark Meisner's article entitled 'Wild Words' appeared in the October 1993 ***Pathways****. Though it explores similar issues, I hope that I can offer a different perspective and some new ideas. (Author's Note)*

In the past few months I have become increasingly uneasy with the words used to describe the out of doors. Do I feel at home 'in nature'? As a part of 'the environment'? Should I tell my friends that I spent the summer 'outside'? I found myself unable to use any of these words without flinching; in fact, writing 'out of doors' in the first sentence felt strange, and wrong.

When using the word 'outside' one day, I realized that what was making me so uncomfortable was the concept behind the meaning of the word. 'Outside' implies a separation from 'inside,' and it was to this division that I reacted. A summer spent canoe tripping blurred this distinction, and made me aware of its implications.

Judith Williamson, in her discussion of mass culture, states that, 'We live today to a great extent in carefully divided spheres: work/leisure, public/private, political/domestic, economic life/emotional life, and so on.' In this 'and so on' category, I include the division between inside and outside, the natural and human world. This separation is socially constructed.

Our language creates divisions similar to and more subtle than the social separation of spheres. Helene Cixous discusses the binary oppositions on which our language is based, and suggests that one side of the opposition is always inferior to the other. The binary opposites create a hierarchical language. Taking the idea of spheres as an example, 'work,' and 'economic life' are valued more than the 'leisure' or 'emotional' spheres.

Cixous offers a list of binaries involving nature. She writes:

Nature/History
Nature/Art
Nature/Mind

What this implies is 'Nature/Human Culture' as an all-encompassing opposition. When we use one of these words in conversation, it is defined by its relationship to its opposite. These divisions re-create our social hierarchy - Nature is implicity inferior to human culture in these constructions, and in our language. Most of what is considered meaningful in the everyday life of humans happens inside; outdoor activities are not connected to social power systems, are usually recreational and therefore expendable. The terms imply the categories - 'in' is acceptable, 'out' is not. These words highlight with unsettling clarity the reductionist paradigm that is a symptom and perhaps a cause of the division between the sphere of the human and the sphere of the natural in our culture.

The words 'inside' and 'outside' and the implied separation did not always exist. They could not have - not in the time when humans lived in the natural world - not when the human species breathed in rhythm with what was around them. I am not suggesting a return to that time, but I do suggest that eliminating the difference between these terms is essential to any positive intimacy between the human species and the 'biosphere.'

We need to reevaluate the language we use and offer children when relating to nature. We cannot take children to the woods and expect their personalities to absorb beauty and develop a connection to the life around them, when we maintain through language the separation implied by 'nature' or 'outside.' We can give them wonderful experiences which have the power to change their perceptions of Nature, but if the words they use to describe

these experiences recreate a hierarchy in which Nature is inferior to human culture, we cannot expect these experiences to deepen into permanent respect and a sense of connection. There must be a change in the way humans relate to the environment - of this outdoor educators are aware. But there must also be a change in the concepts we use to form a new relationship in which nature and human culture are not seen as opposites. There must be a change in the language we use to describe this new relationship. New words must be found, created for this purpose. It requires a fundamental shift in attitude on the part of educators to change such deeply ingrained beliefs, and one of the hardest tasks will be to develop simultaneously these concepts and the language to describe them. I do not know if it will ever be possible to use words which equate humans and nature, which permit some kind of connection free of hierarchical overtones. It may be impossible as long as our society remains divided into spheres and our language into binaries.

The change must come from deeper within our social system than language. Only when we have started to merge the spheres of our lives, to soften and perhaps destroy the hierarchical construction of values, will our language be able to truly change. When we have modified our beliefs and the language that we use to express them can we create a new mythology. This will continue the momentum of the environmental movement, and this is essential to any change in education.

I was canoe tripping with emotionally disturbed teenagers this summer. For many of them, the camp in which they stayed was the closest they had ever been to nature. Going out into the 'wilderness' was often a terrifying experience, but as soon as they realized that the canoe would not sink, and that they would be fed, they started to look around them, to explore, and to learn. One evening, some of the youths and a child care worker paddled to the middle of the lake and sat listening. It had been a clear, hot day, and the sunset, through a low bank of clouds, was spectacular. After they returned, we had a quiet campfire, and the whole group slowly filtered into their tents. It was one of the most peaceful nights on the trip. We never tried to put words to that experience, and I hope that the memory of the lake remains powerfully evocative within them. I hope that someday we have words which can adequately describe and give importance to such experiences, without creating a separation between the human who responds and the world which speaks.

Cixous, Helene. 'Sorties: Out and Out: Attacks/Ways out/Forays.' In *Contemporary Critical Theory*, 559-578. Dan Latimer, ed. San Diego: Harcourt Brace Jovanovich, 1989.

Williamson, Judith. 'Woman is an Island.' In *Studies in Entertainment: Critical approaches to mass culture*, 99-118. Tania Modleski, ed. Bloomington: Indiana University Press, 1986.

There must be a change in the language we use to describe this new relationship

Carolyn Finlayson is currently studying English at Wilfred Laurier University. She is a member of the ***Pathways*** *editorial board.*

TRAVELLING SAFELY ON ICE: ALGONQUIN PARK

Craig MacDonald

From time immemorial, waterways have served as the principal routes of travel in the Canadian wilderness. In winter, when waterways freeze over, canoe travel has been traditionally replaced by snowshoe travel hauling any supplies and gear on sleighs and toboggans.

With appropriate equipment, adequate training and route knowledge, winter snowshoe trips can be made following the waterways of the interior of Algonquin Park and elsewhere in relative safety as they have been for thousands of years. However, higher skill levels and greater caution are required as the consequences of error and misadventure are more serious in the winter then they are for summer.

Here are some safety tips to consider.

1. On normal years in Algonquin Park, the season for safe waterway travel usually begins the first week of January and ends the third week in March. There are great potential risks travelling at other time periods, particularly later in the spring when the ice is of unpredictable strength. It should be noted that it only takes 2" of clear blue ice to support a person, and regardless of the above dates, general waterway travel should not be attempted until there is at least 5" of clear blue ice on the larger lakes.

2. Assessment of ice strength by visual inspection is unreliable. The only safe method is by percussion (striking it with a pole or axe). Always test suspect areas. If the pole or axe goes through with a hard blow, retreat, as the ice will not support you!

3. Suspect areas of weak ice that require testing or complete avoidance include at least the following: any sections with water current which includes lake narrows, outlets, inflows, and outside turns on even the most sluggish rivers; within four feet of the upstream side of beaver dams and within 20 feet of beaver lodges (many are located along the shore); near muskrat push ups in cattail marshes; at fresh ice pressure ridges; near open air holes; and at all shoreline margins early or late in the winter season.

4. As a general rule for route planning purposes, a person can only snowshoe one third of the daily distance in winter that can be canoed in the summer. For average Algonquin Park snow conditions, a group of four can travel with sleds or toboggans at the three following rates: for portages and other land trails unobstructed by windfalls but where snowshoes are necessary = 1 km/hr; for frozen waterways where snowshoes are necessary = 3 km/hr; for frozen waterways where snowshoes are not required = 5 km/hr. With a party of just one or two, expect snowshoe travel rates to be reduced because there are too few people to share in trail breaking and this exhausting task often becomes the limiting factor. Because of shortened daylight hours in winter, five hours of travel time per day is reasonable. Avoid unrealistic travel expectations because they can lead to serious trouble.

5. During the winter, the weight of the snow cover can exceed the buoyancy of the underlying ice. As a result, the ice layer becomes depressed so that water can seep up through cracks in the ice and into the lower layers of snow. The resultant layer of slush can persist for weeks under an insulating blanket of snow. Until this slush water wicks upward through the snow to the level where it can freeze from the top down, waterway travel will be greatly impeded in below freezing air temperatures. At these temperatures, slush will ice up sled runners and make sleds difficult to pull. Also, a stick will be needed to beat ice from one's snowshoes when use of snowshoes is required. Travel will become slow and tiresome.

Although it is often possible to still travel by snowshoe in these conditions using special techniques, it is usually better to delay one's

trip until after conditions have improved.

Slush affects cross country skiers to a much greater degree. **Skis are not a safe mode of interior waterway travel in the Algonquin Park and have led to some serious strandings.** While faster, skis are much less reliable and only work well under a much more narrow range of snow, ice, and weather conditions. Indeed in some years, ideal conditions for waterway ski travel only occur in late winter, if at all. Skiers are best to stick to the well-maintained ski trail systems at the East and West Gate, and the Minnissing trail system.

6. Always be prepared for falling through the ice. At minimum, this would include the following:

(a) carrying a butane lighter on an inside pocket or matches in a water proof container somewhere on your person;

(b) removing the heel straps on any snowshoe binding that can not be removed without using one's hands, especially if travelling on ice covering moving water.

7. If you are forced to make a dubious ice crossing, always carry a pole. Tie a long trailing rope to yourself if you have a partner who could possibly help pull you out. At the first sound of cracking, assume a very wide stance, as this often will be enough to prevent you from breaking through the ice. In your escape, always shuffle. Never roll up on the balls of your feet, as this will concentrate your body weight on too small an area. The desired flat foot action can be aided by curling your toes downward.

8. If you break through ice, the following procedure is recommended:

(a) despite the attraction of land, unless you are only a few steps from touching bottom at shore, always turn 180° in the hole and try your exit from the direction you came. In this direction you would be attempting an escape on ice that previously held you. In any other direction, you would be wasting valuable time and taking an unnecessary risk on untested ice that might prove even weaker.

(b) attempt to get up on the ice, keeping as much of your body surface as flat to the ice surface as possible, using sharp objects in your hands to claw the ice if it is slippery. Such objects would include knives, car keys, coinage, pens, etc. As a last desperate attempt, without hope of outside help, attempt to freeze your cuffs on your sleeves or other clothing or objects to help pull yourself out. In below freezing temperatures, the surface freezing of damp objects to dry ice can be surprisingly rapid.

