

Pathways

Volume 6, No. 3

April, 1994

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Pathways

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Myth: This will go away. Reality: Change is here to stay.

Hold on to your hats. Outdoor education - the places, the programs, the people - is in a state of profound change. This issue attempts to highlight some of the changes that have taken place in the field of outdoor education.

For starters, a survey of outdoor education centres was developed and conducted by Chris Dulong, a student from Sir Sandford Fleming College. This informal telephone survey of six centres (two school board operated centres, two Conservation Authority centres, two private centres) gives us a peek at changes that are occurring. Here is a brief summary of the results:

- School board centres have experienced significant change, much of it negative, with major reductions in funding and staff and even the closure of centres. For those centres that did survive, rate increases and program changes were necessary.

- Centres operated by Conservation Authorities were starting to feel the money crisis and have experienced some changes in budget and staffing. To compensate for reduced staffing levels centres were turning to internships, volunteer programs and co-op education programs. Changes were made to programs to better meet the needs of visiting clients. Programs being developed and delivered emphasized the importance of environmental action in the home and the community. Feedback from the Conservation Authorities surveyed was fairly positive; they noted that bookings and visitation had increased.

- Changes at the private centres surveyed were generally positive ones. They are not subject to government cutbacks and were able to sustain themselves with revenue from visiting groups. They were experiencing a

greater demand from school groups and family groups. New programming was being developed and extra staff were being hired to meet the needs of these groups.

If you would like more information about this survey please contact Chris Dulong at Sir Sandford Fleming College 705-878-7972 or home 905-637-7884. Thanks to Chris for his work on this survey.

In this issue Clare Magee documents the development and implementation of the new vision for the Bark Lake Leadership Centre. The Peel Board of Education story is finally told thanks to Katherine Shaw and Grant Linney. The Bill Mason Centre (Ron Williamson) and the Kingfisher Outdoor Education Centre (Lisa Primavesi) are overcoming challenges in their respective school boards.

Our exploration of the transitions in outdoor education reveal that not all changes are negative ones. Change sparks innovation and increased commitment. We can find words of inspiration in all of the transition stories. In particular, check out Clare Magee's Popcorn Anyone?, the letter from Make Peace With Winter organizers and the new TRAILBLAZERS column. In TRAILBLAZERS we hear from the COEO "elders", those who have contributed so much to the success of Outdoor Education in Ontario. During times of significant change, these are important people to listen to.

A few months ago the Editorial Board made a pledge to solicit more submissions from COEO members. If this issue is any indication I think we have succeeded. I thank those contributors who so willingly shared their thoughts and feelings about the changes they are experiencing.

Barrie Martin

Since the Annual General Meeting there have been some interesting developments within the organization. At the last Board of Directors meeting significant discussions took place with regards to the financial position of the organization as a factor of the membership numbers. A balanced budget for the fiscal year was proposed and accepted. This will mean changes in the way the organization has operated in the past, as considerable restraints have been placed on all spending. The Board of Directors passed a motion that effective April 1, 1994 the membership fee for students will be increased to \$30.00. Even with this increase, student memberships are still being subsidized by the organization.

With the membership numbers that we now have, it is interesting to note that 92% of every regular membership fee goes towards the production of *Pathways*. The Journal is the vital link that keeps the members connected. At a conference I recently attended the editor of another environmental magazine praised *Pathways* as one of the best journals in the field.

During this past year we have had a number of events cancelled because of low registrations. The Annual Fall Conference, Make Peace With Winter and the Central Region ski day all fell by the wayside. COEO members have traditionally supported such events and so this trend of cancellations is very disturbing. It is difficult to understand all of the reasons for this shift in commitment on the part of the membership. The people responsible for planning COEO conferences and activities, and the Board of Directors, cannot operate in a vacuum. We need to know your comments and suggestions as to the future direction you would like the organization to take. You can do this by calling or sending a letter to any of the members of the Board of Directors.

If you can only get out to only one COEO event this year plan to attend the fall conference at the end of September. The conference committee is putting together a very interesting agenda for members of all ages. The cost of

the conference is going to be kept as low as possible. This will be an ideal forum for all of us to get together and talk about our concerns and aspirations for the future of the organization. This will be the most important event for us this year.

If you have an idea for a COEO event in your local area contact your regional representative. Small can be beautiful. Even if you only get a few members out for a day or even an evening activity, the sharing of ideas and companionship will be a rewarding experience.

Last fall at our Annual meeting, four committees were established to tackle some of the challenges facing our organization. What follows are reports from two of these committees. I urge you to support the efforts of these volunteers.

Glen Hester
COEO President

REPORT OF THE COMMITTEE ON JUSTIFICATION & FUNDING OF OUTDOOR EDUCATION

We need a strong message about the value of our programs and facilities! At the Annual General Meeting in November a committee was formed to put together a package for COEO members as they work to support outdoor education and defend programs from the ever-present budget cuts. Members of the committee are Gina Bernabei, M.J. Barrett, Sandy Appleby, Dave Goldman, and Kevin Marshall.

The committee is putting together a package which will be available to COEO members on request. It will include a variety of resources: an annotated bibliography of relevant research on the value of outdoor education; a list of people and agencies who can be of assistance with ideas and informa-

tion; a list of people willing to speak or write letters of support for programs and facilities; tips on how to approach or make a presentation to the Board/Trustees; case studies of where things have worked well and programs are expanding and where things have not gone so well and programs/facilities have been closed. Other suggestions for inclusion in the resource package are welcome!

This package will be compiled over a period of time so it is likely it will be available in phases. Dee Strano, a student at McMaster University, has volunteered to begin the annotated bibliography for us. COEO members aware of research which could be included in the listings are encouraged to pass their ideas on to the committee.

If you would like to assist this committee or share your ideas, contact Gina Bernabei, 24 Bishop Street, Kingston, Ontario K7M 3P4 or phone (613) 389-3957.

WHO ARE WE AND WHERE ARE WE GOING?

During last November's Annual Meeting, a small working group was formed to try to re-describe the COEO identity. None of us are sure how big a task this is and how to go about it, but we think it will involve finding out what sorts of things our members like about COEO and what things they would like to change.

Needless to say, we will be looking for input from COEO members; past, present, and potential. We don't know yet how we will seek this input but look for updates and perhaps a questionnaire in future issues of *Pathways*.

If the ideas are clamouring too loudly to wait, set them free by giving Dave Gibson, interim Chair, a call or by talking to one of the other task team members listed below.

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Letters to the Editor

Dear Editor,

'Cancelled? Whadda ya mean ... cancelled? You can't cancel Make Peace With Winter. I mean, it's an institution, an occasion, a gathering, a celebration, and a helluva good excuse for a party. Cancelled? Arrrrgghh!

But it's true. Extremely low registration meant costs couldn't be covered, and another COEO conference went down the tube. Just last fall the annual conference also suffered the ignoble consequences of less than minimal registration. What's going on out there? Why is this happening?

No doubt the organizers of these conferences are asking these very questions. They put a lot (read LOT) of time into finding speakers, arranging lodgings, assembling an agenda of events, etc., etc. To have all this effort go down in flames is a crushing blow, both personally and corporately. The explanations and excuses for not registering will no doubt be wide-ranging, but three negative factors, which seem obvious to me, are 1) rising registration fees, 2) less monetary support from employers (many were told to pay their own way this year) and 3) a program of events that wasn't radically different from previous years.

But if you're a regular 'Make Peacer', none of the above really matters, you'd have been there anyhow, no matter what, because the camaraderie is worth the price of admission. Make Peace With Winter has indeed become an event which is looked forward to with great anticipation each year. It is held during the time of year when almost everybody is ready to pack it in as far as tolerating winter weather and little daylight. By its very title, this conference makes us lighten up a bit, and causes us to realize some things are better joined than scorned.

As any past participant can tell you, the speakers and events are top quality. I have yet to attend a session where I left wondering if it was worth it. Some shine brighter than others, but all provided me with a least a tad more

knowledge; or a better understanding of an issue of which I was ignorant. From Skid Crease I've learned of global responsibility, from Kathy MacDonald the power of never-ending enthusiasm, from Dave Lyons the magic of a tree, from Victoria Swejda an understanding of another culture, from Cathy Beach the gift of caring, from Lynda MacKenzie the fun of adventure, and, oh, the list goes on.

Perhaps the most important aspect of Make Peace is the social side of the gathering. Those who attend are from a diverse background of culture and outdoor education experiences: inner city, rural, far north, new Canadian, aboriginal, old timers and young 'uns. The mix is always delightful. When we meet on Friday night it is often as strangers, when we depart at noon on Sunday it is usually as hugging, teary-eyed friends.

Over the past half dozen or so MPWW's I've participated in, I have learned much; here are a few of my personal insights:

- listen to others, they can teach you new things;
- dance, don't drink - you'll have more fun;
- introduce yourself to strangers, they'll probably turn into really good friends;
- teachers are people too;
- we don't grow old, we just turn into recycled teenagers;
- as outdoor educators we are united. United we grow, divided we stagnate.

I believe in magic, and the Frost Centre is a magical place. The setting, the facilities, the staff and the conference participants combine to create a truly wonderful experience, impossible to duplicate anywhere else.

And so, to Kathy, Pat, Skid, Cathy, Brad, Vicky, Barrie, John, Barb, Patty F., Patty H., Dave I., Dave G., Jane, Ally, Bonnie, M.J., Ralph, Mark, Norah, Maureen, and so many others ... I miss you. But we'll get together at Spring Celebration, won't we?

Dave Hawke

Dear Editor

As we iron our costumes for Saturday night's dance, top up on Green and Special Green wax, and crack the spines of our new journal notebooks, we realize our actions are in vain. We perform these rituals to 'Make Peace' with changes.

As you may or may not know, two of COEO's main events were cancelled this school year. First, the annual fall conference was cancelled and more recently the fourteenth Make Peace With Winter sputtered then died. The reason for the cancellations was insufficient registration.

As 'Make Peace' committee members, we find this situation gives us cause to reflect and ponder. It is awfully difficult to pinpoint why registrations were so low this year. Sitting in our comfy chairs at home, we could speculate on the variety of situations that have occurred have culminated in the demise of a really great winter experience. We yearn to know what 'cancelled due to insufficient registration' really means.

Some of our speculation immediately focuses on the economy. The social contract and school board cuts to all kinds of professional development funding mean less available resources for people to attend events that cost money. But if people really wanted to go, they would come up with the resources. So there must be more to it.

More speculations leads us the think that our promotion of 'Make Peace' was inadequate and that if more people knew about it and knew what it was about, registrations would be way up. Maybe that would have done it.

Or, maybe the fourteenth Make Peace With Winter conference was no longer meeting the needs of the population to which it was catering - and these needs could be very diverse. The content or program of the conference was possibly not hitting the mark. Too much of this and too little of that. The

idea of, or philosophy behind, a conference called Make Peace With Winter may no longer be enough to inspire people or school boards to put out the effort or the funds required to be part of it.

It could be that the need we think we are fulfilling is now being filled by other events. COEO is no longer the only organization dedicated to the outdoors, the environment, education, and fun. We have competition and that can be healthy.

Despite all of our pondering, one thing is very clear. This cancellation provided the perfect opportunity for change. This is the real meaning behind 'cancelled due to insufficient registration'.

At committee meetings for the last four years or so, change has come up in discussion and it always sounded positive. Every year small things get changed; the theme and some of the sessions change, but the basic structure, philosophy, and process have remained relatively unchanged. And it seems that in 1994, that is not enough.

There are very good reasons for not changing it, though. These reasons have created a formidable inertia that only 'cancelled due to insufficient registration' could overcome. For years, Make Peace has been touted as a marvellous winter conference. People would spend canoe trips dreaming about going to 'Make Peace'. It truly was a great event!

But it is obvious now that things must change. The whole membership of COEO has changed. Their needs have changed. The sphere in which we function is much different in 1994 than it was in 1981 when this great event began. We think we too are ready for a change. We are faced with the challenge of making a winter conference which will meet COEO members' needs and be a truly great event in 1995.

