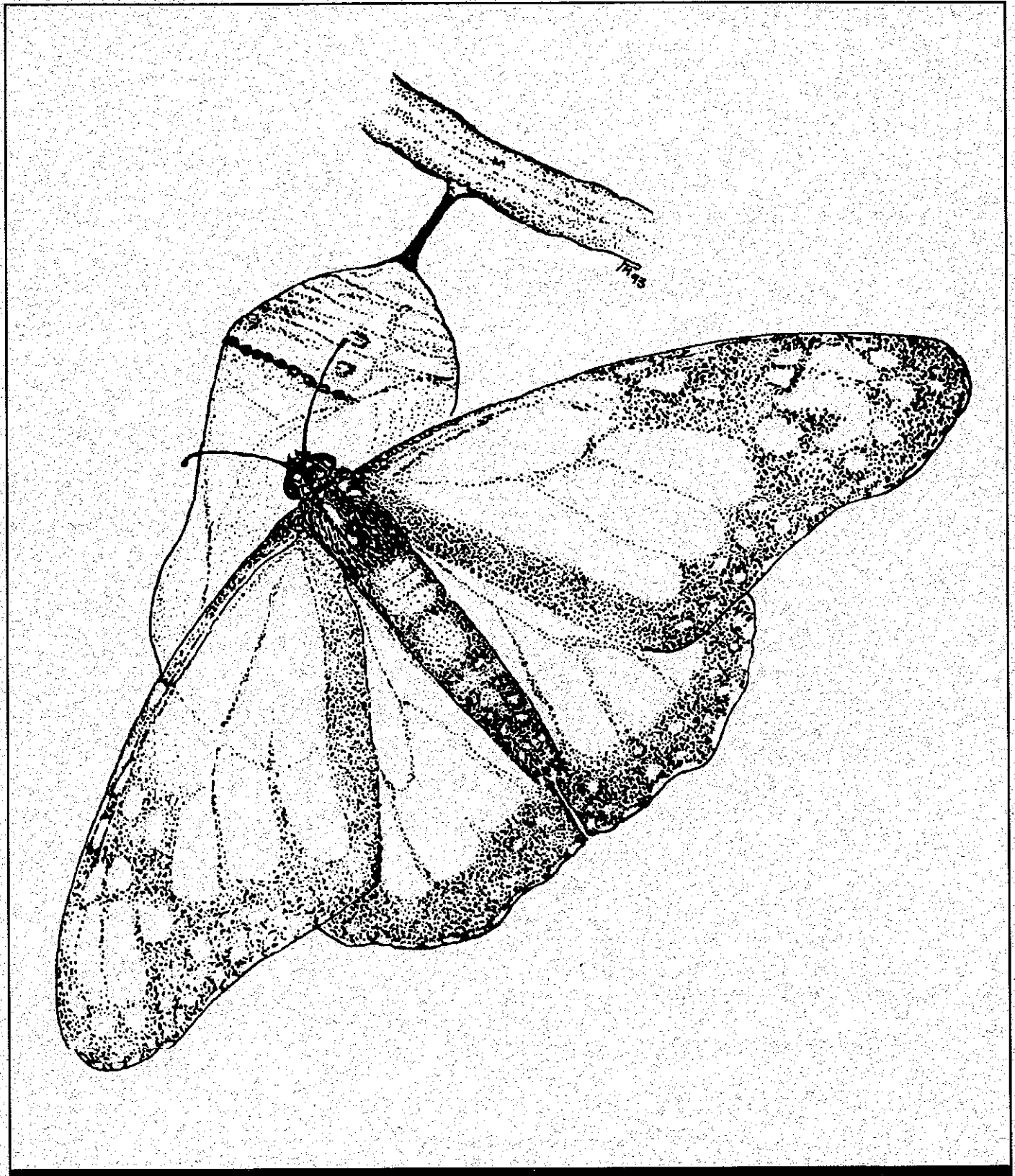


Pathways

Volume 6, No. 3
May/June, 1994

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Pathways

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 L8S 4K1

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 Ministry of Tourism and Recreation
 Recreation Division
 77 Bloor Street W., Toronto M7A 2R9
 (B) 416-314-7680 (Fax) 416-314-7455

COEO Office:

Council of Outdoor Educators of Ontario
 1220 Sheppard Ave. East, Willowdale M2K 2X1
 416-495-4264

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Pathways Editorial Board

Chair: Bob Henderson

Dept. of Phys. Ed., McMaster University
Hamilton, Ont. L8S 4K1
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(B) Fax 705-766-9677 (B) 705-766-2451

Barbara McKean

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Hamilton, Ontario L8N 3H8
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(H) 905-523-8961 (Fax) 905-577-0375

Merrily Walker

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(H) 519-856-9339

Mark Whitcombe

Childrey, High Street
Porlock, Somerset, UK, TA24 8TT
(H) 011 44 643-863078

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We present in this issue our third annual collection of student writing and artwork. This is a personal favourite.