(c) Immediately head for the closest shore and build a fire before your hands cool to the point where they are useless. Do not attempt to travel until you have thoroughly re-warmed yourself and your clothes and footwear have become fully dry or you have replaced them.

9. Summer canoe campsites are unsatisfactory for winter camping not only because they lack the required quantity of firewood, but they are too exposed to wind and weather to make them safe. Winter campers must avoid all shoreline camping and position their camps at least 100 metres inland where there is better protection and resources. Do not camp on portages, access points or on cottaged lakes where summer camping has been prohibited.

Revised from yet-unpublished Algonquin Park manuscript.

Thanks to Craig MacDonald and Algonquin Park Superintendent Ernie Martelle for permission to print these safety considerations for ice travel.

Feature

DEEP ECOLOGY: BEYOND MERE ENVIRONMENTALISM

Suzanne Weber

We evolved in the natural world with an inherent sense of our place within it, but we have progressively distanced ourselves to the point of viewing the environment as a separate entity.

Environmentalism. Another interest group struggles to make its voice heard among the many groups of people concerned about the various economic, political and social crises in our society. Environmental issues surface briefly on political agendas, only to be swept aside when more pressing economic concerns must be dealt with. To more fully address the environmental crisis of which we are in the midst, we need to look to the roots of the crisis. The problem is embedded in the very way we perceive the world around us. 'Deep ecology' goes beyond the surface symptoms of polluted rivers and species extinction, and looks at the values of today's technological society which have driven us to damage the earth's fragile, life-supporting biosphere.

To better understand the tenets of deep ecology, it is helpful to understand the origins of the movement, beginning with its roots in the science of ecology. The word **ecology** has come to have two fundamental meanings. As a science, it examines the interactions of the living and non-living components of ecosystems in a very systematic way. The complexity of the web of interrelations within an ecosystem has led to another, more widely used, understanding of the word ecology. Ecology is often referred to as the 'subversive science.' Today it is also a movement which has brought to light the devastating effects of our technological progression towards a higher standard of living.

Ecology as a movement gained initial momentum and public support with the publishing of Rachel Carson's *Silent Spring* in the 1960's it showed, using ecological research, how pesticides were causing more harm than good. Armed with scientific knowledge of the environment gleaned from further ecological study, the environmental movement is steadily gaining strength. However, success is often hard-won and short-lived in the political realm. Only by going beyond surface reforms can we respond effectively to the environmental crisis.

Reform, or 'shallow' environmentalism seeks to repair some of the damage caused by past actions, and hopefully to prevent more of the same from occurring in the future. But true change must go deeper into the heart of the matter. 'Deep ecology,' a term coined by Norwegian philosopher Arne Naess, has become the widely used name of a more all-encompassing, alternative view which has long existed at the margins of human society.

One might easily ask how we have time to worry about the environment, with all of the other daily demands on our time. Simply asking this question shows that we do not feel a part of what we now perceive as an 'environment.' We evolved in the natural world with an inherent sense of our place within it, but we have progressively distanced ourselves to the point of viewing the environment as a separate entity.

Herein lies the problem. We inflict suffering on nature, not realizing that we are causing ourselves to suffer in the process. We have lost that primordial sense of belonging in the natural world, and as a result we have forgotten the role which we evolved to play on the natural stage. Now we pay the price. Alienation and a sense of inevitability tend to dominate our experience. These negative consequences do not have to continue to dominate our future. We can look ahead with optimism.

In reality, we cannot afford **not** to be concerned about the degradation in the world around us, to take action and respond to the problem. Improvements in societal attitudes are becoming apparent. The average person is beginning to recycle, legislation is being

passed to 'protect' the environment, and being an environmentalist is becoming socially acceptable. It would appear that the crisis is well on its way to being solved. However, these reforms only scratch the surface, and do not address the deeper societal questions of how our way of thinking has led us to cause such decline in our natural surroundings. Deep ecology distinguishes itself from shallow reform environmentalism by proposing an unconventional way of seeing humanity's place in nature.

Deep ecology suggests a way to return, to begin to know who we really are as humans on this earth and how we can best fulfill our role as members of the biosphere. Instead of relying on the explanations and interpretations of science and society, we must return to immediate experience for our understanding of the world. Pick up a leaf and see not only the chlorophyll, the model of fluid transport vessels, but see also a living entity with a life cycle of growth, change, and death. A being which has as much intrinsic right to Being as do you or I.

Have you ever stood alone in the cold of a January night, with the twinkling stars and the full moon overhead, and felt truly a part of the vibrant, beautiful world surrounding you? Were you more gentle afterwards, taking care not to turn on the electric light which blots out the stars and uses precious energy resources? The tingling of awareness that we are part of a greater organic whole opens the door to discovering a neglected dimension of being human.

In their book, *Deep Ecology,* Devall and Sessions (1985) outline eight principles of deep ecology.

1. The well-being and flourishing of human and nonhuman Life on Earth have value in themselves (synonyms: intrinsic value, inherent value). These values are independent of the usefulness of the non-human world for human purposes.

2. Richness and diversity of life forms contribute to the realization of these values and are also values in themselves.

3. Humans have no right to reduce this richness and diversity except to satisfy **vital** needs.

4. The flourishing of human life and cultures is compatible with a substantial decrease of the human population. The flourishing of nonhuman life requires such a decrease.

5. Present human interference with the nonhuman world is excessive, and the situation is rapidly worsening.

6. Politics must therefore be changed. These policies affect basic economic, technological, and ideological structures. The resulting state of affairs will be deeply different from the present.

7. The ideological change is mainly that of appreciating **life quality** (dwelling in situations of inherent value) rather than adhering to an increasingly higher standard of living. There will be a profound awareness of the difference between big and great.

8. Those who subscribe to the foregoing points have an obligation directly or indirectly to try to implement the necessary changes.

How can the individual try to live life by these principles, and implement these changes? Most importantly, each person must understand deep ecology in their own unique way. Naess would refer to this as developing a 'personal ecosophy.' Living with an ecological conscience means seeing our connections with nature even within the city. Although escaping once or twice a year into the untouched wilderness of a park can be a wonderful, rejuvenating experience, we need a consistent link with our natural surroundings.

The path of change is neither easily nor rapidly pursued. Changes must occur in the institutions which govern our society and educate our children. Deep ecology is not envisioning a utopian society which must be achieved in order to improve the conditions of the environment. Instead, the vision of deep ecology is a guide in the effort to improve the quality of all life on this planet. It is becoming increasingly evident that the pursuit of a higher standard of living is not fulfilling all of

The tingling of awareness that we are part of a greater organic whole opens the door to discovering a neglected dimension of being human.

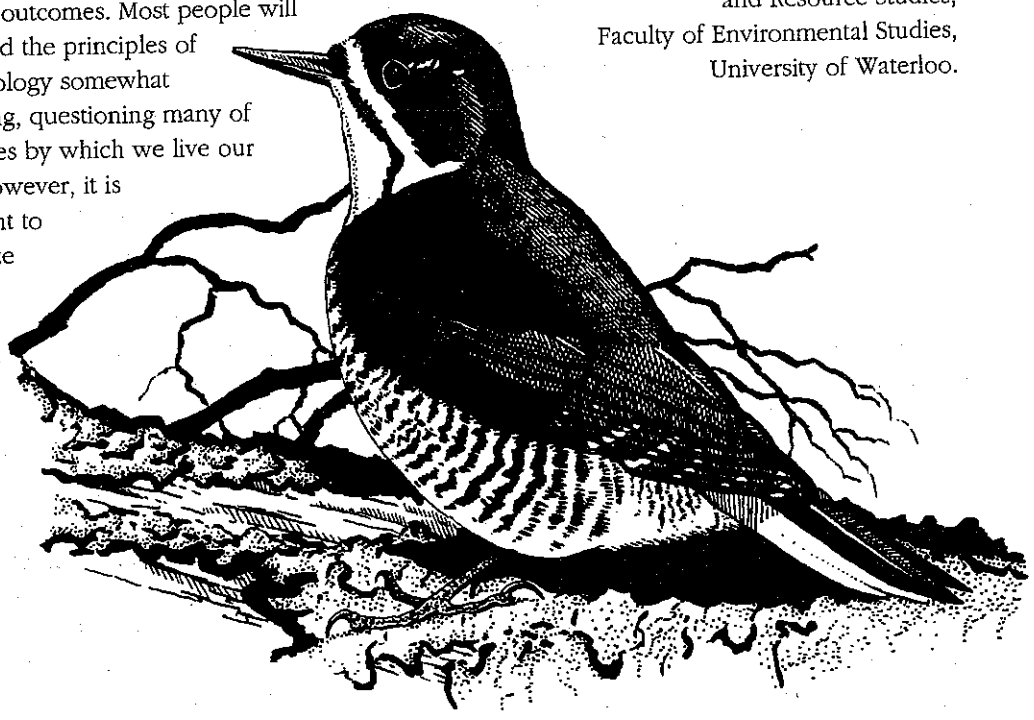
our human needs for love and a caring community. As individuals, we must learn what it means to be part of a community, and extend this community to include the living and non-living Earth of which we are a part.

Communities can create a vision of the future to strive towards. An American citizen's group, *Marin Conservations*, published 'Ten Principles for Decision-Making in Marin County,' in the January 1987 issue of *Harpers*, setting forth new principles by which decisions could be made to improve the quality of life. These principles were adopted by the cities of the county. Briefly, the principles are as follows: '(1) We need space to refresh ourselves; (2) We need diversity to expand ourselves; (3) We need relationships to nurture ourselves; (4) We are not an island, but part of a universe; (5) We are the stewards, not the possessors, of our resources; (6) We are creators as well as conservers; (7) We are not observers, but participants; (8) We are principled and informed participants; (9) We are responsible to others beyond ourselves; (10) We are the shapers of our future' (pp. 19-22).