What an opportunity! Watch for it!

Make Peace With Winter 1994 Committee

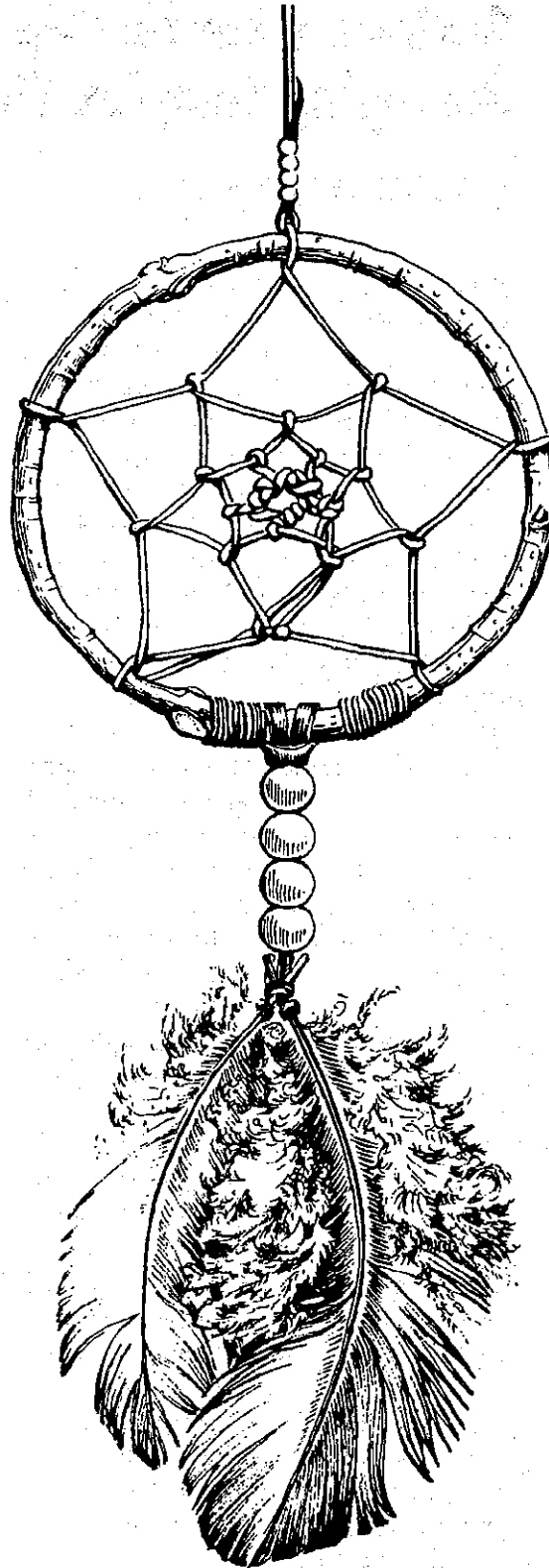
We continue our tradition of featuring fine artwork with the excellent drawings of Marta Scythes. Marta has established a solid reputation for her work in pencil, watercolours, ink, pastels and printmaking.

Harrowsmith magazine, Camden House Publishing and Telemedia Publishing (both in Canada and the U.S.A.) have featured Marta's work for the past eight years. They have published 14 books containing her illustrations and etchings including: *The Harrowsmith Gardener's Guides* (seven volumes); *The Harrowsmith Cookbook, Volume III*; *The Harrowsmith Perennial Garden*, *Home Farm*, and *Lilies of the Hearth*. In 1993 she illustrated *Up North: A Companion Guide to the Ontario Wilderness* published by Reed Books Canada. More recently her botanical watercolours were featured in *Skin Deep* published by Camden House 1994.

Also an instructor in printmaking, painting and drawing, Marta has taught courses for Sir Sandford Fleming College and the Haliburton School of Fine Arts as well as ongoing courses in printmaking at St. Lawrence College in Kingston. She is the originator (1985) and organizer of the annual *Zinc & Ink* printmaking show and sale at St. Lawrence College each spring. In 1993, the college art gallery featured Marta's fine art and illustration.

In addition to these impressive credentials, Marta is also a qualified outdoor recreation specialist. She was commissioned by the Bark Lake Leadership Centre to do the drawings found in this issue. Thanks to Bark Lake for allowing us to use these exceptional works of art.

Marta Scythes
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Bark Lake Leadership Centre: Managing Complex Change

Clare Magee with Lynda Shadbolt and Rob Heming

Over the years on-site administrators have strived to create and maintain a reputation of continuing excellence in leadership development and related programs.

Since 1948, Bark Lake Leadership Centre, has, under a variety of names and government of Ontario 'owners', been conducting outdoor learning experiences of high impact. Its focus through the 50's and 60's was on camping leadership and outdoor skills for youth. In the 70's and 80's it diversified to include spring and fall secondary school outdoor education user groups and a variety of client groups needing leadership development support. Bark Lake has always sought to hire diverse, high-quality seasonal staff and welcomed their input into change and improvement. Over the years on-site administrators have strived to create and maintain a reputation of continuing excellence in leadership development and related programs. The story of how, during the fiscal restraint and government cutbacks of the 1990's, Bark Lake has expanded, diversified, and become more accountable might be entitled 'against many odds'.

Despite its long history of leadership and outdoor skill development, the clientele for such programs, until recently, has been imbalanced toward white, high performing middle class youth. This was not representative of Ontario's relatively new cultural mosaic. Spring and fall school 'user groups' were charged only meal costs. This meant the daily fee was often less than 1/4 of what other private or agency outdoor centres had to charge. This was interpreted as the old bugaboo of government subsidy unfairly eroding private enterprise. In addition, although it was 'known' that Bark Lake experiences has profoundly advanced the lives (and given outdoor career focus) to a number of youth, there was no empirical data to justify such 'knowledge' in the minds of those

deciding the future of Bark Lake. As Bark Lake came under closer scrutinizing of its client representation, its effectiveness, its financial accountability (read the axe was being raised), it was time to make it more accountable. Change with changing times was needed.

Let us highlight how complex the administration of Bark Lake Leadership Centre really is. Bark Lake is an entity within the Recreation Division of the Ministry of Culture, Tourism and Recreation. Within that Division it competes for attention and support with other interests of that Ministry. That Ministry, in turn, competes for attention and support with other Ministries and other aspects of government funding all the way up to the executive committee and cabinet. That's the simple line of maintaining Bark Lake funding from a shrinking government budget pit. On site, the management maze has been recently simplified. Still, several ministries overlap directly with some aspect of change and development at Bark Lake ... Management Board Secretariat, Ministry of Natural Resources, Ministry of Environment, and the 'owner' the Ministry of Culture, Tourism and Recreation. It seems that maintaining support and alliance with key personnel in all those overlapping ministries has been important. It also seems, as we look at the formalization of the last five years of change, that inclusion of important related segments of the whole provincial community has been key.

A *Strategic Review of Bark Lake* was completed in 1990. It was a year long process examining the position and role of Bark Lake in the changing provincial paradigm. It was a broadly inclusionary process in which the professional consultants (Rethink, Inc.) con-

tacted a broad range of informed people to candidly examine Bark Lake's Strengths, Weaknesses, Opportunities and Threats (the SWOT analysis method). The study also examined trends in the province. Study personnel then brought some stakeholders and broad thinkers together, shared their research, and working with the group to emerge with a renewed vision of Bark Lake. Dozens of people were involved in the idea generations in this process. Key stakeholders and power-brokers within the government and in other provincial organizations were centrally involved. Support by inclusion was generated.

The strategic review recommended Bark Lake change direction to a year round youth and adult leadership centre with new administrative structures, client groups, facilities, 'cost recovery' programs and an expanded vision and role in Ontario. Between 1990 and 1993, backed by the support of the strategic review, the pace of change accelerated dramatically. Over 5 million dollars was invested in new and revitalized dining and accommodation facilities, aided primarily by Anti-recession Funding programs, that stimulated employment in the economically distressed Haliburton Region. Half the site was changed to a year round "centre" moving away from the summer 'camp' perception (the word 'camp' having some strong negative connotations to new Ontarians with a connection of refugee or war camps). Changes to the physical site, stemming from the year round leadership centre vision, continue in 1994.

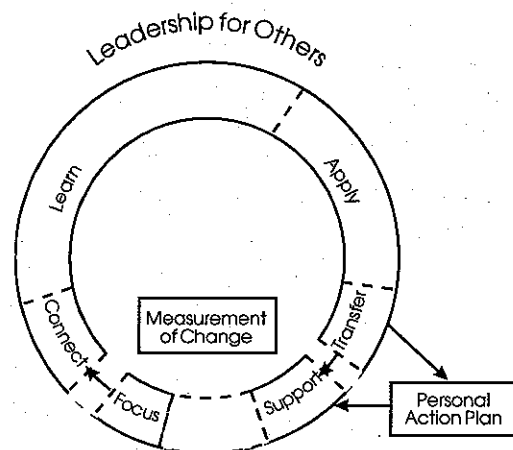
A *Program Feasibility Study of Bark Lake* (Ingleton and Associates) was completed in 1992. It generated mission, mandate and goal statement. It fleshed out the vision of the strategic review and suggested structures for delivering a variety of specifically targeted programs which would reach broadly representative segments of the culture of Ontario in the 1990's. It too was broad and inclusionary. Key stakeholders with the Ontario government and those connected (or potentially connected) to Bark Lake via professional community overlap became part of the idea genera-

tion. Government and professional community 'partnerships' emerged.

A myriad of less obvious changes also occurred. These included the creation of a new arms length incorporated no-profit Friends of Bark Lake Association; the development of new staffing and administrative structures; the development of user-pay systems; and movement towards an 'agency' status for Bark Lake. This would provide the Centre with an 'elbow's length' autonomy from government. Finally, the name changed. The Ontario Camp Leadership Centre - Bark Lake became simply Bark Lake Leadership Centre.

The priority for getting new programs on line was youth. Another study (*Youth Leadership Program Development*, Magee and Associates) was undertaken. By this time (Dec. 1991) funds for such direct studies had been totally cut by the province. In a co-operative arrangement, COEO was approached. The COEO board agreed to apply for the study funds and, in return for being the 'middle agent', retained some administrative income. This study was again inclusionary. It sought to balance some time-honoured tradition of people-centred programming in the Bark Lake environs with the need to reach the full, cultural range of youth in Ontario deserving leadership development experiences at Bark Lake. The study provided a general program model for youth programming at Bark Lake dealing with accountability of the youth participant and accountability of Bark Lake in Ontario.

Over 5 million dollars was invested in new and revitalized dining and accommodation facilities



Look what all these key people and partners of government have contributed to change at Bark Lake.

We must honour their commitment.

In this adapted version of the experiential learning model, the youth is meant to Focus on the Bark Lake experience in his/her at-home situation (read, understanding, committing, getting a mentor, personal objective setting). The Connect-Learn-Apply-Transfer stages all happen on-site at Bark Lake. In an effort to ensure transfer, a written Personal Action Plan is generated at Bark Lake and critiqued by Bark Lake staff. This action plan is meant to be an expression of the youth's continued personal development and contribution to some aspect of the sponsor organization or at-home situation directly resulting from the on-site experience at Bark Lake. Three months into the Support stage, a letter from Bark Lake reminds the youth of his/her action plan commitment and elicits a return response to what he/she has accomplished. These responses help to measure the effectiveness of the experience. Bark Lake must show results (changed behaviours, positive impact in Ontario) to survive. Further, a school group or community group wanting a Bark Lake experience must commit to an Action Plan and follow-up in their school/community in the Support stage. This commitment serves to distinguish Bark Lake from other private or agency outdoor centres.

Over several months in late 1992 and early 1993, volunteer 'teams' of individuals (headed by D. Blair Consultants) created new youth courses based on the revised leadership model. Summer 1993 saw five of these new youth programs piloted. In 1994 a more complete range of leadership courses, Outdoor Environmental, Community, and Cultural allow participation individually in 'individual courses' or by 'teams' of youth in 'team courses.'

Getting new adult programming initiated has been problematic. With a skeletal program and administrative staff now dealing with a greater diversity of youth programs and client groups, and a year-round multi-use site, little energy or funds exist to develop and

implement new, needed adult programs. Step in *The Friends of Bark Lake*, who, for 1994, are creatively hiring adult program developers to create and conduct a wide range of adult leadership development seminars. The 'Friends' budget the seminars to cover development and operating costs and they work as a collaborative partner between Bark Lake, the seminar leaders, and seminar participants.

These are some questions one might ask of this process of change.

●'Why all those studies?' ... When the Head of Bark Lake has to yet again justify forward movement to whatever levels within the Ministry of Cultural, Tourism and Recreation, he can plunk down the 200 page study and the 5 page executive summary and say '... Look what all these key people and partners of government have contributed to change at Bark Lake. We must honour their commitment.'

●'How difficult has the change been?' ... It's much easier in private enterprise to do some quick consultation with key staff advisors and get on with it. Overlapping with 4 different ministries makes change tedious and time-consuming. Many former staff and former clients of Bark Lake remember it 'as it was meaningful to them' and want it to stay the same as the 60's and 70's. Time and energy has been needed to explain that Bark Lake must either change or perish. Maintaining the vision and maintaining the energy levels of the key change agents for Bark Lake has been very important.

●'What are the key concepts of this story?'
...●Vision ●Inclusion ●Accountability

Clare Magee, who is often heard saying 'change is good', is a Professor, Outdoor Recreation Program, Seneca College. Lynda Shadbolt and Rob Heming are Bark Lake staff, Promotion and Head, respectively.

Outdoor Education and the Peel Board of Education

Katherine Shaw

For many years, I have been an environmental advocate within my family, community and school. It often takes some sort of a crisis to move people to action and stand up for what they believe. That was true in my case, and here is the saga of outdoor education in Peel and how I became involved in the battle to keep it alive.

Outdoor education began humbly in the Peel Board of Education, twenty-four years ago. It was the vision of Jack Smythe, a school principal, that Peel should have an outdoor education program. The first field centre was located on 175 scenic acres of the Niagara Escarpment near Terra Cotta. The Jack Smythe Field Centre opened in 1970 with two staff members providing outdoor education experiences for the children of Peel. More than half a million students, from all grade levels and all programs have received outdoor learning experiences of exceptional quality.

During the next twenty-one years, the outdoor education facilities, staff and programming continue to expand. At its zenith in 1991, Peel was serviced by two field study centres, eleven teachers and eight support staff and visited by over 20,000 students from Grades K-13. More than thirty different programs were offered including the spring favourite, maple syrup. Prior to the day long, on site program, field centre staff would plan with the classroom teacher to ensure a curriculum based experience that had in-class preparation and follow-up components. Students were introduced to procedures and programming by a visit from their field centre teacher two weeks prior to their field trip. An 'Outreach' program conducted by field centre staff enabled the younger students from Grades K-2 to learn about outdoor education

on their school property. Thousands of other students were able to experience the field centres through independent visits conducted by classroom teachers. The field centre staff facilitated these visits by providing the site, equipment and program suggestions.

As the recession began to take its toll on the economy in the 1990's the Peel Board of Education started to look for ways to reduce its budget. The outdoor education programs came under attack and their future was in jeopardy. The board decided to reduce field centre staff to 10 and close the G.W. Finlayson Centre near Alton. In June of 1992, a group of concerned individuals met to discuss the impending program cuts. They felt that the field centres needed an advocacy group, much like a Home and School Association, to speak out on behalf of the programs and field centre teachers. The Friends of the Field Centres Association was born.

A core committee consisting of parents, field centre and classroom teachers was quickly put together. Their aim was to keep the outdoor study experiences at the two field centres available to the students of Peel. They sought to accomplish this by raising funds and public awareness of the valuable programs offered at the centres. Both these objectives were achieved through a program of special events held throughout the year. The public was invited to participate in a variety of activities held at the two field centres, including an art show and sale, guided nature walks, cross-country skiing, an evening of astronomy and a day of maple syrup making. These events proved very successful and were well attended.

As the field centre liaison teacher for my school, I was aware of the crisis facing the

As the recession began to take its toll on the economy in the 1990's the Peel Board of Education started to look for ways to reduce its budget.

The immediate impact of these decisions was devastating.

field centres. It was while attending the first special event, the art show and sale, that the impact of closing the centres struck home. Where would students who came from the densely populated areas of our board get the opportunity to make that vital connection with the natural world? Who would take them outdoors and encourage them to experience the magic? My concerns lead me to join the Friends of the Field Centre Core Committee as an elementary school liaison. My role as a core committee member was extremely varied, from attending countless meetings to flipping pancakes and everything in between. The importance of our mission and the sense of urgency surrounding it caused the committee to bond quickly and operate effectively.

Our chairperson, Rita Schulze, spent many hours attending board meetings to keep abreast of the situation. Many impassioned pleas were made on the value of outdoor education programs. At the January 1993 Board meeting it was decided that a Task Force would look into the operation of the field centres, their program and staff. Its mandate was to seek practical alternatives to the running of the field centre programs under the current economic constraints.

A public meeting was held on March 10, 1993 at the board office to hear presentations and accept proposals on the future of the field centres. The Friends of the Field Centres was one of many delegations that presented a wide variety of alternatives. Presentations were made by many leaders in the field of outdoor education including some COEO members. The proceedings attracted a lot of attention as people waited to see what decisions the Peel Board would make. Camera crews from 'The Nature of Things' recorded the event. The Friends of the Field Centre Core Committee knew that the main issue was staffing; field centre staff were outside of the regional staffing ratio. We drafted a proposal to address that issue. On behalf of the Core Committee, I presented our proposal to the Task Force. It was the largest audience I had ever spoken to and the camera crew made it

no less intimidating.

The Task Force recommended that a Foundation be established, to be run by a Board of Directors, to oversee the operation and future development of the field centres. An Executive Director, functioning through the Peel Board's Community Education Department, was to be hired on a short term basis to establish the Foundation and manage the operation of the centres. They also recommended that the teachers to be assigned to the field centre programs should not exceed the regional staffing ratios. The many submissions received by the Task Force were to be referred to the Foundation for further consideration. The Task Force recommendations were passed, almost unanimously by the trustees.

The immediate impact of these decisions was devastating. The teachers assigned to the field centres were declared surplus and had to seek teaching positions elsewhere in the system. The centres themselves were mothballed and neither the sites nor equipment were available for Peel teachers to use. The Friends of the Field Centres Association no longer had a site or the facilities to carry on the program of special events for raising public awareness or funds. We were forced to sit and await the decision of the Foundation. Our hope was to obtain representation on the Foundation's Board of Directors so that we would have the ability to influence the direction of programming and site use.

Meanwhile, our tireless chairperson resigned her position. I agreed to take on the responsibility as co-chair with a parent from the core committee, Brian Bonsma.

Although a Board of Directors was not created, John Danson of the Continuing Education Department began exploring a variety of options for use of the centres, meeting with members of the business community and government agencies. He requested input from any interested parties. The Friends of the Field Centre Core Committee drafted a proposal for submission. We suggested staffing could be reduced but programming maintained by using students from

secondary school co-op programs. The outdoor education centres would become the 'employer' of the co-op students and their teacher/monitor would supervise them at the field centre locations. We were invited along with other individuals who had submitted proposals to participate in a round table discussion of the suggested alternatives. Mr. Danson then put together a proposal, he felt was viable, to be presented at the January Board meeting. The contents of his report has been deferred twice and the status of Peel's outdoor education program continues to remain in limbo.

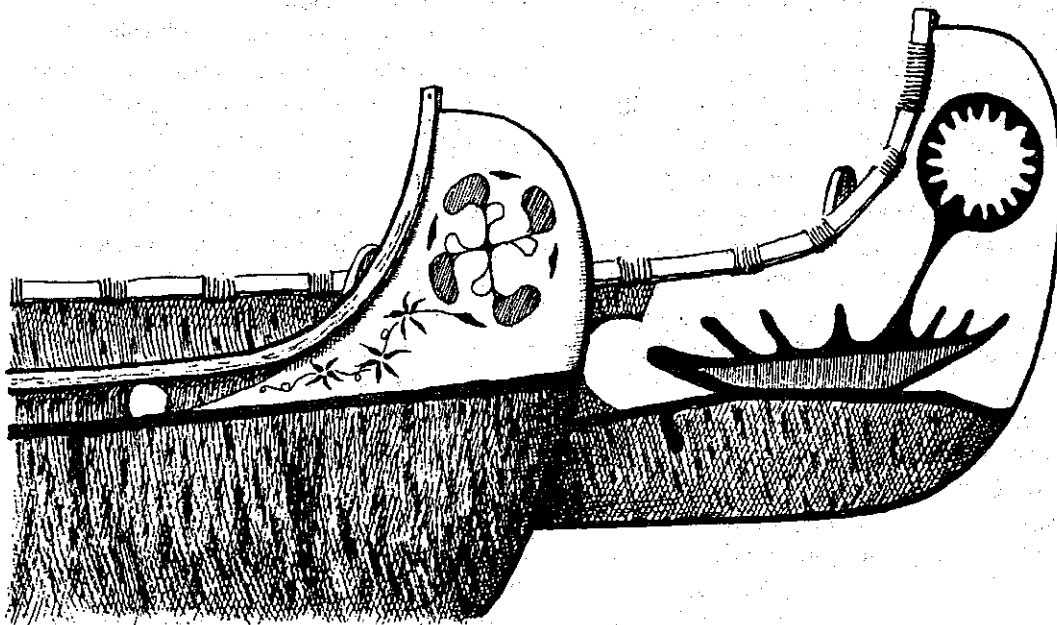
Since January of this year, the Friends of the Field Centre Core Committee has been waiting for the Peel Board's decision regarding the latest proposal. Due to the constraints we have been forced to operate under, the Friends Association has been inactive this year.

After the experiences of the past year and

a half, I realize that due to the current economic climate, outdoor education in Peel will never be the same as it was in 1991. However, there are many viable alternatives which would ensure the children of Peel an outdoor education experience. I feel fortunate to have had the opportunity to work with a group of dedicated environmental educators and to expand my horizons. Nothing is more inspiring than working with those that share a common goal. All it will take to re-establish outdoor education in Peel is the vision of a few committed individuals. After all, that was how it all began.

Katherine Shaw is an elementary school teacher and the Chairperson for Friends of the Field Centre Association. She is currently enrolled in the Environmental Science Specialist course offered by Nipissing University.

*...outdoor
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'Are We Fading Away': Personal Perspectives of a Field (and Practitioner) in Transition

Grant Linney

'We don't need a scientific breakthrough to tell us what to do. It's simply a matter of awe, of letting yourself stand in awe of it. And then the respect for how it's all connected and then working to curb our own wasteful ways.'

Despite a prolonged and persistent struggle, despite the articulate pleas of numerous COEO friends and other environmentally literate individuals and organizations from throughout southern Ontario, the Peel Board of Education (the largest public school board in the province) reacted to severe financial constraints and closed all its outdoor and experiential education facilities at the end of June 1993. These included the Jack Smythe Field Centre, the Britannia School Farm and the Old Britannia Schoolhouse. (The G.W. Finlayson Centre had been closed in June 1992.) While efforts are currently under way to re-open at least some of these facilities by September 1994, it will likely be with a minimum number of non-teaching staff and a fundamentally different program.

I taught at Jack Smythe Field Centre for twelve and a half years. Rather than proceeding directly into the classroom, I choose to move up my plans for a M.Ed. program in Curriculum and Adult Education by one year. And so, this past September saw me take a year's leave of absence and commence my degree program at the Ontario Institute For Studies In Education (University of Toronto). In addition to providing a valuable time-out where I can reflect on my future vocational options, I am finding that my studies are providing a ringing endorsement of the value of outdoor and experiential education (OEE) as a unique and powerful learning process towards environmental literacy, self-esteem and group relating skills. The American writer Tom Horton refers to what is needed environmentally when he says:

'We don't need a scientific breakthrough to tell us what to do. It's simply a matter of awe, of

letting yourself stand in awe of it. And then the respect for how it's all connected and then working to curb our own wasteful ways.'