The way is uncharted. Once change begins, it is impossible to foresee all of the possible outcomes. Most people will likely find the principles of deep ecology somewhat disturbing, questioning many of the values by which we live our lives. However, it is important to recognize that we have lived for years without questioning or even identifying some of these basic premises of our way of life. It is a challenging process to look at one's fundamental beliefs and to evaluate them as a base for the future. A sense of confusion and disorientation are normal experiences in the process of becoming a more mature human being. Like the citizens of Marin County, we can begin to examine ourselves and our immediate communities, and work together for a better future.

Deep ecology does not propose that the environmental crisis can be solved overnight. Bringing about changes in the underlying beliefs in society will be a gradual process, involving the determined efforts of many individuals. The environmental crisis is apparent even in the very language we use to describe it. Sometime in the future, when we no longer see a need for the word 'environment' to describe something separate from human beings, then we will no longer be in the midst of an 'environmental' crisis.

SUZANNE WEBER is currently a Master's Student in the Dept. of Environment and Resource Studies, Faculty of Environmental Studies, University of Waterloo.



Feature

LIVING WILD

Merrily Walker

In the middle of traffic, smog, dust and noise, hurrying crowds and departmental deadlines, do you ever dream about escaping from the city and living in the wilderness? Some of us manage a week's sailing in the Charlottes, a month's canoeing in Labrador, or a sojourn of camping in Cape Breton, then we gratefully hurry back to hot showers, soft mattresses, the neighbourhood video store, and E. Power Biggs on CD. But Les Stroud and Sue Jamison are going to live the dream. In a few weeks they are going to leave their home near Temagami and spend a year in northern Ontario living in pre-European invasion 15th century conditions.

Les and Sue, with Doug Getgood, own and operate a company called Wilderness Voice. They lead canoe trips and teach primitive survival skills such as lighting fires, wilderness first aid, and how to eat off the land without starving or being poisoned. They will be managing without metal, matches, Goretex, potato chips, sugar, guns, or the Saturday comics. They plan to carry moose meat dried into jerky as a dietary staple because Ontario hunting laws restrict big game hunting to only a few weeks of the year. The past year has been spent making that jerky; studying; talking to native elders; making flour out of cattails, and sewing their protective wardrobe out of animal hides. No needles and thread, only bone awls and deer sinew. They have also been flèching arrows; tanning and scraping animal skins; weaving baskets from birchbark and twigs and blankets from rabbit fur; learning about natural medicines; flint-knapping rock to make arrow heads; carving and stringing bows; making snowshoes; finding clay to make pottery; gathering and tasting edible wild plants to reduce the risk of possible allergic reaction, and making snares for game.

Who are these intrepid adventurers? Les Stroud is a published songwriter and former associate producer for MuchMusic and Sue Jamison, a freelance photographer, worked as an account manager in advertising. They met on a winter camping course after having decided independently that they had had enough of the rat race. Fortunately they enjoy one another's company. They have spent years learning such skills as white water canoeing, wilderness emergency care, dog sledding, and environmental awareness, but have decided to focus their attention on wilderness survival and primitive native skills. They have been trained by experts in primitive living from all across America and have since taught these skills to government agencies, universities, school groups, and outdoor education centres. They are also C.O.E.O. members.

Les and Sue have the help of a team of expedition advisors, friends, and former instructors, who each bring a unique expertise in a different area of wilderness survival. Members of the team include John and Geri McPherson, experts in primitive skills from Prairie Wolf in Kansas; Doug Getgood and Fred Rowe, survival instructors from Toronto; Wes Werbowy, an expert on arctic survival and the Inuit; and Dr. André-François Bourbeau, whose specialty is the diet of ancient indigenous peoples.

Five times during the past year, a camera crew have visited Les and Sue. The cinematographer and sound recordist from Keg Productions have interviewed them and documented their preparation. Keg have also produced documentaries on Kirk Wipper, Bill Mason, and Algonquin Park. Les and Sue will also be using a 16 mm camera to film events from their life in the wilderness. The batteries for their camera will be recharged by a specially-designed solar cell. The camera crew will follow them as they start their journey, pad-

Our goal is to live in the wilderness using only what nature provides, incorporating North American aboriginal skills with modern survival knowledge for ... one year.

We ... have a passion ... for primitive living skills and for gaining a deeper understanding of the wilderness on its own terms.

INSTITUTE FOR SPACE AND TERRESTRIAL SCIENCE

CAMP DIRECTOR
ALGONQUIN SPACE CAMPUS

Located at the site of the Algonquin Space Complex, 88 km west of Pembroke in Algonquin Park, Algonquin Space Campus is Canada's first residential space education facility for high school students. The Campus will open for its third season in June. Enrolment is limited to 60 persons per week for the 10-week season from June to August. On site is one of the world's largest radio telescopes; waterfront; land sports facilities; Tranquility II , a modern 18,000 square foot Space Campus residence, three laboratories and other major buildings and installations used by Space Campus and visiting space scientists. The Director has private accomodations and an office within Tranquility II. Algonquin Space Campus is a project of the Institute for Space & Terrestrial Science, an Ontario Center of Excellence.

The Space Campus program includes model rocketry, robotics, human performance in space, remote sensing, astronomy and solar physics, in concert with a complete recreational program.

Your Key Responsibilities:

- supervise all instructional staff, a nurse and two cooks.
- all Campus logistics and administration
- on-site public relations
- health and safety of all staff and campers and the smooth operation of the Campus.
- this is a full-time residential position from June 11 to Sept.4
- ISTS will request your participation in staff recruitment and program development at the offices of ISTS in Toronto prior to June 11, 1994.

Your Qualifications:

- proven camping/teaching/recreation leadership experience, preferrably as a camp director, assistant director or senior supervisory position within a certified camping environment
- excellent communication and organizational skills
- ability to motivate staff and campers
- an interest in a variety of sciences and technologies, especially in the use of computers
- current CPR, swimming or first aid certificates would be an asset

Remuneration will be commensurate with experience.ISTS will cover the room and board at the Campus. Interested applicants should forward their resumes to the Director of Human Resources, Institute for Space and Terrestrial Science, 4850 Keele Street, Second Floor, North York, Ontario M3J 3K1 by Feb. 28,1994. Please quote reference number ASC-9401.

ISTS is committed to Employment Equity

dling into their remote location in birchbark canoes built for them by craftsmen at Old Fort William in Thunder Bay. After four days of filming activities and interviews, the camera crew will leave Les and Sue alone to begin their experiment.

A few other modern conveniences besides the camera will be among their provisions. Les insists on wearing his contact lenses and carrying a year's supply of cleaning solution. A two-way radio will be kept in a bear-proof strongbox to be used to call for help in an emergency. They will have a complete first aid kit to guard against dangerous infection. There will also be a sealed container of emergency food supplies, but Les and Sue hope the seals will still be unbroken a year from now.

Are you tempted to stow away aboard one of their canoes? I am developing cold feet. Some wet night this spring, as I snuggle into my soft, warm bed inside by cozy, dry, insulated house, I will pause to think of Les and Sue curled up in their hide and spruce bough shelter listening to the wind and rain. I am eagerly looking forward to the documentary.

MERRILY WALKER is a member of the ***Pathways*** *editorial board.*

Feature

DOG SLEDDING IN THE CLASSROOM (?) AND SCHOOLYARDS OF EAST PARRY SOUND

Doug Bruce and Dale D'Allaire

About 35,000 years ago, the people of central Asia migrated to the extreme northern regions of Siberia and the Arctic. They brought with them their jackal-type dogs which were crossbred with Arctic wolves. These animals developed into the northern breeds known today as the Malamute, Samoyed, Spitz, Keeshound, Elkhound, the Nootka dogs of Iceland, and the Russian Laikas.

As the Eskimos moved across the Russian Arctic Circle towards Greenland, others moved in behind them and established tribes along the foothills of the Cherski Mountains at the basin of the Kolyma River. One of the tribes was the Chuchi who were to develop the Siberian Husky, sometimes referred to as the Siberian Chuchi.

The northern breeds are generally known as Huskies. It is generally believed that Husky is a European corruption of Eskimo 'Esky.' It could also be a corruption of Chuchi. I will leave it to you to decide.

The Chuchi were divided into three groups: the fishermen who lived along the shore of the Kolyma River; the traders who lived in permanent villages; and the nomadic hunters who followed the reindeer herds. These three groups traded with each other, and they depended on their dogs to transport goods, pull their umiaks along the shore, and assist in hunting.

They soon developed a dog that could pull a moderate load over a long distance with a small expenditure of energy. These dogs had to have a good temperament as well, because the whole family would travel together and their small children would be exposed to the dogs.

These characteristics have endured to the present time and have made the Siberian Husky most desirable for sledding, showing, and as the family pet.

In 1896, a Juneau prospector discovered gold in the Klondike, and the rush was on. Thousands of men headed north to find their fortunes. Great numbers of dogs were pressed into service to pull the miners' sleds ladened with supplies. The northern breeds as well as mixed breeds imported from the south made up these teams. It was estimated at the time that there were more dogs per capita in Alaska and the Yukon than anywhere else in the world.

The winter ice blocked out the world. The only communication was by telegraph and dog team. The miners were proud of their teams and bragged continually. Finally, Scotty Allen proposed a race to determine whose team was best. In 1907, the Nome Kennel Club was formed to organize the First All-Alaska Sweepstakes to be held in April of 1908. The race was to be run from Nome to Candle and back, a distance of 408 miles, with a first prize of $10,000.00.

A Russian fur trader, William Goosak, arrived in Nome with a team of dogs substantially different in size, disposition, and appearance than the local dogs. This team was entered in the 1909 race, and the oddsmakers did not give them a second thought because they were so small: they placed third. Impressed by these little dogs, Fox Maule Ramsey chartered a schooner to Siberia and returned with 70 dogs. In 1910, he entered three teams; one driven by himself, and the other two driven by Ironman Johnson and Charles Johnson. Ironman Johnson placed first in a record time of 74 hours 14 minutes and 37 seconds. Ramsey took second place and Charles Johnson took fourth.