I am now more convinced than ever before that OEE, under the skilled direction of properly trained educators, is essential to developing the hands-on ecological understanding, the personal and caring connections, and the awe and respect for our natural surroundings that are absolutely essential first steps towards learning to live sustainably on this planet.

So, what happens when my leave of absence is over? Should I be grateful that I have a job and accept the high school classroom teaching position that awaits me? Do I set my sights on developing worthwhile OEE programs with this milieu, programs that might really make a difference to students with whom I would be able to work over an entire semester instead of a day? I am not at all sure that the answer to such questions is 'yes'. I am very concerned about the number of full time outdoor educators who have 'disappeared' into classrooms or elsewhere. This would be all well and even good if OEE was routinely practised in every school and classroom in the province. But, of course, it is not. As tough economic times continue, more and more school boards and other organizations speak solemnly about the need for us to 'change the way we do business', but fail to grasp the imperative for an ecological dimension to this paradigm shift. And, as more and more outdoor educators fade away into the business of other jobs, as fewer and fewer outdoor field trips are conducted by besieged teachers, I wonder where the much-needed advocates for OEE will come from. I wonder how our

children are going to learn to 'stand in awe of it' when we appear to live in a society that wistfully yearns for the security of an old-time 'back-to-the-basics' education (but with French Immersion and up-to-date computer literacy also thrown in) and that views parents as chauffeurs to all manner of lessons and pursuits, be they artistic or athletic.

It is very apparent that educators can no longer afford to remain silent about the great and unique values of outdoor and experiential education. While there is much about out field that is non-discursive and non-quantifiable, we can no longer hide behind the excuse that OEE is something you can experience but not really talk about. We can no longer afford to be this smug. It's also not good enough to speak to the converted, to those who already want to hear what we have to say. We must somehow learn the language of the key decision makers and of the majority of the population. We must somehow learn to engage them, to begin and end on their terms while at the same time bringing them into meaningful contact with our passion and with the most pressing issue of our times: how to live sustainably on a planet whose life support systems are in peril because of our overpopulation and our over consuming and polluting lifestyles. We must accept that our times demand educational accountability through curriculum links, learning outcomes and fiscal prudence. We must learn to clearly articulate what it is OEE can uniquely do and to effectively communicate this to the unaware, the skeptical and the uncaring. We must ensure that our message is received, understood and acted upon. We can no

longer afford to be like two ships passing in the night.

As for this particular outdoor and experiential educator, my request for a second year's leave of absence has just been approved. I am faced with having to live with the implications of the arguments I put forward to my school board (and, more recently, to the Royal Commission on Learning) on behalf of OEE. I am not sure just where that commitment will take me next.

Grant Linney has been an active COEO member for many years. He often works as an instructor at Bark Lake during the summer season.



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Survival in the North

Lisa Primavesi

*We had to find
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or die.*

In late March 1993, in a preliminary budget meeting, the trustees of the Lakehead Board of Education voted to completely cancel the programs at the Kingfisher Lake Outdoor Education Centre effective June 1993. This decision shocked our staff as well as members of our community. Parents, students and other people from all sectors of our city came forth to let the trustees know that outdoor education programs are an important part of the education system. The trustees encountered great difficulties resolving the budget, and turned the final decision back to the Director of Education. His final budget proposal included the outdoor education program but excluded our teacher/manager, cutting our staff by 25%. The trustees approved this budget and we squeaked through for another year. However, the message from the trustees was crystal clear, we had to find a way to generate revenue to defray our costs or die. I would like to share with you some of the avenues we have explored this past year in our efforts to ensure our survival.

Soon after the budget decision was finalized, our staff met with our new supervisor (a school principal) and the Superintendent of Curriculum. Our objective was to find ways to generate revenue without jeopardizing our current programs or alienating our current users. Our first strategy was to encourage users from outside the Board of Education to use our facilities during weekend and summer months thus creating a source of outside revenue. The fee structure for these 'non-board' users also needed to be updated to reflect current market prices. Our second strategy was to explore partnerships with other agencies; in particular we felt that we could get involved in the Ministry of Natural Resources' Demonstration Forest Program. Our third strategy was to reinstate our Centres primary day trip program, which was cancelled two years ago, on a user pay basis to see if the

interest still existed for this type of program and to see if these potential users were willing to pay for the service.

We began immediately in April to seek out and encourage outside users and to fill up our weekends and summer bookings. The old fee schedule was re-evaluated but was not passed into effectiveness until January 1, 1994 so many of our bookings this winter have been charged on the old system. Word of mouth spread rapidly through community groups and this past fall and winter we have been booked almost constantly by Girl Guide and Boy Scout groups as well as groups from the local college and university. The revenue raised by these groups is not great but it certainly helps and it shows a good deal of support for our facility in the community.

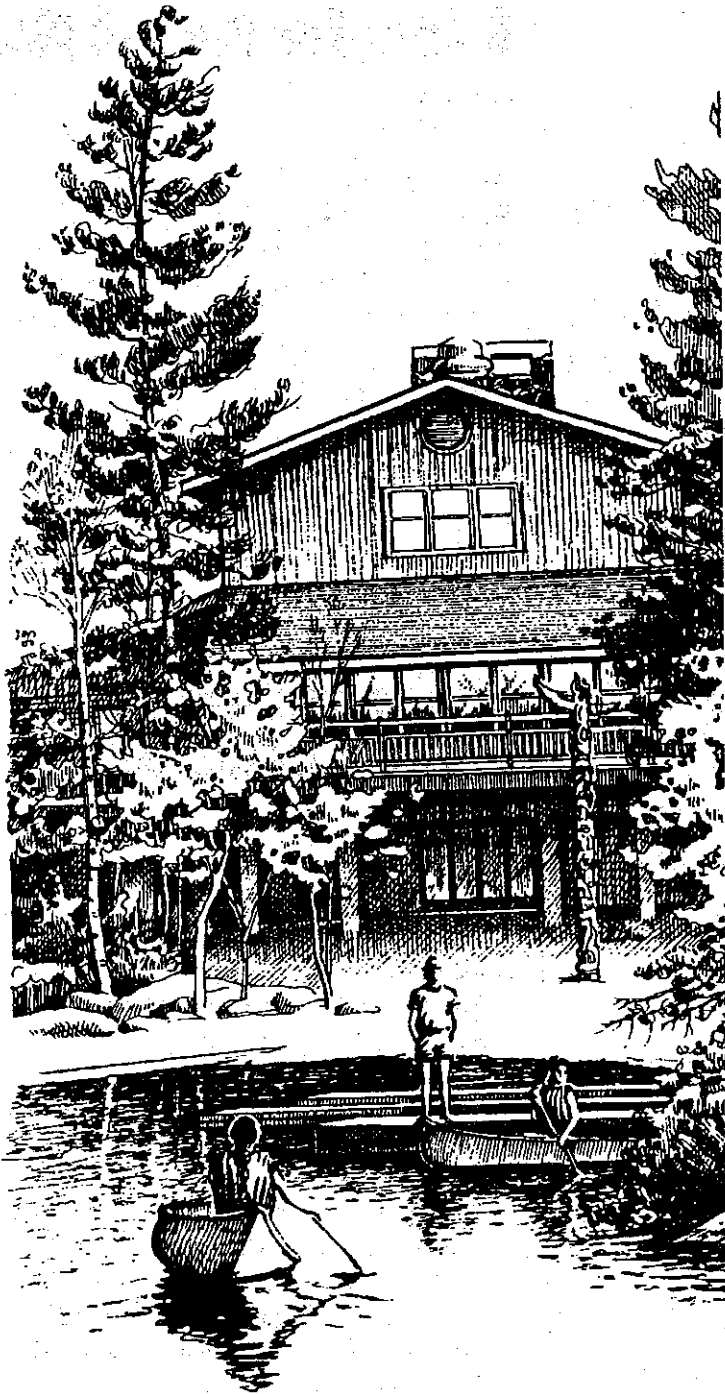
In September a committee was formed to submit a proposal to the Demonstration Forest Program. The proposal included a hiking trail highlighting forestry practices in the Kingfisher area and a driving tour of the region for \$100,000 and we will begin this summer to complete a site inventory and plan the trail route and cutting patterns of the area. Although none of the money from this grant will go directly to decreasing the cost of our budget, we will see improvement to our trail systems and the partnerships formed with the forestry industry, higher educational facilities, the municipal government and parents and other members of the public are all highly regarded by the board.

With the other two phases of our plan in place, we began in October to poll the elementary schools to request day trip bookings at a fee of \$125 per class per day plus the costs of bussing. The response was excellent with over one third of the schools replying, many seeking more than one trip. All requests for booking have all been tentatively scheduled into our calendar and we hope to have sufficient staff to serve them all. So far the day

programs have been a great success and next year they will be advertised as part of the regular booking package. Next year there will be user fees for all of our programs including residential visits and high school uses such as leadership workshops. When our supervisor first introduced this idea to the school principals in the fall they were mainly very supportive and understanding of our situation.

In December our supervisor gave a presentation to the Board of Directors, updating them as to our progress. Our efforts were very well received by almost all of the trustees including some people that normally do not support our programs. It seems that our efforts may have been worth something in the way of gaining trustee support. Reflecting back on the year I know that all of us at Kingfisher are a little nervous about the changes that we have instigated in our efforts to survive. Partnerships with the forestry industry and user pay environmental education are certainly not my first idea of how we should survive. But then again, relying on the public to recognize the importance of our messages and learning opportunities certainly hasn't been working in the current economic climate and at least our staff feels that we have been proactive in pursuing everything that we can think of to try and save our program. In early February the board once again started its budget making process. Only in April as this goes to print will we know if the efforts and potential sacrifices have been worth it.

*Lisa Primavest is a naturalist at the Kingfisher Outdoor Education Centre near Thunder Bay. The Demonstration Forest program was featured in **Pathways**, Volume 5, No.2, February 1993.*



A Case For the Bill Mason Centre

Ron Williamson

Demonstrating environmentally responsible behaviour requires conviction, and that, research shows, can come only from experience in the outdoors.

Currently, as part of its 1994 budget deliberations, the Budget Task Force of the Carleton Board of Education (CBE) is seriously considering a wide range of options to consolidate various programs, including the closure of The Bill Mason Outdoor Education and Environmental Studies Centre, located at West Carleton Secondary School, in Dunrobin, Ontario.

In the knowledge that far too many of our COEO colleagues are currently facing (or recovering from) similar challenges, included below are selected excerpts from a recently submitted 'Impact Statement' which may be of interest or relevance to *Pathways* readers.

IMPLICATIONS & IMPACTS OF CLOSURE OF THE BILL MASON CENTRE

As decisions concerning the future direction of The Bill Mason Centre (BMC) are being discussed, it is strongly hoped that the following information be thoughtfully considered.

a) Rationale for Outdoor and Environmental Education

Educational research has clearly identified 'frequent contact with natural habitats' as the single most significant life experience for people in becoming informed and active on behalf of the environment. The vital link between simply possessing knowledge about the environment to that of demonstrating environmentally responsible behaviour requires conviction, and that, research shows, can come only from experience in the outdoors. Moreover, it can be argued that, within our school system, there exists a greater need than ever before to balance many of the

worthwhile 'technological initiatives' with 'ecologically-based opportunities'. Students need both 'high tech' and 'high touch' to be considered literate for the world of today and tomorrow. Closure of the BMC would eliminate opportunities for students/staff of the CBE to participate in a provincially-renowned model for the delivery of these vital components of Outdoor and Environmental Education.

b) Curriculum Connections

Ministry of Education directives recognize the need for programs which promote the practices and values associated with Outdoor and Environmental Education:

The learning environment ... must extend beyond the classroom to include the outdoors ...

(Science is Happening Here - 1988)

The goals of education ... consist of helping each student ... develop respect for the environment and a commitment to the wise use of resources. (O.S.:I.S. - 12)

Cutbacks or closures of Outdoor Education Centres could therefore be seen to be inconsistent with current Ministry policy.

Increasingly recognized and documented as essential core learning outcomes (particularly in the Transition Years) fundamental CBE objectives for students are at the very core of all BMC programs:

To ensure (that CBE programs) ... contributes to a sense of self worth, respect for others and respect for the environment. (CBE Long Term Directions - 1989/92)

The prime aim of the CBE is the development of the capacities of ... respect for one's self and others ... responsible participation ... flexibility and adaptability ... physical and emotional well-being...
(CBE Corporate Goals - 1993)

Accepting that one of the CBE's primary goals of education is to help children learn to live their lives well in interaction with other, then both research and experience suggest that a return to a focus on the traditional 3 R's without direct support for programs which emphasize the complementary 3 R's of 'respect, responsibility and relatedness' may well be counterproductive.

Moreover, the ongoing and long range plans for West Carleton Secondary School related to its original mandate as an 'environmental immersion centre' would clearly be most dramatically altered should the BMC cease to be a focus for the school's operation.

c) System-wide Services

The current CBE model of environmental curriculum delivery is based upon the understanding the BMC programs and resources are directly linked to CBE classroom instruction. It provides for a progressive, fiscally responsible (high productivity, low staff cost) and highly responsive framework through which to address current and future board-wide needs.

In terms of system-wide services, a reduction in the current level of funding to the BMC would essentially:

- Terminate a provincially-renowned model for the delivery of Outdoor and Environmental Education Curriculum.

- Eliminate annually, over 11,000 CBE student and staff direct full day learning experiences.
- Significantly reduce Staff Development across the CBE related to Global/Environmental Education.
- Eliminate the role of the BMC in promoting and training CBE teachers in risk management and safety procedures related to outdoor experiences.
- Dramatically reduce countless avenues for informal professional networking and consultative services for CBE teachers.
- Greatly impact upon the effectiveness of the CBE's Environmental Resource Teacher in terms of the complementary nature of that role.
- Inevitably see a serious deterioration of the 77 acre Outdoor Classroom site which is currently maintained by BMC staff, thereby creating the potential for increased liability.
- Minimize the circulation of an extensive BMC inventory of curriculum resources and recreational and scientific equipment presently made available to teachers across the system.

The future plans of the Board are, to a significant extent, in action today at The Centre. Global/Environmental Education programs such as those currently offered through the Bill Mason Centre are critical components of the educational agenda as we prepare students for contemporary life and for the 21st century.

References

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*Ron Williamson is Director of
the Bill Mason Centre.*

*The future plans
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Popcorn Anyone?grazing the future

Clare Magee

People are actively seeking to simplify the 'busyness' of living 99 lives.

This issue of Pathways begins, to some degree, an introspective look at the Council of Outdoor Educators of Ontario, the organization, and outdoor/environmental education as a movement in Ontario. Contributions from 'elders' of the movement initiate a retrospective/ perspective. Contributions from some outdoor centres provide detailed stories of 'coping in the 90's'. C.O.E.O. organization news is shared. These sources of information and opinion come from inside the professional outdoor field. They are, in a sense, introspective. What about information about the changing 90's that is external to the Ontario outdoor movement? Is there perspective and insight to be gained from an external source? The answer is, 'of course'.

Let's pry into just one that is fun, folksy, yet insightful. *The Popcorn Report* by Faith Popcorn (Harper Collins, 1992) really is credible. It's one of several recently-popular cultural-trend analysis books which deal with future societal trends. Popcorn (she changed her name from Prokopnik) has been running BrainReserve, a futures consulting firm in New York, since the mid 1970's. BrainReserve blends empirical data gathering with lots of focused future brainstorming sessions and lots of testing of potential trends with corporate and societal leaders. Popcorn's trends are, of course, generalizations and one may think of dozens of personal examples to contest the generalization. In fact, the outdoor/environmental professional is, no doubt, more than a bit of a counter-culture person. Although the trends Popcorn frames are based on psychosocio-demographic and economic factors, the analysis of what's happening deep in the North American psyche is perhaps her best contribution. She has also coined some catchy concepts.

What follows is an outline of a number of key trends as expressed in *The Popcorn Report*. Personal filtering of this information toward

what C.O.E.O. is experiencing, what outdoor and environmental education in Ontario is experiencing, what you as a person and a professional are experiencing may prove useful. Regardless of whether you digest and ruminate to a higher level or not, Popcorn is fun. Try some?

'Change is a constant.' We're experiencing a 'socio-quake'. So much is changing in terms of job loss, job change, political change, cultural change, information processing, people moving, personal communications, and on, and on. And it's not going to ease. The trend of accelerated change means that organization and systems that worked well in the relatively stable 70's and 80's may no longer be viable. Establishing new systems is not easy ... they may need to change next year and next. Personal energy is needed to cope with change. Popcorn promotes open, positive recognition of this socio-quake of change.

'99 lives' ... With so much change in life, people are BUSY. People aren't just living out one or two major life roles (teacher and father), they are leading '99 lives'. It's as if time has become faster than it used to be as one is a teacher, committee chair, mom of three, sister, care-giver to parents, and wife. How many of your friends and acquaintances have multiple jobs? Multiple families? And there is more information we're expected to process to be effective in all our roles. Time saving devices have become normal ... car phones, voice mail, faxes, micro-wave ovens, convenience food, and so on. Altruistic people have learned to say 'no' to too much life commitment. People are actively seeking to simplify the 'busyness' of living 99 lives.

'Cocooning' refers to retreating into one's place of living and making it a warm, comfortable, convenient and safe place to live, or to live and work. The trend of the 80's of people to work from their homes with compu-

ter, fax and modem is continuing and deepening. People are 'cashing out' from mainstream work to become work-at-home cocooners. Increased violence and crime are causing people to 'arm' their cocoons making them more appealing through home entertainment centres, whirlpool bathtubs, aromatherapy and other 'feel-good' home improvements. Fully-appointed cars can be viewed as mobile cocoons. One's cocoon is one's retreat from the 'scariness' and 'busyness' of that violent and dangerous and rapidly changing world out there. With shopping from home, the marketplace has become the cocoon. Youth are safely permitted to be themselves at home and in a few limited community outlets (cocoons?) ... the hockey rink, ball diamond, friend's house, the local mall.

'Fantasy adventure' is a rising trend. Just as we seek relief by physically escaping into our cocoons, we escape emotionally into our fantasies. A fantasy adventure is actually a search for safety while maintaining some personal illusion of risk. It's video adventure rentals, video games, telephone sex, foreign cuisines, perfumes named Safari, mountain bikes you ride to the mall, and Ford Explorers in the driveway. It's the theme parks that have burgeoned around the world. Popcorn relates two aspects of this fantasy adventure trend with seemingly opposite effects on the outdoor field. One is the increase in National Parks visits, in scuba diving, in eco-tourism ... the desire for a safe, adventure in the wild. Popcorn has coined the term 'wilderling' for this phenomenon. Contrast that with virtual reality ... body suits which let one see, smell and 'feel' one's way through an experience with electronic rather than real stimuli. Will the desire for safe, wild experiences be replaced by an emerging electronics stay-in-the-cocoon reality? What motivates the adults that you know? The youth that you know?

'Small indulgences' ... People are working longer and harder for less money. They manage carefully to cover fixed expenses and plan carefully for big ticket items ... but spend regularly on 'small indulgences'. Careful

financial saving and denial has led to a rebellious 'want' and 'need' to buy some small personal 'feel-goods' ... new gloves and toque rather than a new ski suit, a dozen roses, a new paddle, some Body Shop products, Haagen-Dazs ice-cream. Does this mean we should position the resident outdoor education experience as a 'small indulgence' ('They deserve it.') for the grade 8 daughters and sons of financially frugal parents?

'Egonomics' is me-ness, a desire and act to confirm one's individual uniqueness. It is the sister of 'small indulgences' ... the other half of the 'I deserve it' syndrome. Where in small indulgences that emphasis is on 'deserve', in egonomics the emphasis is on 'I'. It has led to the proliferation of narrower and narrower niche-posting for magazines ... for retired readers, for cat lovers, for bass fishers, above-the-waist-only body builders, green teachers. Narrower and narrower organizations are forming ... Dancers for Disarmament, Christian Classic Bikers, Urban Wilderness Gardeners. There are over 540 environmentally based organization members in the Ontario Environment Network. In the 1990's, where does this trend put a broad umbrella-type organization such as C.O.E.O.? Where does the 'outdoor generalist' fit?

'Downaging' is downwardly redefining the idea of age. Forty now is what used to be thirty; fifty is what used to be forty; sixty-five is now the beginning of the second half of life, not the beginning of the end. Cher in 1994 is 48. Joan Collins, in her late 50's, and Paul Newman, over 65, are cast as sex symbols. Forty percent of the runners who finished the 1991 New York Marathon were over 40. 'Golden oldies' dominate radio stations. There is also a 'cutting loose' aspect of this trend ... a denial of the burdens of maturity, a desire to return to a simpler time, giggling and playing, a deep-felt need to laugh. Nostalgia and kid like fun ... that reminds me of the last 'Make Peace with Winter' C.O.E.O. workshop I attended! But where is the new membership? the new young professional energy in the outdoor field? Where are the opportunities?

*Where does the
'outdoor
generalist' fit?*

*Is outdoor/
environmental
education a
developmental
'staying alive'
experience for
the next
generation*

the encouragement?

We are becoming 'Vigilante consumers', in part, in an effort to 'stay alive' and 'save our society'. Tillie the Consumer is becoming Attila the Consumer and is striking out at evil in the marketing world everywhere. The Protest Generation has come of age as enlightened consumers, confronting shabby quality, false claims, and marketing immorality. Ralph Nader, Phil Edmunston, Consumer Reports, the Sierra Club are going through surges of popularity. 'Exxonon' has entered the North American vocabulary as verbal shorthand for 'messing up in a major way and not taking full responsibility for the mess'. Enlightened companies and organizations are becoming acutely aware of not 'exxonon'. Consumer trust has never been a C.O.E.O. problem. But what about consumer trust of the claims of outdoor education? Are we still stuck in the 'justification of the education' in the outdoor education product?

The societal trend toward medical health and overall wellness is expressed by Popcorn as 'staying alive'. We're on a search for a better, happier, longer, more complete life. Organically grown/raised food, balances exercise, vegetarian dishes, naturopathy, spiritual sustenance are all part of this. Is outdoor/environmental education a developmental 'staying alive' experience for the next generation? Should it be promoted as such?

Environmental awareness of children and adults leads all to worry 'What is going to happen to the planet? To civilization? To the human race?' This concern for environmental survival is manifesting in a 'save our society'

trend. Consumer demand is pulling to the fore such morally (and financially) sound companies as Ben and Jerry's, The Body Shop, Patagonia, Tom's of Maine. Environmental and social involvement by corporations, businesses and individuals has started to increase. Individual and collective actions seems, according to Popcorn's optimistic interpretation, to be starting a 'do good' 'be good' trend to save our society. Should someone involved in outdoor/environmental education take heart and interpret from the last three trends that full environmental literacy is being attained? This writer does.

So that's a bit of Popcorn. As food for thought, it has some potential. It can nourish perspective-building for the individual and can help frame questions of direction for centres and organizations.

*'Twisting the familiar' is letting
your imagination wander. It's
being free of fixed images,
those static ideas if 'It's always
been this way'.
It's taking a hard look at every-
thing to see what
should be reshaped for the next
decade.'*

- Faith Popcorn

*Clare Magee, an agent of change, is a
Professor, Outdoor Education Program
at Seneca College*

Trailblazers ... those who were among the first, those who marked the way for others to follow more easily. All movements have them. The Council of Outdoor Educators of Ontario has certainly had its share of trailblazers in outdoor education in Ontario.