Teams of Siberian Huskies continued to dominate these races until the races were discontinued during the First World War. From these not so humble beginnings, the Siberian Husky has spread across North America and

But the mushing experience is not out of reach. Several tour companies offer the opportunity to drive your own team

Europe, and dog sled racing has reached international proportions. During the Calgary Winter Olympics, dog sled races were held as a demonstration sport. If accepted, they will be included as a regular event, and sledding will become even more popular.

Local clubs hold races throughout the winter. Perhaps one of the best known is the Minden Sled Dog Derby held on the main street of this Haliburton town. Hundreds of teams assemble here in late January each year. It is one of the most spectacular winter events in the area. The dogs used in this race are cross breeds; Siberian Husky and another breed which the musher feels will produce a faster dog. They are enthusiastic and eager to run, leaping straight up as the sled is being held by human-held anchors at the starting line. The official timekeeper gives the musher the nod, and the team strides out at better than 30 miles per hour. It is easy to get caught up in the excitement and one's imagination can put you behind a sled in the High Arctic mushing for endless miles, perhaps delivering the mail between remote outposts.

But the mushing experience is not out of reach. Several tour companies offer the opportunity to drive your own team. We at Raven's Watch Dogsled and Bicycle Tours offer varying lengths of tours, from a weekend to a week or by the hour or day. Each of our clients is instructed in harnessing and hooking up the dogs, and the fine art of handling the sled. When all is ready, the expedition sets off along the snow-covered trails near Algonquin Park. By driving their own team, each person becomes familiar with the personality of each dog on their team, and is also free to fully absorb the tranquillity of the trail. Lunch is eaten on the trail, and we arrive at our cabin in time for a hardy home cooked meal. Caring for their team is part of the experience, and everyone helps to feed and bed down the dogs for the night. The day complete, the dogs set up a howl singing to the stars in the northern sky.

The next day, we start off with an old-fashioned breakfast, lots of calories to fuel the day ahead. There is plenty of time for snowshoeing or cross-country skiing, photography, or some quiet time with the dogs before we hook up and head down the trail on the next leg of our journey, or home if it is a weekend trip.

One of the most enjoyable experiences is taking the dogs to the schools in our area. The East Parry Sound Board of Education has used dog sledding demonstrations for the past three years, as an enhancement to existing programs.

Sled dogs have been introduced as a thematic approach in the study of indigenous

peoples, as an example of working dogs, and as a regular component of the Outdoor Elective Programs.

Dogs are brought into the classroom, and the children are allowed to interact with them. They are given a brief talk on the history of the breed and dog sledding. They are told how these dogs are fed and cared for. The student asks questions and always begin discussions about their own dogs and their experiences with them. A demonstration is given in the classroom to explain how the dogs are harnessed and how the lines are attached to the dogs and the sleds. The class then proceeds to the school yard where teams and sleds are waiting to take the children around the school yard.

Though the benefits of dog sledding in the school curriculum may be fairly obvious, sledding has also been used to facilitate those students with special needs. The rigors of operating their own teams combined with outdoor camping may assist in the building of self esteem, present a physical challenge, generate respect for animals, and promote the sense of responsibility needed to care for these animals.

As I watch the reaction when the dog sled programs are brought in, it is hard to say who is more excited about this new area of discovery, the dogs or the students.

DOUG BRUCE is a partner with SUE MOSS in Ravens' Watch Dog Sled and Bicycle Tours, Box 133, Sunridge, ON P0A 1Z0.

DALE D'ALLAIRE is a naturalist with the North Bay-Mattawa Conservation Authority and is Environmental Coordinator with the East Parry Sound Board of Education.

Her art will be featured in an upcoming issue of Pathways.

KICK-SLEDDING: AN OUTDOOR ACTIVITY FOR EVERYONE

Susan Wilson

A kick-sled is essentially a chair attached to a set of runners.

It's one of those clear, crystalline winter days that makes spring seem irrelevant. The grey skies that dropped soft snow all night have given way to sparkling sunshine. The silence of the cross-country ski trails beckons irresistibly.

But wait. How can you take off for a day in the woods? Everybody else has gone out and left you with the baby. It's great to get them started early, but at least they have to be able to walk first!

Never fear. Kick-sledding is here. Just put your baby in the car seat, strap the seat onto your kick-sled, and off you go. And when you want a rest, take the baby on your lap and sit down.

A kick-sled is essentially a chair attached to a set of runners. When you ride the kick-sled, you stand behind, holding onto the bar across the back of the chair and propelling yourself by kicking as you would on a scooter. You can travel on snowy roads, cross-country ski trails and frozen lakes. You can go up hills and down just as if you were skiing.

Unlike skiing though, there's no need to wax the runner and there's no technique to get the hang of. Holding onto the bar stabilizes your balance and virtually eliminates the danger of falling. That feature makes kick-sleds very popular with seniors who love skiing but do not want to run the risk of broken bones.

And if you want a rest, or decide on a lunch break, or come across a spectacular view that just cries out to be contemplated, have a seat!

Like so many good ideas, there is nothing new about kick-sledding. Scandinavians have been doing it for a century or more. But the idea has just come to North America, thanks to two enterprising Canadians, Kiri Siirala of Carnarvon, Ontario and Ronald Lukian of Rawdon, Quebec, who purchased the continental rights from ESLA of Finland, the oldest kick-sled manufacturer in the world.

Siirala grew up with kick-sleds. 'As children in Finland, we used them for getting to school and back,' he says, 'and our mother used one to go shopping so she could carry the groceries home on the seat. Old people use them as walkers whenever they want to go outdoors in winter. People also find them ideal for getting out on the lake to their ice-fishing huts or into their cottages if the roads are not ploughed because you can carry a fair amount of gear on the seat and on the front runners.'

Kick-sledding is not just for the young and those who are thirty-something with toddlers. It is also an international racing sport. 'Kick-sleds can go quite fast,' Siirala reports. 'The world champion, Hannu Vierikko of Finland, does 200 meters in 19 seconds and 42 kilometres in under two hours.' But Siirala is quick to point out that kicksleds are not intended for steep hills such as toboggan runs or downhill ski slopes. They are designed for more amiable terrain.

'Cross country trails, snowmobile trails, and back roads are perfect for kick-sledding,' Siirala maintains. 'You control your speed going down hills simply by digging your heels in, while keeping the front part of your feet on the runners, or by dragging one foot. It's easy.'

Kick-sleds comes in three sizes to accommodate children and both small and large adults. But they are so easy to handle that the largest size has proven to be the most popular. Even a youngster can use it.

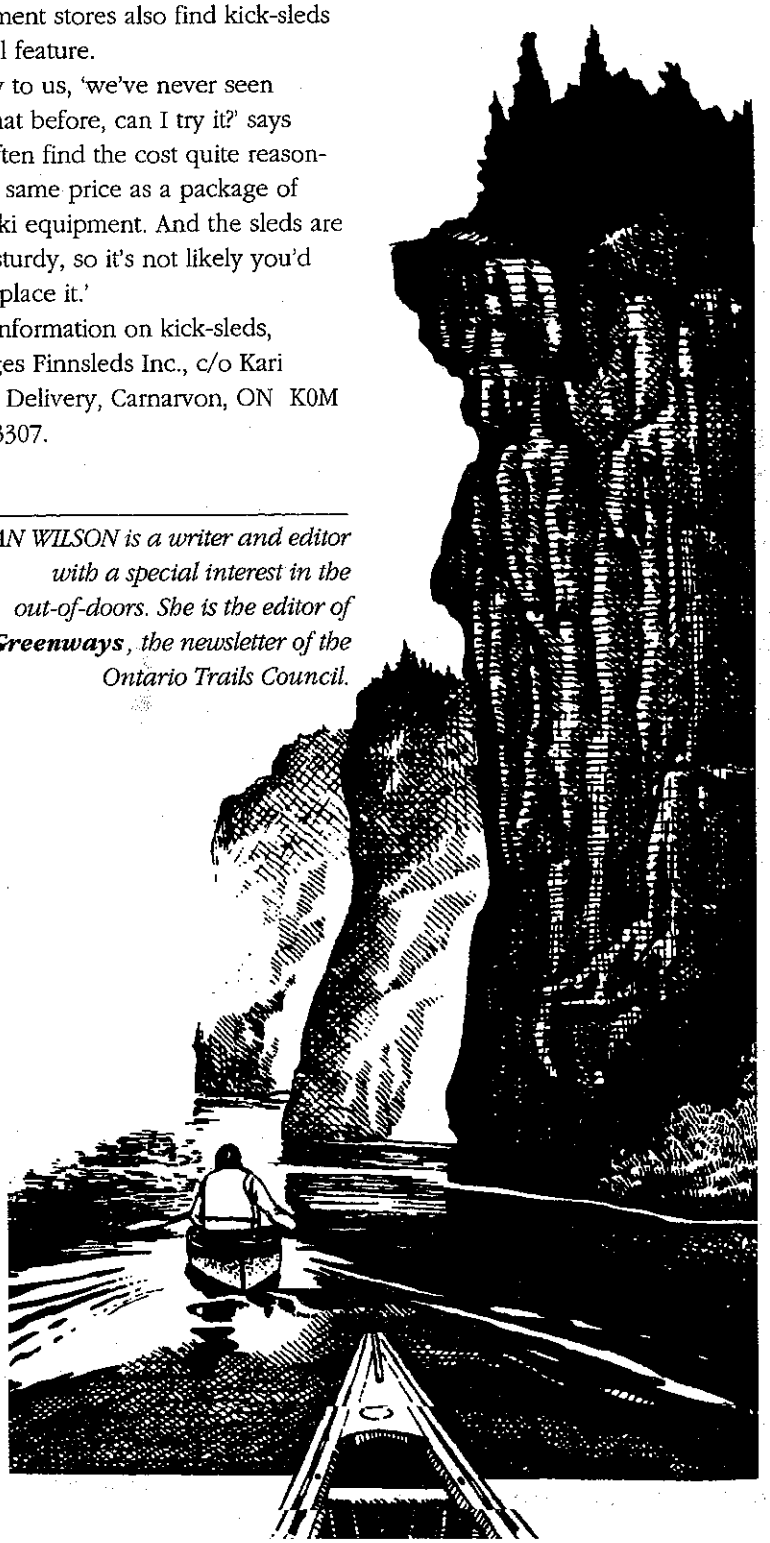
Since introducing kick-sleds in Canada and the United States in 1988, Siirala and Lukian have found an enthusiastic response, much of it by simply taking kick-sleds to events such as Winterlude in Ottawa, the Minden Technical Challenge sled dog derby in Minden, Ontario, and the first North American

kick-sledding championship held last winter in Rawdon, Quebec. Siirala conducted a kick-sledding workshop at C.O.E.O.'s Make Peace with Winter workshop at the Frost Centre, February 5-7, 1993. Managers of resorts and sporting equipment stores also find kick-sleds a popular rental feature.