The 1990's have brought unprecedented pressures on the outdoor and environmental education movement in Ontario. It seems that, through the 60's, 70's and 80's, a general lock-step pattern of growth, diversification, and refinement in outdoor programs and outdoor centres happened. Now it seems those programs and centres that have not been 'locked out' of the movement are searching for their next 'step' ... a step of financial survival, of downsizing, of efficiency, of accountability. The professional in today's movement ... from classroom teacher to outdoor program instructor to administrator is being asked to 'do more with less'. This professional pressure is being compounded by the larger cultural, technological, societal, and political shifts which we are all living through. Students in outdoor programs are being taught to master their best entrepreneurial strategy and spirit to enter this changing, challenging field.

Where can we go for help in gaining perspective for our profession in general and our position in particular? Where can we go for the inspiration to persevere under pressure, for renewed courage to keep innovating? Let's try the trailblazers, those who have previously framed the successful questions and answers for the outdoor education movement, those who have challenged, changed, innovated and succeeded in a significant ways over a significant period of time.

A number of trailblazers (or non-chronological 'elders') of outdoor education in Ontario have been approached by the editorial board. This new column listens to trailblazers. Their stories and their responses to questions of the future will unfold, several at a time, over the next number of issues. Each trailblazer was asked to respond to five questions.

This first column features the following educators:

***Jean Wansbrough (J.W.)** developed outdoor education to a high art in elementary schools in Swansea (Toronto). She trained Grade 6 'instructor/leaders' for grade 1 and 2 outdoor education experiences in the school yard and in conservation areas. She designed the requirements for a number of nature-oriented girl guide merit badges and trained the trainers for them. Her humanistic leadership was felt as supervisor of Claremont and Albion Hills field centres. She maintains an active, outdoor life-style from her retirement home in Markham.*

***Wally Poole (W.P.)** retired in 1992 from his position of Assistant Professor, Faculty of Education, Brock University after 40 years in education. He has won several awards for accomplishments in environmental and outdoor education. He initiated and organized the Great Lakes Institute for Educators. He is active in retirement working on the T.U.R.T.L.E. project - The Urban/Rural Teachers Learning Experience. Ask Wally about the Earth Ship, a lab/museum made entirely from recycled tires.*

***Bert Horwood (B.H.)** retired from Queen's Faculty of Education in 1992, where he had been since 1968, first as a science educator then as a professor of outdoor and experiential education. His most recent book is **Experiential Education in High School**, published by the Association for Experiential Education (AEE). Bert has won the Robin Dennis Award (COEO) for outstanding contribution to outdoor education and the prestigious Kurt Hahn Award (AEE). Presently he is philosopher in residence at Northern Illinois University.*

**1. THE INSPIRATION QUESTION:
Where, What, Who, How and/or
When have you found your
inspiration as an Outdoor Educator?**

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among the first,
those who
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low more easily.
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door education
in Ontario.*

These experiences, what I'll call 'personal firsts' really gave me the confidence to promote education through the out of doors.

J.W. My inspiration probably came from my mother, her parents and siblings. They shared, with all they interacted with, their love of the out-of-doors, their observations, understanding, questions and especially their curiosity. They set up situations where all my cousins and our friends shared experiences with joy and love. The puzzles from our observations and the questions not only motivated us to further explorations but created an awareness of the interactions going on in the world around us and our part in it.

W.P. A rural up-bringing connects you with the outdoors and natural systems ... you needed a functional knowledge and keen awareness of the natural elements to co-exist. I had many teachers ... the one room school-environment was conducive to satisfying natural curiosity; the school gardens, community fairs encouraged hands on learning. My parents and grandparents expected you to be 'smart' about the world, and nature was all part of the world. A botanist uncle also pointed my head to the connectedness of the outdoors. In the 70's I enjoyed two summer graduate education courses in Outdoor Education with Julian Smith et al through Michigan State University, one at Bottlecreek and Higgins Lake Michigan. These experiences, what I'll call 'personal firsts' really gave me the confidence to promote education through the out-of-doors.

B.H. My inspiration is nearly continuous from early summer camping days, through adolescent solo explorations of the bush in all seasons, to the responses of people, whether my elders, peers or students. It's dangerous to name individuals, because almost everyone in the field has given me a good boost at one time or another, but I must single out my parents, Art and Mabs Horwood,

as well as Bob Pieh and Dolores LaChapelle as especially powerful influences.

2.THE SIGNIFICANT EXPERIENCE

QUESTION: Is there one experience that is clearly set apart from all others?

J.W. No, I can't say there was one. I see my mother with a cowbird egg on a spoon she removed from a vireo nest telling us a lazy bird story. I see Ken Strasser cupping his hands around a Spring Beauty so we could more clearly marvel at its stripes. I see my brother with his nieces and nephews up in a tree reciting Frost, Lampman, Pratt and his own poetry about the out-of-doors. I see my mother showing a group of us how to make basswood whistles as her father had shown her years before. I see Mel Dudly with his class under a tree in High Park years before we had ever heard of Outdoor Education, his students investigating and reporting their discoveries to the rest of their group. I don't think it was one experience but a combination of many built up over the years.

W.P. It is the 1972 Higgins Lake, ten day, living and learning residential context when 30 invited leaders in Outdoor Education shared their talents and convictions - folks like the Donaldsons, Gibbon, Blackburn, Smith, and a keen group of juniors who had success stories to share. I visited the camp site in August, 1993 and was pleased to see it going strong as a Conference Centre which caters to groups with environmental interests. The experience of 'doing it', i.e. conducting outdoor/environmental education field trips with preservice and graduate level teachers; the many 'WOW' reactions are most memorable.

B.H. There were three experiences in just the right sequence to get me going. First, on the day of my graduation with an honours degree in biology, I saw for the first time, liverwort plants (*Marchantia polymorpha*) growing in a dark damp spot on the campus. That plant had been the subject of detailed study in three major courses, yet I had never seen it live and growing. And all the time, it was there, only metres from the labs where I had worked with pickled specimens, prepared slides and photos.

A scientist that I invited to my first high school biology class made a single point very powerfully, 'The study of biology begins and ends in the field.' As a result of both these events, I made a practice of taking all my high school students outside to experience the organisms, we studied, in their places. The results surprised me. Not only were students more interested and motivated in biology, but the social atmosphere in the class was greatly enhanced. Being outdoors, with a constructive agenda, awakened levels of humanity in the students that had nothing to do with the curriculum. Many years later, Jim Raffan identified this as the 'outdoor curriculum' and 'personal meaning.' I didn't have a name for it. I just like the effect on my classes. This experience convinced me that experiential learning in outdoor settings was the process to which I would be committed.

3. THE CRYSTAL BALL QUESTION: What should we all be doing now, 1) to promote and; 2) to improve Outdoor Education? Is there something we should not be pursuing as 1) a field study, and; 2) as individuals?

J.W. I see a four year old niece explaining to some folks in the woods why they should not pick a trillium with its leaves as it will not be able to make food for itself next year. I think each of us should share our curiosity, enthusiasm for life with the people around us. They in turn will share with others. It is a combination of all the things going on in their lives that has impact. Each of us needs to encourage curiosity about the world around us, help others to notice the interactions going on. Encourage understanding of the interrelationships. DEVELOP CURIOSITY. People who notice interactions, cycles, and what happens in their world where they live and work and play will do what they can to make their space a better place.

W.P. There are new conditions, new realities about living and schools must repeat/demonstrate new ways of doing business, thus we need to do more with less; with more cooperation and collaboration among those with vested interests in socializing our youth toward a sustainable lifestyle for our planet. A more holistic, less segmented interpretation of life systems and values may be achieved when the 'environments' become the context for curriculum - i.e. the social, physical, political, economic environment. When the real life context is infused into the curriculum, there is built-in relevancy and accountability.

- B.H.** a. Get clear on the distinction between recreation and education and emphasize the latter.
 b. Clarify the compelling and unique reasons for educating people outdoors and practice those reasons.
 c. Move much more strongly to be open in placing value on the interesting effects possible in outdoor education. Give equal prominence to the physical, intellec-

I think each of us should share our curiosity, enthusiasm for life with the people around us.

To get real, every outdoor experience should require students, at an appropriate age, say 10, to gather, kill and prepare their own food.

tual, emotional and spiritual dimensions of learning.

- d. Recognize that human beings are not separate from the natural world, but are an integral part of it. It's old stuff, but I don't think that the message really gets through that it's from the Earth we come and that it's to the Earth we will return. The current language of environmental education denies this point.
- e. To get real, every outdoor experience should require students, at an appropriate age, say 10, to gather, kill and prepare their own food. (Just an example of what it would take to implement the above.)

4.THE BOOK QUESTION: We're curious! Is there a book or two that is distinctive? Is there a book/article not written yet that you can suggest.

J.W. Rachel Carson's 'A Sense of Wonder'

W.P. *The Compassionate Universe* by Eknath Eshivaren

The Earth in Balance by Al Gore

The Canadian Environmental Education

Catalogue from the Pembina Institute, Drayton Valley, Alberta

B.H. *Shifting* by Paul Krapfel. Order from him at 1080 Manor Drive, Cottonwood, CA, USA, 96022. (About \$12 US plus postage)

Towards a Transpersonal Ecology by Warwick Fox, Shambala Publications, 1990. Order from your local book store.

5.THE VISION QUESTION: Where are we going in the long view? How should we proceed?

J.W. There is a big job out there as many

children do not have the gift from their families of experience in observing, sharing and enjoying our natural world. Many of my outdoor loving peers had childhood experiences living in the country or with relatives in the country and a close association with the out of doors. They also spent hours exploring it on their own with family support to answer their questions. How in this day and age with so many demands on the classroom teacher can they take time out to investigate 'The World at your Feet'? Does it have to be done with children in the out-of-doors? Are there any places left where children can safely explore on their own? Perhaps we have to CREATE AREAS where this can be done. Are children's creative skills and ingenuity being lost in this world of organized recreation and T.V.? IT IS GOING TO TAKE SOME IMAGINATIVE APPROACHES to create safe spaces where children can develop observation skills and understanding of interrelationships. AREAS NEED TO BE DEVELOPED where children can be turned loose to explore for themselves and have support and sources of information to help them answer their questions and stimulate further exploration. WHAT A CHALLENGE for the future.

W.P. If schools are to be the formal socializing agents of society, they need help in their mission of developing an environmental conscience and ethics appropriate for a global existence. Teachers need help at the pre-service and professional development levels. It must be mandated into the certification of teachers like Manitoba, Saskatchewan, B.C., New Jersey, etc. The required change can come from education and legislation in tandem. There are opportune conditions for school boards, teachers, federations, community agencies, business to cooperate and thereby provide the will and the way to a more responsive, relevant and

efficient education system - one that endorses the efforts of individuals, and individual school/community enterprises. The environment is the **focus**.

B.H. My vision is tied up with the Crystal ball answers. It is more a matter of hope (wishful thinking?) than prophecy. I think affairs are in flux. We **know** what to do. We **lack the will** to do it. Why is that? Outdoor Education has been much better at giving knowledge than at giving will. Can we change? If humanity is at a crux, then small efforts might just tilt us into a long term, low energy, sustainable style of living. Or if not,

Earth changes may awake the Four Horsemen and reduce humanity to a whimpering remnant of isolated folks incapable of sustaining their lives in an indifferent world. It could go either way. (I was excited, and scared, to hear Aboriginal prophecies and visions almost identical in structure to the previous sentences. Apparently, I'm not the only one who has a sense that we are living in times of great potential.)

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Bark Lake Leadership Centre
Tel.: (705) 447-2452 or 1-800-668-6638

Outdoor Education has been much better at giving knowledge than at giving will. Can we change?

Student Memories of Visits to the Boyne River Natural Science Centre

Doug R. Jones, Paul F. J. Eagles, John Fallis and Jerry Hodge

Introduction

The students are the central focus of any school-based outdoor and environmental education program. Individual students are usually encouraged to provide opinions on the program, but the systematic collection of student opinions is infrequent.