'People say to us, 'we've never seen anything like that before, can I try it?' says Siirala. 'They often find the cost quite reasonable, about the same price as a package of cross-country ski equipment. And the sleds are well built and sturdy, so it's not likely you'd ever have to replace it.'

For more information on kick-sleds, contact Les Luges Finnsleds Inc., c/o Kari Siirala, General Delivery, Carnarvon, ON K0M 1J0, (705) 489-3307.

SUSAN WILSON is a writer and editor with a special interest in the out-of-doors. She is the editor of ***Greenways****, the newsletter of the Ontario Trails Council.*



TURNING KIDS 'GREEN': TREE PLANTING PROGRAM TARGETS SCHOOLS

Radha Zaidi

The group provides resources, materials and information to children and school teachers to help them understand the critical role that trees play in maintaining the ecological balance on this planet.

Everyone knows that our environment is in jeopardy. Daily the news flashes the doom and gloom headlines of air pollution, toxic spills, and clear-cutting destruction. Today's children are the decision-makers of tomorrow. If we can get the kids involved with environmental thinking at an early age, then they will know from the beginning how important the environment is to them.

Trees for Life Canada is a non-profit charitable organization dedicated to planting trees. The group provides resources, materials and information to children and school teachers to help them understand the critical role that trees play in maintaining the ecological balance on this planet. Such an understanding can contribute significantly to the ability of children, as future decision-makers, to effectively manage and enhance the ecosystem of which they are a part.

To achieve this goal, Trees for Life Canada has developed The Grow-A-Tree Project, an educational program specifically designed for elementary children, to teach the importance of trees in our environment. Students participate in the 'hands-on' growing of a tree from seed, and thereby are able to witness the tree's development first hand. Concurrently, the students are provided with a work book through which they trace through the development of their tree, in the process learning various terminology, definitions, and basic concepts of science and ecology.

Project Description

The Grow-A-Tree program was specifically designed to address the need in Ontario elementary schools for resources and materials that bring environmental education into the classroom. Grow-A-Tree kits include teacher and/or student work books, seeds and 100% recycled, biodegradable tree planting cartons. The program is divided into levels from introductory to advanced, depending on the abilities and reading skills of the children in particular grades. At each level, the Grow-A-Tree program is comprised of complementary parts:

(a) the teacher and/or student work book, which provides students with an introductory level course in ecology and environmental science (particularly concerning the role of trees in the ecosystem),

(b) the tree planting activity, where students participate in the growing of their own trees from seed package.

Through the 'hands-on' approach, children are able to actually witness the development of the tree through the various phases as they follow along in their work books. The tree species are specifically chosen to produce fast results which is important when you are working with children.

Kindergarten to Grade Two levels

The kindergarten to grade two level programs primarily focus on providing teachers with a wide variety of environment-related activities and exercises to introduce very simple concepts in science and ecology that the children may take part in. Particularly, the children are encouraged to begin to regard their own actions as significant contributions to the protection and preservation of the environment. Because students typically find it difficult to read at this stage, student work books are not given. Rather, the teacher's manual contains many group reading and writing activities that the class do together, with the assistance of the teachers.

In addition, the teacher is provided with the necessary details regarding effective care

and maintenance of trees at each stage of development for the accompanying tree-planting activity.

Grade Three to Six levels

The grades three to six level programs begin to introduce children to the significant role that trees play in maintaining the ecological balance in the local, as well as the global communities. The need for effective management of natural resources, particularly trees, is emphasized. In addition, children become familiar with basic concepts in environmental science, such as photosynthesis, erosion, and plant structure. Children are encouraged to develop an understanding of 'scientific method' by investigating the development of their own trees.

The teachers' manuals at this level are primarily designed to give teachers a variety of interesting environment-related discussions and activities which can accompany the material in the students' work books. Explanations of concepts explored in the students' books, as well as scientifically sound background information are presented, so that teachers can effectively answer typical questions that students may have during the program. Manuals include necessary details regarding effective care and maintenance of trees at each stage of development for the accompanying tree-planting activity.

At all levels, children participating in the Grow-A-Tree program plant the seeds in mid-winter and nurture the seedlings in the classroom until spring. The seedlings are then taken home by the children to be planted and cared for on their yards, or they may be jointly planted by the class on school property or some other suitable property with appropriate permission.

Project Hope and Aims

Last year, more than 45,000 children took part in the program in schools across Ontario, and they planted over 950,000 seeds. In the 1993-94 school year, Trees for Life Canada plans to distribute Grow-A-Tree kits to 65,000 elementary school children thereby planting an estimated 130,000 healthy tree seedlings across Ontario. The response from teachers and children who have participated in the program has been very positive. Both the adults and the children have found the program to be a fun and rewarding experience.

The aim of the Grow-A-Tree program is to educate the children in such a way that is not only informative and enjoyable, but also fosters a long-term caring and respect for the environment. The immediate benefits of the program are an increase in children's knowledge of the importance of trees in our environment, knowledge of the methods of growing and caring for seedling trees, and the planting and maintenance of large numbers of trees in populated and urban areas with resultant positive effects. More long-term benefits, in terms of future political and civic trends, are expected to result from raising the awareness of school-age children about the importance of trees for our environment.

In conjunction with the Grow-A-Tree program, Trees for Life Canada will be conducting the needed research to identify the most suitable indigenous species of trees that can be grown from seeds by school children in various parts of Canada and other countries. The organization hopes to contact teachers and school board officials in other countries to introduce them to the Grow-A-Tree packages. Eventually, arrangements will be made for the Canadian teachers and school children to make and maintain contacts with teachers and school children from other countries to discuss the problems and opportunities related to the planting of trees in various parts of the world.

Through a program based on good fun and good science, children are introduced to science and environmental studies and hopefully will foster a lifetime commitment to caring for the environment. Trees for Life Canada can be reached by writing 143 Cayuga Avenue, Ancaster, ON L9G 3B2, by phoning (905) 648-0927 or by faxing (905) 648-9472.

Trees for Life Canada will be conducting the needed research to identify the most suitable indigenous species of trees that can be grown from seeds by school children in various parts of Canada and other countries.

RADHA ZAIDI is the President of Trees for Life Canada, a wholly volunteer-based organization which she founded in 1991.

EDITOR'S NOTE

TREES FOR LIFE was introduced to *Pathways* readers in the APRIL 1993 issue. This is a more complete follow up.

OVERCOMING BARRIERS TO IMPLEMENTING OUTDOOR AND ENVIRONMENTAL EDUCATION (CONTINUED)

Dr. Glenda Hanna

Safety/Legal Liability

I heard you can get sued if you screw up when you're teaching outdoor ed. Isn't that what happened to that teacher over in Smith?' Tom's wife inquired across the dinner table. Tom had just told her he'd been asked by his principal to teach the outdoor education option this year. 'Well, yeah, there are some risks involved, but I'll be careful with the students. I won't let them do anything too far out.' Tom's wife didn't look convinced and he knew she'd be worried all term.

Dealing with safety and liability concerns is often like crossing a glacier. One knows there are **crevasses** present, but one can't always tell exactly which snow bridges will hold and which ones won't. Typically, dealing with this very real mountain hazard involves awareness of its presence, travelling in groups versus solo, roping up, and having the knowledge, skills and equipment to execute a rescue if someone inadvertently falls through.

Similarly, when leading field trips and expeditions each program component (supervision, instruction, route planning and navigation, etc.) must be planned with safety in mind. The Canadian Association for Health, Physical Education and Recreation's (CAHPER's) *Safety Oriented Guidelines for Outdoor Leadership and Programming* (Hanna, 1986) and the Association for Experiential Education's (AEE) *Safety Practices in Adventure Programming* (Priest and Dixon, 1991) provide useful information in helping teachers design a risk management plan for their program. Some school boards (eg. Calgary Public) have developed their own guidelines or standards for teachers conducting outdoor courses or program elements in their schools.

It is important to understand common outdoor program risks and to engage in conscientious planning and preparation of yourself and your students (eg. theory, skills, fitness, instruction plan, supervision plan, equipment, transportation, food, etc). The outcome of good preparation is a reduction of the potential that these risks will result in an accident (falling through a crevasse) and of being sued and found legally responsible (not being able to get out of the crevasse) (Hanna, 1991). Good risk management programs include procedures for regular program implementation, as well as rescue, first aid and other accident follow-up procedures.

The acquisition of relevant program leadership certifications may help by increasing your awareness of risks, in training you to deal with them safely, and by providing insurance protection to you directly in the event of an accident. Some programs may be insured through accreditation of the school or institution versus certification of individual instructors. Finally, some school boards still subscribe to student accident insurance programs which pay out in the event of an accident without the injured party having to sue to secure compensation. In any regard, it is important to ensure that both physical and legal risks assumed over the program are covered with appropriate insurance. Take the time to learn how you would be protected in the event of an accident to yourself and/or your students.

Generally, while you would be named in a liability lawsuit launched against your board in the event of an accident where you were the supervising teacher, it is highly unlikely that you would be held accountable directly for damages. Take care to follow board

It is important to understand common outdoor program risks and to engage in conscientious planning and preparation of yourself and your students

Creative scheduling and staffing can overcome this scheduling barrier as confident, well timed stroke combinations can lead the canoeists successfully around a mid channel rock.

procedures for program documentation, and use signed consent forms and waivers where appropriate to identify and share risks with students and their parents. While releases will not likely hold up against children, they may preclude their parents from successfully suing and in the very least, will make all parties more cognizant of the real risks involved in the program.

In closing, recognize that there are real risks involved in outdoor programs and develop a risk management plan to deal with these appropriately. Understand your legal as well as ethical responsibilities for your students and ensure that sufficient insurance protection is available in the event of an accident.

Timetabling/Scheduling

'You mean we only get two field trips in environmental ed. all year? How are we going to learn about environmental issues if we can't see the places and people involved in them?' Lorna asked her teacher pointedly. Ms. Harris, facing her new grade seven class for the first time was at a loss to respond. 'I'd like to do more field investigations with you. But, we only meet three times a week for 50 minutes. That doesn't leave us much time to go anywhere and get you back for your next class.' She wondered what she could do about rescheduling the class to a format more appropriate for achieving the learning objectives she and the class had worked out.

While substantial foundation work in outdoor and/or environment education can be conducted indoors or on the school grounds, environmental investigations and outdoor explorations must progress to sites or routes involving natural terrain (i.e., the real world) for transformation to occur. We can learn the basic strokes and manoeuvres involved in river canoeing completely on a lake, but it is only when paddling in the current and manoeuvring around **rocks** and other obstacles that the paddler gains confidence in his or her skills. Traditional half-hour to 50-minute class periods are generally inadequate to allow for travel to off-campus sites and/or for experiential processes to be adequately developed. A minimum of one half day per week is recommended.

Creative scheduling and staffing can overcome this scheduling barrier as confident, well timed stroke combinations can lead the canoeists successfully around a mid channel rock. As we know, there is more than one way to manoeuvre around a rock in the river. The rock obstruction may be sideslipped using a draw-pry or pry-draw combination, or the paddlers may use any of a variety of stroke combinations to turn their craft away from the rock and power it forward, then correcting their course again once past the obstruction.

Many teachers have expressed frustration at having to work overtime (after school and on weekends) to get an outdoor and/or environmental education program going. However, most environmental and outdoor education teachers are willing to sacrifice some of their noon hours and/or after school time to stretch the timeslot to allow for longer field trip opportunities, at least occasionally.

A good place to start is with a detailed written outline of the existing school schedule, including an understanding of the reasoning that led to it. It is important to design or redesign your course in a manner that demonstrates consistency with the primary rationale driving the overall school schedule or provides a very clear, articulate explanation for the reasons the current schedule does not meet the students' needs and/or the school's mandate.

Scheduling alternatives may involve securing sufficient administrative and collegial support (other teachers) to allow field trips during school time (wholly, or at least substantially). Part of the answer lies in working toward more interdisciplinary programming, where other teachers bring along their relevant content and process on outtrips. It is crucial that you work with other colleagues to minimize lab/field trip scheduling with the interruption of regular classes. For example, some

teachers try to minimize their impact by taking large blocks of students from a few other classes on a particular trip rather than fewer students from a large number of classes. They also work with their colleagues in drawing up a school event schedule to ensure trips don't conflict with other planned special events.

One teacher described the need for field trips well, saying, 'The school is the laboratory from which to analyze data collected in the field. If the group isn't in the field often, it isn't engaged in experiential learning.' While it is ideal to have frequent field trips designed into an outdoor/environmental program, some schools do get by with only one or two during the term and a single climax outtrip of 4-7 days (or even longer) at the end of the school year. A few schools have gone the opposite way, where a whole semester is spent off campus, travelling and learning interdisciplinary content.

As one can see, there are certainly a variety of stroke combinations which can be employed to deal with potential scheduling problems. The key lies in anticipating the rock (the school schedule) in advance, then consciously planning a course of action and communicating and cooperating to manoeuvre the craft around the obstacle.

DR. GLENDA HANNA is a professor of outdoor-environmental education at the University of Alberta

THE ROLE OF THE PROFESSIONAL FIELD NATURALIST IN PLANNING OUTDOOR EDUCATION FACILITIES

Chris Blythe

A floral and faunal inventory of the site is the first step in the planning of a sound program to utilize the various aspects of the site.

Many school boards, religious and charita- organizations have, as part of their programming, outdoor education centres and recreational camps. Some of these properties consist of sizeable acreages of forested land. In many cases, the development of these properties has taken place with little planning or foresight concerning the ecological consequences such activities will have on these ecosystems over the long term. Also, the owners and managers of these properties are often unaware of the myriad of species of plants and animals resident there; a valuable asset for educational programming.

Recently, a number of small consulting firms have been formed to assist these organizations with planning their site development and enhancing its use from an environmental education perspective. These individuals can advise the landholder of the site's potential for environmental education as well as make recommendations concerning the siting of buildings, roads, and trails, to minimize the detrimental effects of these developments.

A floral and faunal inventory of the site is the first step in the planning of a sound program to utilize the various aspects of the site. This involves the consultant conducting a series of co-ordinated sweeps through the property to identify just what specifies are to be found in the area. These inventories are usually conducted during the three main flowering periods of the growing season; early spring, mid summer, and early fall. At the same time as the botanical component of the site is being enumerated, avifauna and other wildlife are also being inventoried. The result of this inventory yields the landholder a list of all the species found and a map of the various ecological zones on the site such as upland hardwood forest, bogs, marshes, etc.

Since the process of intensively inventorying a site with a trained observer is a relatively rare occurrence, occasionally some rare or endangered species are found, to the surprise of everyone.

Many organizations are satisfied with a simple inventory of their property and have the in-house expertise to use the collected data to enhance their educational programs. If the expertise is not available, some consultants may suggest various types of educational programs designed specifically for the site.

Other site users may require more assistance from consultants by requesting that they make recommendations for the design of road access and trails throughout the property.

Trails require a good deal of thought and planning to route them through areas of interest and natural beauty, while at the same time minimizing the effects of erosion and compaction that a heavily used trail might engender. Occasionally, trails should be intentionally routed away from areas where rare plants or animals are found since some species do not take kindly to human intrusion, uninformed collecting, or trampling.

In some cases, the property owner may wish to improve the site's potential for wildlife and create a more diverse habitat. This can be accomplished through things as simple as providing nesting habitat by placing birdhouses for tree swallows, and bluebirds in an abandoned field area, or can involve the clear cutting of certain areas to provide 'edge' habitat loved by deer, foxes, grouse, and numerous other species.

An even more ambitious project would be the design of ponds or valley impoundments to create wetlands where formerly none

existed.

Wetlands on a site are often an overlooked educational resource, since they are always rich in wildlife, but often difficult to access. A well-placed floating walkway or a bog walkway provide numerous opportunities for studying both plants and animals.

Waterfronts pose special problems, since any work around water is subject to stringent controls by the Ontario Ministry of Natural Resources. That weed-filled bay that, if dredged, would be an excellent swimming area, is also considered prime fish habitat. Stones removed from the water to create a crib dock or swimming area might also be the spawning habitat of the Lake Trout.

The siting of sewage disposal facilities near water comes under the scrutiny of the Ontario Ministry of the Environment. These regulations are designed to ensure that no effluent from leaching beds enter the water body. Many lakes in cottage country have been significantly altered owing to the increase in nutrient loading from faulty or poorly designed sewage and grey-water installations.

Obviously, the process of inventory assessment and planning a good environmental education facility requires the developers of the site to take the long term view. A thorough inventory will take at least one full season, although the consultant may only spend three days on your property. To affect changes to the site take even longer. Of course, one of the benefits of this approach is that the process of inventorying the site and enhancing its wildlife potential can become part of the learning experience for the users of the site.

CHRIS BLYTHE is a founder of BLYTHE AND ASSOCIATES: Professional Field Naturalists, specializing in Botanical and Wildlife Inventories, Conservation Lands Evaluation, Wildlife Enhancement Planning, Wilderness Estate Management.
Box 136, Magnetawan, ON P0A 1P0
(705) 387-4315

EDITOR'S NOTES

Many Outdoor Education Centres have conducted property inventories and planning, but perhaps it is time to consider rehabilitation measures.

THE GATHERING SEPT/OCT '94

Watching the Magic Build

Imagine the magic of Algonquin Park at the peak of the fall colours. Imagine sharing ideas on the latest topics in outdoor education. Imagine eating gourmet food. Imagine all of this and more at a reasonable cost. Imagine no more. The annual gathering of COEO at Conference '94 will be held at Camp Arowhon in Algonquin Park on September 29 to October 2, 1994.

The conference committee is now putting together a program that will include a wide variety of outdoor education topics, including; history, art, music, and natural history. We will have ample time in session to explore outdoor education topics related directly to the wilds of Algonquin via field trips within the Park's interior. Of course there will also be the traditional conference events such as COEO awards and the dance. More details about the Conference will be announced in this space in coming issues of *Pathways*.

As is the case with all COEO events, this is a volunteer effort, and the quality of the final product will depend greatly on the skills and knowledge of the people involved. Fortunately, we are our own best resource. Within the COEO membership, there is expertise of all kinds; canoe trippers, naturalists, high ropes builders, teachers and administrators to name a few. One of the goals of this conference is to recognise and use some of this talent. The conference will serve to get us back in contact with our COEO friends and share in issues in outdoor education with our regional/provincial colleagues. We plan to offer time for COEO working groups to explore issues such as; research for centres, COEO's identity, and membership. It is time to get back in touch with ourselves as the spirited COEO members that we are. We also hope to see many new and young faces treading the paths into outdoor education. If you want to share your expertise and help conference '94 be a great success, please contact Ian Hendry at (519) 823-0006.