The Boyne River Natural Science Centre is a residential school, near Shelburne, owned and operated by the Toronto Board of Education. Approximately 180 students and staff are accommodated at the school for half and full week courses. The school has a full range of buildings and associated facilities on 166 hectares or property located on the Niagara Escarpment. The property includes fields, a river, wetlands, forests and a pond. The classes also have access to thousands of hectares of significant lands in nearby parks and reserves.

The goal of this study was to assess the student opinions of the fulfilment of the goals and objectives of the Boyne outdoor and environmental education program. The school has an approved set of 13 goals for the student learning and program operation. In addition, the teachers have their own views of the importance of various elements of environmental education. A questionnaire was developed that incorporates questions on both the formal program goals and from the teacher's personal goals. For brevity sake, these goals are not repeated in this paper.

Methods

A 5-page questionnaire was administered to students in their home school classrooms. The survey collected information on 66 closed-option questions, as well as several open-

ended ones. Six Toronto schools agreed to help with the survey and a total of 289 students filled out the surveys. Three of the schools were senior elementary and three were secondary. The survey was administered in May and June 1993. Students filled out their answers directly onto computer cards. The results were analyzed on the computers at the University of Waterloo.

For closed-option questions, students were given a statement and asked to give their level of agreement. An example of a question is; **At Boyne River School time was set aside for journal writing.** Each question includes five levels of agreement: Disagree Strongly, Disagree Somewhat, Do Not Remember, Agree Somewhat and Agree Strongly.

The response rate was a very impressive 99%, not surprising as the students filled out the surveys during class time. The resultant data was compiled into a 180-page thesis submitted by Doug Jones to the University of Waterloo. For the purposes of this article in *Pathways*, the authors have selected results that reflect some key findings.

Results

Of the 289 respondents, 48% are in grade 8, 20% in grade 9 and 31% in grades 10 through 13. The population is 52% male and 48% female. A total of 54% of the students had made more than one visit to the school and 7% said they had been to the school 5 or more times. The length of times since the visit varied: 26% this year, 59% last year and the remainder up to four years since the visit. The vast majority of the students, 86%, had visited Boyne as a school trip. The remainder visited on special music, art or leadership programs.

The very first question on the survey asks; **The thing I remember most about Boyne**

Individual students are usually encouraged to provide opinions on the program, but the systematic collection of student opinions is infrequent.

River School was? In total, the students provided 519 responses to this question. These are grouped into 63 categories and categories with 10 or more responses are listed in Table 1. These results are valuable because they arise from self-initiated responses from the students, not from categories of information. They reflect the first ideas that come to the student's mind.

Table 1: Most Remembered Things

Ropes Course	95
Food	64
Hiking	54
Friends	42
Dorms	25
Boyne Teachers	20
Caving	18
Night Hikes	15
Black Flies	12
Campfires	10

Table 1 reveals that those features which are most novel, most different from the normal school and home experiences, are those best remembered. Elsewhere in the survey, the vast majority of students, 83%, responded positively to the comment that they tried a totally new activity at Boyne. The novelty element of the outdoor experience may be key to the provision of an effective learning experience.

The ropes course, which has both high and low elements, is clearly a vital feature. The dorm style of sleeping leaves impressions, as do the experienced teachers who work at Boyne. Natural environment features such as caves, the pond and hiking trails are ranked highly.

The vast majority of the responses to this question are positive. A negative feature includes the black flies, which leave an impression on most visitors to the woods in the spring. The food comments are mixed, with the majority expressing dislike for the food provided.

The student's general feelings about their Boyne visits are found in the responses to three questions. To the statement, **I have**

good memories of Boyne River School, 86% respond positively. A similar statement, **My time at Boyne River was special**, receives a 73% positive response. And the comment, **I would go back to Boyne River School with my class if I had the chance**, finds 82% of the students in agreement. It is clear from these three questions that the students feel very positive about their visits to the School.

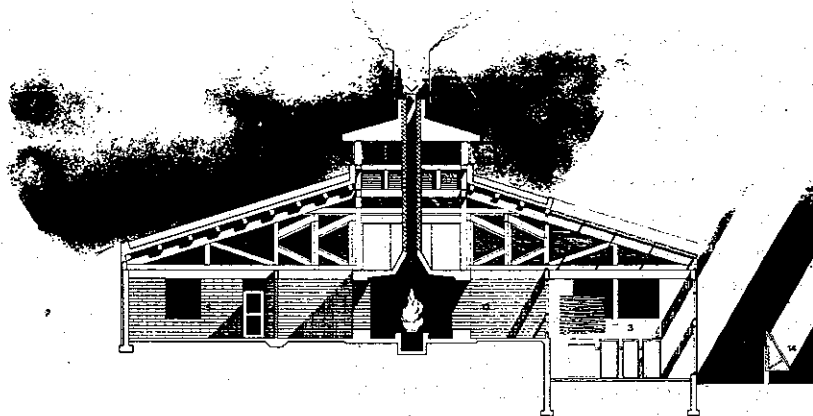
The students were asked several questions about the impact the program had on their personal feelings about the outdoors. The statement, **I learned things that made me more comfortable in the out-of-doors**, is agreed to be 65% of the students. However, 25% are in disagreement. This latter number could have two underlying causes, the students became less comfortable, a highly unlikely occurrence, or they already had a good degree of comfort in the out-of-doors before entering the program, a more likely hypothesis. A small majority of the students, 53%, agree with the statement, **My self-confidence improved at Boyne River**.

These findings suggest strongly that participation in the Boyne program affect the students' comfort level and self-confidence in the out-of-doors. This is an important verification of the fulfilment of two of the program's goals.

A long-term impact of outdoor education is the development of positive attitudes toward participation in outdoor activities. The comment, **I learned that the out-of-doors can be enjoyable**, was agreed to by 75% of the students. This strong response may lead to these students pursuing more outdoor activities in the future. Combining this response with the activities listed in Table 1, hiking, campfires, pond studies and caving, might suggest the types of outdoor recreation activities that these students will remember and participate in during the coming years.

Do the students learn ideas and facts about nature? The simple statement, **I learned about nature**, is agreed to by 87% of the Boyne students. A smaller, but still impressive, 76%, respond positively to the comment, **I learned about the environment**. A total of

The novelty element of the outdoor experience may be key to the provision of an effective learning experience.



The Boyne River Ecology Centre (artist unknown)

67% state that they **learned that environmental issues are important**. These results show that the students strongly feel that they learn ideas and facts about nature during their visit. However, when asked if they remember discussing **natural processes, e.g. photosynthesis or symbiosis** 58% reply negatively. It is possible the complex words, such as symbiosis, used in this question may cause problems for some of the students.

How do the student's learn? Environmental and outdoor educators agree that the best way to learn is by doing. One of the themes of the Boyne program is the 'primacy of experience.' To test the students' view of this concept, they were asked; **I learned things because I did them**. An impressive 79% agree to this statement. Therefore, it is clear the students agree with the concept that learning through direct participation in activities is a valid teaching strategy. Most of the studies at Boyne are done in groups. To the comment, **Working in groups can be successful**, 77% respond positively. To the comment, **Working in groups was enjoyable**, 82% respond positively. Therefore, the vast majority of the students felt that learning through group work can be successful and enjoyable.

What formal classroom subjects are taught? Art is done by 52%, problem solving by 56%, journal writing by 40% and mathematics by 30%. Only 28% replied that they **learned something about Canada's heritage**. That

word 'heritage' is often used to describe historical buildings and artifacts. It is possible that the students did not see the Niagara Escarpment, the rural countryside or the School's forests and fields as part of Canada's heritage. It is only recently that natural heritage has started to become connected with cultural heritage in the general meaning of the word 'heritage'.

Does a visit to Boyne cause long-term behaviour change? To test this question, the students were asked to comment on the phrase; **After my Boyne visit, I changed something about my own or my families daily routines or habits**. A total of 26% replied positively to this comment. This may seem like a small number, but it should be seen in a positive light. The students are saying that 25% of them made a change in their own or in their families' daily habits due to the Boyne experience. The wording of the comment implies that these changes are long-term or permanent. Therefore, this data suggests that Boyne is having a major, long-term impact on the lives of many of their students. Given the answers given to several questions in this survey, it is probable that one of the changes will be a higher degree of participation in nature-oriented outdoor activities.

The study finds that some aspects of the program can be improved. The program is designed so that all students are given preparatory information at their home school before starting the field trip. As a measure of the effectiveness of this aspect of the program, the students were asked; **Before going to Boyne River School my class did activities or lessons at my own school to prepare for our visit**. Only 14% of the students answer positively to this question. A total of 28% does not remember such an activity and 59% do not agree to the statement. These answers show that existing preparation program is not well remembered by the students.

Given the high value placed by the students on their Boyne experience, the researchers were concerned about the poten-

tial problem of students too often replying in the positive because of a desire to please. How accurate are these responses? Do the students read the questions carefully? As a veracity check, the questionnaire included questions about non-existent program elements: The statement; **I remember the stable of the first day**, is agreed to by 8% of the students. There is no stable at Boyne. Similarly the comment, **I remember the horse-drawn hayride**, is a check because there are no such hayrides. A higher 17% of the students agree to this statement. Interestingly, the first figure, 8% comes from question 32, while hayride response, 17% comes from question 61. These responses suggest that the vast majority of the responses are accurate. However, as the students get tired, towards the end of the long, five-page questionnaire, their attentiveness starts to fade.

Summary

This survey shows that the Boyne River Natural Science School programs are very well-liked and remembered by the former students. The vast majority of the program's goals are being fulfilled. The students are expressing high levels of positive feelings about the program and about the out-of-doors. The program is functioning well, from a student's point-of-view.

The program is not perfect. Home school preparation of the students needs to be improved. Follow up activities in the classroom might be strengthened as well. Student food preferences need to be looked into more.

During the survey some students expressed their surprise at being given the opportunity to be involved in a program evaluation of a school program. They felt good about being given the chance to make comments. One of Boyne's goals is to constantly evaluate the program. This survey has shown that senior public and secondary school students are quite capable of providing valuable information that can be used to evaluate

the accomplishment of outdoor education program goals.

This study also showed that undergraduate thesis research can be used effectively in program evaluation. Success in such a project depends upon several key factors, including active cooperation of the school officials, coverage of out-of-pocket expenses such as survey printing and travel, careful survey design and familiarity of the student with the program. Doug Jones had spent cooperative work terms at the Boyne Centre and this provided both the motivation to conduct the study and the knowledge to carry it out successfully.

An approach such as this could be of use to other outdoor education programs in Ontario. The students' knowledge and opinions can provide very useful information.

(This paper is written with the information from the thesis, *An Examination of Long Term Recollections of Students of Boyne River Natural Science School*, by Douglas R. Jones. It was submitted to the Department of Geography at The University of Waterloo. Copies are available at the U. of W. library, with the supervisor, Professor Eagles and at the Boyne School)

Doug Jones is a student, Department of Geography, University of Waterloo; Paul Eagles a professor, Department of Recreation and Leisure Studies, University of Waterloo; John Fallis, Vice Principal, Boyne River Natural Science School; and Jerry Hodge, Principal, Boyne River Natural Science School

The students are expressing high levels of positive feelings about the program and about the out-of-doors

SPRING MIGRATION VI May 13-15, 1994

Sponsored by Western Region, COEO, this workshop will feature a day on Pelee Island, as well as, touring birding hot spots on the mainland. Details and registration forms are available now by sending a stamped, self addressed envelope to David Goldman, 1820 Erie Avenue, RR#2 Amherstburg, Ont., N9V 2Y8

CELEBRATE THE DON RIVER May 15, 1994

Paddle the Don River from Eglinton to Harbourfront. Sponsored by the Don Watershed Task Force c/o Metro Region Conservation Authority. For more information call Bill King at 416-223-4646 or Tija Luste 416-588-7517

CANADIAN CANOE ROUTE ENVIRONMENTAL CLEAN-UP PROJECT June 5 - 11, 1994 (Environment Week)

Sponsored by The Canadian Recreational Canoe Association and Scott Canoe this project provides you with an opportunity to make a difference. All you need to do is identify a specific river or lake you will be canoeing on, take along an extra bag to pick up any garbage, and at end of trip report to the CRCA office for special recognition. For more information contact Joseph Agnew by phone at 519-473-2109 or fax at 519-473-6560.