COEO Conference '94

Sept. 29 - Oct. 2, 1994

Watch the Magic Build:
Environmental Education
:In You
:In Algonquin
:On Planet Earth

Cottage Country Canoe Routes

by Kevin Callan
Stoddart Publishing Company Limited, 1993.

Cottage Country Canoe Routes is an excellent book that provides the reader with very detailed information about several canoe routes in Georgian Bay, Muskoka, the Haliburton Highlands including the Leslie Frost Centre, and the Kawartha's. These islands of wilderness found dotted throughout Ontario's cottage country were originally preserved for their natural, scientific, cultural, or historic riches. Their development as a recreational area for canoe tripping and other outdoor pursuits was an after thought. Today, the Ministry of Natural Resources, or in the case of Beausoliel Island, the National Parks Service, maintain and mark the routes.

Callan has paddled and portaged all the canoe routes in this book, and he offers excellent first hand information about each one. All of the canoe routes are accompanied by a detailed explanation and a well-marked map. Callan also supplies a chart that lists the number of campsites on each lake and the types of fish that one can look forward to trying to catch in that lake. Another chart presents the reader with the number of portages on a certain route and their level of difficulty. Side trips are also mentioned such as a trail to a heron rookery on McCrae Lake and a hiking trip from High Falls to the stone carvings at Petroglyphs Provincial Park.

Cottage Country Canoe Routes is an attractive book, and it contains many beautiful photographs. The author uses humorous stories and personal anecdotes to make the book not just instructional but also a very enjoyable read. Of particular interest to me was the pieces of historical information that Callan gives about the different routes. Having been to the Leslie Frost Centre on Lake St. Nora, it was with great interest that I discovered how St. Margaret Island got its name, why so many forget-me-nots are planted there, and that the lake was once known as Sonora Lake, a native word for echoes.

Callan cautions the reader that there are some disadvantages to these cottage routes but at the same time he offers sound advice on overcoming these problems. Due to the fact that no reservations can be made, campsites fill up on a first-come first-served basis, and there might not always be a free spot. However, Callan notes that while some routes are definitely busier than others, tripping in the spring and fall will allow canoeists to avoid the crowds. Callan also comments that in the past few years government cut backs have caused a situation where some portage signs may be missing and some of the campsites may not be as well maintained as they once were. While missing portage signs and slightly overgrown campsites may seem like a drawback to some canoeists, this may be an attraction for more adventurous travellers.

All of the canoe routes are easily accessed from anywhere in the greater Toronto area, and there are no permits to buy or reservations to make to enjoy them. The short drive and the length of these trips make them perfect weekend trips. Cottage Country Canoe Routes is an exceptional resource for anyone who is planning a canoe trip or thinking about organizing a canoe trip. Outdoor educators, teachers who run Outers Clubs, and anyone taking groups canoe tripping will find this to be an outstanding reference book.

These islands of wilderness found dotted throughout Ontario's cottage country were originally preserved for their natural, scientific, cultural, or historic riches.

LINDA LECKIE teaches Physical Education and Outdoor Education at the BishopStrachan School in Toronto. As the Outer's Club advisor, she leads groups of students on many outdoor expeditions including canoe trips during the school year.

Rivers of the Upper Ottawa Valley: Myth, Magic and Adventure

Compiled and Illustrated by Hap Wilson, 1993
The Canadian Recreational Canoeing Association
1029 Hyde Park Rd., Suite 5
Hyde Park, ON N0M 1Z0

If you like personal anecdotes, history, general interpretive information; it is all here.

Hap Wilson's previous canoeing route guidebook, *Temagami Canoe Routes*, is a definitive work. *Rivers of the Upper Ottawa Valley* is no exception, and even goes a step further. If you like detailed river and portaging information, you may be overwhelmed. If you like pictures and illustration in an attractive package, you will be more than satisfied. If you like personal anecdotes, history, general interpretive information; it is all here. *Rivers of the Upper Ottawa Valley* goes a step further given its attention to interpretive information in a general and specific manner. Hap fills this guide with his own experience and stories from his travels between 1965-1992. Some add a great deal and others, like the fish hook in the hand mishap that lead to a speedy departure from the Noire River, is simply an odd anecdote that adds little. But taken as a whole, Hap's storytelling is a valuable personal touch that sends the river runner on their way with a simple and useful knowledge base. Hap has the knack of knowing what will be of interest to a canoeing guidebook readership. His historical interpretive information is concise and draws a rich picture of the total area.

However, the mainstay of any guidebook are the descriptions of the routes themselves. The big three, Hap's 'Quebec triple-play,' the Dumoine, the Noire, and the Coulonge, are the main focus here with appropriately less attention to the Barron, Petawawa, Mattawa, Makobe, and Lady Evelyn Rivers. Description of this latter group can be found elsewhere. Friends who paddled the Noire in 1993 found Hap's guide accurate in detail and thoughtful in presentation. In their words, 'the maps are great and the book is easy and fun to use.' For school group guides, the route descriptions (maps and text) are a fantastic teaching tool to accompany the experiential river run. Outer's clubs are paddling these routes now. With this river guide in hand, the education experience is enhanced, be it for river running instruction, camping advice, or historical content. *Rivers of the Upper Ottawa Valley: Myth, Magic and Adventure* is a valuable contribution to Ontario/Quebec's canoeing literature!

BOB HENDERSON

Thanks to Hap and the C.R.C.A. (Canadian Recreational Canoe Association) for allowing us to share some of the art from ***Rivers of the Upper Ottawa Valley: Myth, Magic*** *and* ***Adventure and Temagami Canoe Routes.***

Yes... Its Time For A.....

Spring Celebration

A Weekend Workshop For Educators!!

Friday May 6th To Sunday May 8th, 1994

Leslie M. Frost Natural Resources Centre, Dorset, Ontario

Sponsored By The

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

TENTATIVE PROGRAM

Wetlands Wallow **Astronomy**

Geomorphology **Spring Birding**

Adventure Education **Canoeing**

Old Growth Forests **Orienteering**

And A Bunch More...

FEES

Weekend Package..... $200 (tax included)

Fish Ways Workshop.....+ $25
Fri. May 6th

Day Fee..... $45
(includes lunch & programs)

For Details, **(H) 705-386-0503**
Call Linda McKenzie **(W)705-386-2376**

REGISTRATION FORM COEO Spring Celebration '94

Name:_____ Employer: _____

Home Address:_____ Postal Code: _____

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

☞ Please send me more information about COEO. YES _____ NO _____

☞ Accomodation is 2 per room. If you have a room mate preference, please indicate the registrant's name. _____

☞ I will be attending the Fish Ways workshop commencing at 10:30 a.m. Fri. May 6th. YES _____ NO _____

☞ May we give out your name for car pooling purposes? YES _____ NO _____

Cheques are to be made payable to "Spring Celebration". *No post-dated cheques, please.*

Please mail to Linda McKenzie, Spring Celebration, Box 324 South River, Ontario, P0A 1X0

JAPAN STUDY TOUR XI COME JOIN THE ADVENTURE!

May 5th to May 25th, 1994
Laurentian University

Why go to Japan?

Japan is a country steeped in tradition, adventure and mystical beauty. These qualities will be explored by participants first hand, from tours of Mount Fuji, to an ocean shore visit, to Nikko National Park.

Participants will experience Japanese culture and hospitality first hand as they interact with students and faculty from Ibaraki University. Furthermore, the group will travel to see the site of the 1998 Winter Olympics, as well as meet with the Nagano Olympic Committee.

This Study Tour, as all of the previous ones, puts the emphasis on adventure and outdoor physical activity under the guidance of local instructors and guides. Some of these activities may include the Japanese Adventure Playground, cycling tours, kayaking, trekking, and a trip to the Hot Springs.

University Course Credit

Participants will have the opportunity to enroll in Laurentian University courses (if admissible) and receive credit for:

Phed 4706 or 4716 Independent Study

Phed 4707 or 4717 Current Issues in Physical Ed.

An additional fee to the University will be required.

Inquires to:
Laurentian University
PEST XI
(Attn. Prof. Bob Rogers)
Sudbury, ON P3E 2C6
Ph: (705) 675-1151 ext. 1014
Fax: (705) 675-4845
TRACKING

ENVIRONMENTAL STUDIES ASSOCIATION OF CANADA

355 Lumbers Building, York University
4700 Keele Street,
North York, ON M3J 1P3

The Environmental Studies Association of Canada is a newly formed Learned Society. ESAC is dedicated to the encouragement of research and publication in, teaching and general development of, and activities related to, environmental studies. This organization is federally incorporated, bilingual, and committed to interdisciplinary work. ESAC would like to attract members from all areas of Canada, and elsewhere, in academia, the public sector, private sector, and non-profit organizations.

Environmental studies has become an important area of scholarship and research, addressing social, cultural, ecological, economic, political, psychological, historical, philosophical, aesthetic, legal, scientific, and religious aspects of environmental issues. The purpose of ESAC is to provide a forum for discussion and exchange of information, establish networks, organize conferences, and foster the development of environmental studies. The Social Science Federation identified 37 sessions on environmentally-related themes at the 1993 Learned Societies Conference in Ottawa. This level of interest indicates the need for a Learned Society dedicated to environmental studies.

ESAC will produce a newsletter twice a year. This newsletter will include notices of upcoming conferences, publications, research projects, available positions, and information related to the annual Learned Societies Conference and activities. The first newsletter will be available in the early months of 1994. ESAC will also produce a directory of its members that will include a description of their research interests. The directory will be available sometime in the summer of 1994. Additionally, a journal is being planned to provide opportunities for publishing and critical dialogue. As

well, we are planning to hold a membership meeting at the 1994 Learneds in Calgary, and to organize sessions for 1994. For more information, use contact address above.TRACKING

THE NATIONAL PARKS OF ENGLAND AND WALES

Announcing a
Unique Comparative Study Tour
for 1995 (April 27 - May 18)

This tour is offered by the University of Ottawa, with the collaboration of the Canadian Parks Service, the English Countryside Commission, the Countryside Council for Wales, the University of East Anglia, and the International Centre for Protected Landscapes at the University of Wales. The tour will focus on practices and issues related to conservation of cultural landscapes and management of recreation and tourism resources. Selected national parks will serve as field case studies and provide the stage to explore on foot, on bicycle, or other means, England's and Wales' most outstanding regions. Opportunity to visit London and other popular destinations will also be included. The tour, which can be simply audited or taken for university credits, is limited to 25 participants.

For more information contact:
Dr. Claude Cousineau
Department of Leisure Studies
University of Ottawa
Ottawa, ON K1N 6N5
Ph: (613) 564-5941
Fax: (613) 564-9976TRACKING

A FANTASTIC JOURNEY INTO THE ROUGE VALLEY

The Rouge Valley Hypercard Project was created by Grades 5 and 6 students at North Bendale Public School in Scarborough. The purpose of the project was to encourage the development of an environmental ethic in students while enhancing their computer skills.

Through hikes, slide shows, and research, the students explored the Rouge Valley ecosystem. They also received training on Hypercard, an interactive programming language for the MacIntosh computer. When the students applied their new knowledge and skills, the result was The Rouge Valley Project complete with script, graphics, animation and sound. The Project is contained on three disks:

A Hike in the Rouge - an introduction to the Valley highlighting areas of interest.

Flora and Fauna - features 15 common and endangered plants and animals.

Concern for the Environment - examines reasons for concern and presents actions that have and can be taken to protect Rouge Valley.

The Rouge Valley Hypercard Project is available by sending $5 per disk to: North Bendale Public School, 29 Aveline Crescent, Scarborough, ON M1H 2P4. A portion of the proceeds support The Creative Learning Centre, a unique environmental education centre in Costa Rica.

FROST CENTRE WORKSHOP SCHEDULE

The following workshops will be held at the Leslie M. Frost Natural Resources Centre, in Dorset, Ontario.

Friday, February 25 to
Sunday, February 27, 1994.

French Fish Ways Leader Workshop, hosted by the Ministry of Natural Resources. This 2 1/2 days workshop is designed to train educators and MNR staff to deliver Fish Ways Introductory Workshops to teachers and other educators. Prerequisite: Fish Ways Introductory Workshop. *Please note this workshop will be delivered entirely in French. (Contact: For French Inquiries - Dave Gibson 705-766-2451; for English Inquiries - Theresa Cunningham 905-832-2761 ext. 384.

March 24-26, 1994

Natural Resources for Educators Workshop, sponsored by the Ministry of Natural Resources (Contact Dana Kinsman 705-766-2451).

Introductory workshops of 'Focus on Forests,' 'Project WILD,' and 'FishWays' programs. Participants will receive training and activity guides for all programs, plus many other resources. Suitable for K-OAC teachers. (English)

May 6-8, 1994

Spring Celebration sponsored by the Council of Outdoor Educators of Ontario (Contact Linda McKenzie 705-386-0503)

A variety of workshops designed to improve outdoor education skills and knowledge. All types of educators will benefit from this conference. (English)

July 1994

Environmental Science Additional Qualification Courses Parts 1 & 2 from Nipissing University. Participants will be in residence at the Frost Centre July 3-9 and July 17-22. For more information contact Stan Percival 1-800-461-1673 or Barrie Martin at 705-766-2451.

August 10-12, 1994

Understanding Ecosystems Workshop sponsored by the Ministry of Natural Resources. This workshop will explore important ecological concepts and related issues. Topics include biodiversity, old growth, ecosystem management, sustainability of resources. Contact Mike Turner 705-766-2451.

April 22-24, 1994

Changing Parks. A Conference on the History, Future, and Cultural Context of Parks and Heritage Landscapes, jointly sponsored by Trent University and the Ontario Ministry of Natural Resources. Held at Holiday Inn, Peterborough. For more information, please contact: John S. Marsh, Director of the Frost Centre for Canadian Heritage and Development Studies, Trent University, Peterborough, ON K9J 7B8. Ph: 705-748-1749, Fax: 705-748-1801

BOB PIEH: 1916-1993

Robert J. 'Bob' Pieh passed away September 18, 1993. Bob made significant and lasting contributions to outdoor education in Ontario and beyond. As the founder of two Outward Bound schools - one in Minnesota and one on Black Sturgeon Lake, north of Thunder Bay - his contribution to Outward Bound in North America is unequalled. As faculty member at McArthur College (Queen's University), he helped establish some touchstones of the Outdoor and Experiential Education program - real outdoor experience and real risk-taking, real belief in students' innate ability to grow from direct experience, volunteer community service as part of a whole education. As a contributor to C.O.E.O. functions he fostered vision, optimism and growth. Many educators have been touched directly by Bob's presence or indirectly by the progressive rippling of his visions and his methods.

Andrew Orr, now Executive Director of the Outward Bound School in British Columbia recalls the following:

'I recall Bob's guidance as the Black Sturgeon Lake Outward Bound community began to form at the base camp, Homeplace. He was known for his after dinner talks which either dealt with specific issues or just shared thoughts. I remember one in particular. Some of the staff, who felt that the 'granolas' had taken over the world and condemned them to eating birdseed, decided to cook a 'proper' breakfast for the assembled multitudes. Steak and eggs were prepared and although people were surprised (some pleasantly and others not) at the fare provided, the meal was consumed. After breakfast, Bob stood up and spoke about the value of moderation, without once mentioning eggs, steak or birdseed. For me, it typified the gentle touch he had on things. He got people to think; he trusted them to do what was right. He let them make mistakes but ultimately he believed in them.

Bob also had an amazing ability to attract experienced people to Canadian Outward Bound Wilderness School; people who would make a difference. A lot of my own learning and discovery came from these people. They were individuals who came because they were excited about Bob's vision and wanted to be part of it. COBWS would not have happened without the people that Bob brought in, especially his daughter Wendy, who as Program Director, helped change the vision into something real.

When Bob left Homeplace, he didn't want any good-byes or people seeing him off. He just wanted to finish the work and slip away. Everyone knew his departure was imminent and that it would be a very significant moment for the school. All that day, people kept asking: 'Has Bob left yet?' Sometime later, Wendy came into the kitchen and confirmed he had.

The ease of Bob's departure from Homeplace was testimony to his vision and values. By the time he left, we had a good idea of why we were there; we had an idea of how to work together. We had a basic understanding of community and Bob had ensured that the community leadership was in place. Most of all, COBWS had become more than a single person's vision. Bob left us with something special to share, to nurture and to grow.'

Be tough yet gentle
Humble yet bold
Swayed always by beauty
and truth.

COBWS has set up a special Bob Pieh Scholarship fund. Contributions can be made c/o the Toronto Office, Suite 302, 150 Laird Drive, Toronto, ON M4G 3V7.

- Adapted with permission from Alumni News COBWS.

BOB PIEH, 1916-1993: MEMORIES OF A GENEROUS SPIRIT

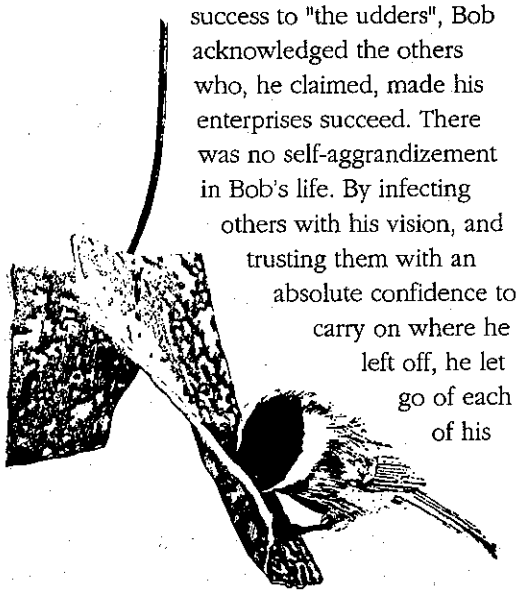
By Bert Horwood

Nothing lights the flame in one's lantern like the wind of one's going.

This favoured quote of Bob Pieh describes his life. Bob was a founder, whose flame burned brightly with tireless invention and generous service. bob estabilised new courses at Antioch College; he founded Anniston Academyu and two Outward Bound Schools (Voyageur and Canadian Wilderness); he developed an innovative program for teachers at Queen's University; and he was one the group who created the Association for Experiential Education.

As a founder, Bob sought allies. Like the prize-winning dairy farmer in one of Bob's stories who credited his success to "the udders", Bob acknowledged the others who, he claimed, made his enterprises succeed. There was no self-aggrandizement in Bob's life. By infecting others with his vision, and trusting them with an absolute confidence to carry on where he left off, he let go of each of his innovations, in turn. The wonder is that it worked so well.

Nothing lights the flame in one's lantern like the wind of one's going.



Bob's teaching, always experiential, possessed mischievous humour and fiendish ingenuity. These were symbolized in colourful titles. A long run crossing woods and crawling through culverts was "roving"; the ropes course in a hay mow was a "barn ramble"; a pre-breakfast event, a "quiet walk", was neither a walk, nor quiet. He normally radiated infectious cheerfulness, but on two occasions I witnessed his fromidable anger. I was glad not to be its object.

A daring innovator, he was the first to introduce canoeing and courses for women and phycically challenged persons into Outward Bound. Demanding yet accessible in his professional life, Bob was also intensely private and comfortable in solitude. The north woods were his spiritual home with his brother, the bear.

Now his lantern is dark. When I last saw him, a year before he died, his greeting to me was, "How can I help you?" He has helped hundreds of us by igniting our flames and urging us on.

(I have the strongest feeling that he is reading this and chuckling.)

Reprint from Association of Experiential Education, The A.E.E. Horizon, January 1994

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

Institutional 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.