O.R.C.A. CANOE TRIPPING LEVEL 3 CERTIFICATION COURSE July 1-10, 1994

This course will take place in the Temagami region. Upon successful completion, one can administer and/or instruct canoe tripping programs. Must have at least 5 years of canoe tripping experience. Special guest Bob Henderson will talk about heritage waterways. Since space is limited, early registration is recommended. Contact Reuben Berger at 416-782-4589 for more information.

ENVIRONMENTAL SCIENCE ADDITIONAL QUALIFICATION COURSES July, 1994

Nipissing University will be offering Environmental Science, Parts 1 and 2 at the Leslie M. Frost Natural Resources Centre. Participants will be in residence July 3-9 and July 17-22. For more information (course outline and video) call Stan Percival at 1-800-461-1673 or Dave Gibson at 705-766-2451.

EXPLORING ECOSYSTEMS: Old Growth Forests August 10 - 12, 1994

This Frost Centre workshop is a first in a series designed to help you develop an understanding of ecosystems 'from the ground up' as well as an awareness of related issues. You will travel by foot and water to actively explore an old growth site. Through information sessions you will share information, ideas and views about old growth forests. Open to any adult interested in ecology and the outdoors including educators, naturalists, sportsmen, and recreationists. For more

information contact Mike Turner, Frost Centre,
R.R. 2 Minden, Ont. KOM 1K0. Telephone:
705-766-2451. Fax: 705-766-9677

RECONNECTING WITH NATURE: A VISION FOR THE FUTURE

October 7-10, 1994
Cortland, New York

Co-sponsored by Coalition for Education
in the Outdoors and the New York State

Outdoor Education Association offers a broad
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Education In the Outdoors, Park Center,
Cortland College, Cortland, New York
13045.

COEO AND GREEN BRICK ROAD PARTNERSHIP

COEO has recently formed a unique partnership with the Green Brick Road(GBR). The GBR is a Library/Reference Centre with over 1500 environmental and outdoor education resources that can be accessed by teachers and students. Since 1990 Executive Director, John Tersigni and several volunteers have deliver over 300 presentations and workshops on environmental education and action and have recently developed a comprehensive collection of resource materials at an office in Markham, Ontario.

COEO and GBR have embarked on a project to provide superior professional development and information services for teachers and students. With COEO's involvement GBR's selection of resources will be expanded to meet the needs of COEO members. COEO members are encouraged to provide input, specifically suggestions on what outdoor education resources GBR should acquire.

Here are some of the services available to members:

- Centre open for researching and networking;
- a database identifying over 2000 environmental education resources including

teacher's guides, activity books, fiction books, videos, posters and more;

- a variety of catalogues and directories of environmental information, organizations and other contacts;
- listings and details of upcoming environmental/outdoor events including conferences, workshops, television programs, meetings and more;
- thousands of categorized and dated newspaper and magazine articles;
- a variety of free material such as pamphlets, posters, books, and magazines; and
- on-line computer search for resources from public libraries

There are three ways to access Green Brick Road:

- by phone, call 905-946-9617
- in person, call to make an appointment. GBR is located on 90-C Centurian Drive, Unit 2C, Markham, Ont.
- in writing, mailing address is GBR c/o 8 Dumas Court, Don Mills Ont. M3A 2N2

Green Brick Road memberships for COEO members are FREE! To register call number above and give your COEO membership number.

C.O.E.O. Conference '94

Camp Arowhon, Algonquin Park

Sept. 29 - Oct 2, 1994



Watch the Magic Build:

Outdoor/Environmental Education

: In You

: In Algonquin

: On Planet Earth

Preliminary Program and Workshops

Friday - Focus on Centres

A.M.

Connecting The Environment with the Common Curriculum - Ralph Ingelton

Outdoor Hike: A Practical Sharing Session

P.M.

Centres in Transition: A Panel Discussion - Ron Williamson, Lisa Primavesi, Jim McHardy

Concurrent Workshops

Evening:

Tales from the Magical Forest - Introducing Zabe Maceachren who will create magical story telling moments throughout the weekend.

Algonquin, The Park and Its People Slide Show - Don Standfield

Guitars and sing along

Saturday - Focus on the Environment

A.M.

ECOS - In the Balance: Ecology, Economy and Education - Skid Crease

Concurrent Workshops

P.M. Field Trips

Forest Ecology Hike - Peter Quinby, Nipissing Field Centre

Spirit of Tom Thomson Canoe Trip - Linda Leckie

Tour of Pringrove, Brule Lake: Logging Town and Algonquin Castle!

Mizzy Lake Guided Walk - Park Naturalist

Interpretive Canoe Trip from Tepee Lake

Flight over Algonquin Park (extra \$)

Evening:

COEO Awards Dinner

Dance

Sunday - Focus on Education and COEO

A.M.

The Re Enchantment of Outdoor Education - Bert Horwood

Concurrent Workshops

C.O.E.O. Annual General Meeting and working groups.

Preliminary List of Concurrent Workshops

Magic Tales, Magic Actions, Magical Lives - Zabe Maceachren

Electronic Networking and Conferencing - The Information Highway in Outdoor/Environmental Education - Mark Whitcombe

Teaching About Renewables: A Matter of Resources - Jim Gear.

Site Inventory / Site Management - Chris Blythe

Cross-Curricular Outdoor / Environmental Program In a High school - M.J. Barret

Tracing the "Song of Your Paddle" Program Ideas - Bill Mason Staff

Sorting Out A Mess: Key Distinctions Within the Field of Outdoor Education - Bob Henderson

Experience The Powers of the Dream Catcher by Making Your Own - Lee Wilson

Primary & Practical: Outdoor Education at Your School - Margit McNaughton

Green Brick Road Introduction

And more to be added.

The Gathering

The "magic" continues to build towards COEO's Annual Conference at Camp Arowhon in the Algonquin interior. The conference committee is pleased to present to you the preliminary program outline and registration package. We hope that we have achieved a balanced program of thought provoking presentations, hands on explorations of Algonquin Park as well as plenty of opportunities to gather with friends, new and old, to share in the COEO spirit.

In these tight money times, the conference committee has worked hard to keep costs down. We are offering an "Early Bird" rate at a substantial discount, as well as a choice of weekend or full conference packages. We will also offer a student discount and for those students willing to help a little during the conference there is an even lower rate. In cooperation with Camp Arowhon, we are able to offer comfortable but rustic (you'll want a warm sleeping bag) cabins and an excellent menu. In fact, this years fees will be the same as or less than those of the 1987 conference at Mono Cliffs!

If you would like to help or have any questions contact Bob Henderson at (905)525-9140, ext. 23573 or Lee Wilson at (519) 821-6631.

So mark those dates now and get that registration form in to insure a space is saved for you. We look forward to sharing the "magic" with you at COEO Conference '94.

Registration Form COEO Conference '94

Name: _____ Male _____ Female _____

Home Address: _____

City: _____ Province: _____ Postal Code: _____

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

May we give out your name for car pooling purposes? Yes _____ No _____

Conference Packages & Fees:

Package A:	Full Conference (Thurs night-Sun noon)	\$230.00	\$ _____
	Early Bird (by Jul. 1)	\$190.00	\$ _____
	Student	\$160.00	\$ _____
	Student Help (limit 20)	\$145.00	\$ _____
Package B	Weekend (Fri night - Sun noon)	\$180.00	\$ _____
	Early Bird (by Jul. 1)	\$140.00	\$ _____
	Student	\$125.00	\$ _____
Non-Member	add	\$30.00	\$ _____
Student Non-Member	add	\$15.00	\$ _____
	Total		\$ _____

Payment:
 Minimum \$50.00 deposit. \$ _____
 Balance payable by post dated cheque Sept. 15, 1994 \$ _____

Cancellation Policy:
 After Sept. 1 the \$50.00 is forfeit unless a replacement person is found.

Please send registration form and cheques (**payable to COEO Conference '94**) to:
 Lee Wilson, 94 Dufferin St., Guelph, Ont. N1H 4A3

Abusing the Teachable Moment

Keith King

I wonder ... to won'der, v 1. to have doubt and curiosity about; to want to know.

I wonder ... what are some of the ways I can ruin a teachable moment.

Like, carrying it too far.

Like, turning them off with my stories.

Like, turning the moment into something which interests me not the learner ...

Like, turning it off by saying something like, 'OK, break is over, it's time to put the turtle skeleton away and turn to the page in the lab book on snakes.'

Like, saying something like 'That's uncouth,' or '... that is not the kind of language we use here.'

Like, by my body language, tell me I know nothing about that thing rather than saying, '... let's go see what we can learn about that.'

Like, killing it by not accepting 'I know much about that topic but haven't had the opportunity to organize.'

Like, faking it by trying to maintain your 'superior' knowledge.

Like; you do it the boss's way, for whatever reason.

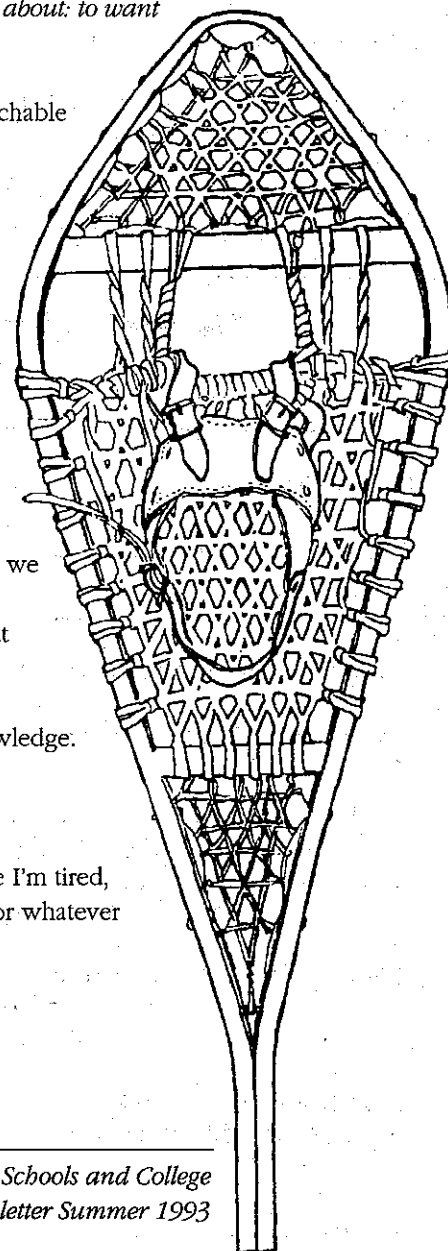
Like, I bit off something too big.

Like, trying to satisfy someone else.

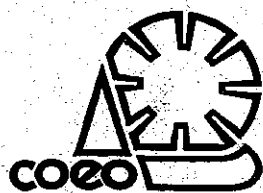
Like, missing the teachable moment completely because I'm tired, didn't get enough sleep, not in shape, or not 'with it,' for whatever reason.

Like, by being so involved with one kid, I miss it.

Like, ... can you add to this list?



*From A.E.E. Schools and College
PG Newsletter Summer 1993*



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, Halimand-Norfolk
- Central:** Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto
- Eastern:** Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carleton, Lanark, Prescott, Russell, Stormont, Dundas, Glengarry
- Out-of-Province:** Any area in Canada except Ontario
- Outside Canada**

Membership Application Form

(Please print)

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

Address: (Street or R.R.) _____

City _____ Postal Code _____

Telephone: (H) _____ (B) _____

Position: _____ Employer: _____

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

University/College if full time student: _____

I am in the _____ Region of COEO.

Introduced to COEO by: _____

COEO membership is one year from date of renewal.

Please check: New Renewal Membership # _____

Fees: (circle)

Regular: \$40.00 Student: \$30.00 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.