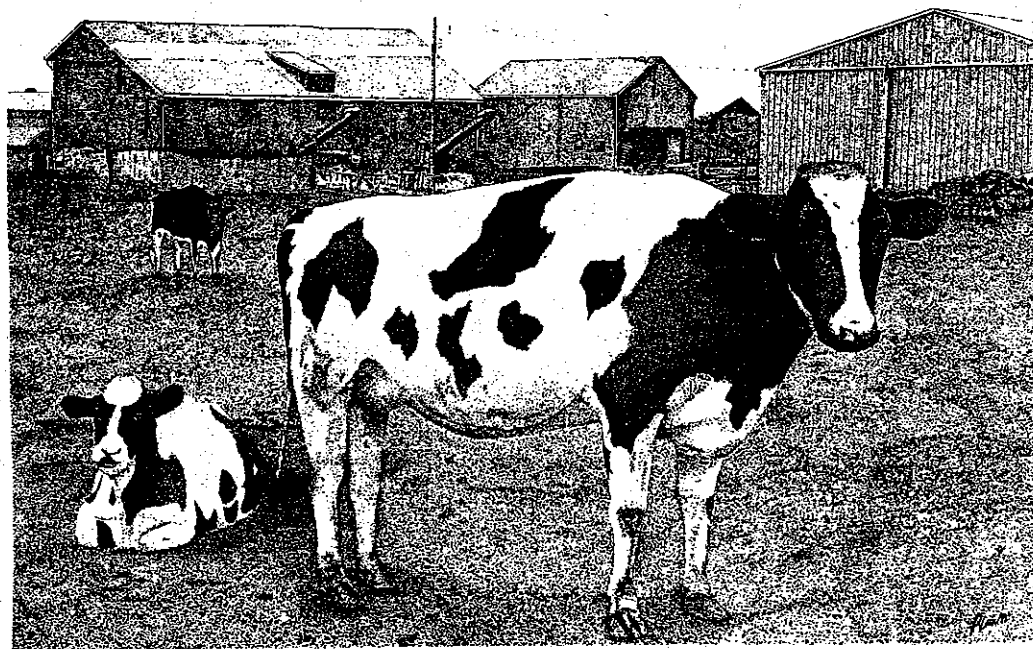
For new readers of *Pathways*, this is an opportunity for educators to consider students' responses to their experiences outdoors. In this issue, we feature the work of students from primary grades to university level. We also, of course, offer our regular columns and writings from COEO members.

Submissions for next year's issue are welcome year round, and we are always eager to hear from new schools, areas, and writers.

Take a deep breath of the fresh enthusiasm and perceptions of our students from whom we have much to learn. Don't miss our first bilingual poems and our first rap poem, all from Willowdale Middle School and on page seven.

SKETCH PAD

The artwork in *Pathways'* annual student issue is all by students, except the pine cone on page seven, a conference doodle by Tom Whittaker at Prescott College in Arizona. Most of the illustrations in this issue are from two calendars. Mayfield Secondary School publishes a calendar annually; this year's celebrates the school's 25th anniversary. The second was published by the Conserver Society in Dundas to raise funds to appeal a Town Council decision to develop Pleasant View, an 800-acre rural landscape enjoyed by wildlife as well as the surrounding residents. Most scenes from Pleasant View have been sketched by grades 9 and 10 students from Parkside High School in Dundas. In 'Dear Trees for Life,' several students illustrated their letters. Throughout the magazine, the students' patience, skill, keen observation, and love of nature bring wonder and delight to our pages. The cover is from the Pleasant View Calendar, and is a Monarch Butterfly by Premek Hamr of Oakville.



The summer season is at hand and many of us will be looking forward to the end of the school year and the beginning of the traditional holiday break. Before you head off camping, canoeing, hiking, going to the cottage, or just taking time to put your feet up and relax, remember that the Early Bird deadline for applications for Conference '94 is July 1, 1994. A registration form is included in this edition of *Pathways*. The programme for the conference covers a broad spectrum of interests for every COEO member. We have not been able to hold a traditional COEO Conference since Canterbury Hills in 1991. This conference will give us all a chance to get together again and renew old acquaintances and develop new friendships within the COEO family. It will give us a chance to look to the future and make critical decisions about the direction that the membership wants the organization to follow. I am sure that if you do attend you will find it a rewarding experience. If you know of people who would like to attend the conference, you might like to point out to them that the conference fees are reduced for COEO members versus non-members. This is a good incentive for people to take out a membership in the organization. I look forward to seeing you at the conference.

During the past year, the Board of Directors under the guidance of Jane Wadden has worked hard to develop a partnership with The Green Brick Road operated by John Tersigni. The Green Brick Road is a library/reference centre with over 1,500 environmental/outdoor education resources for teachers and students. If you need information on any environmental education topic, the staff of

Green Brick Road can be found in the April issue of *Pathways* or by telephone at (905) 946-9617. This is a valuable service that I hope COEO members will take advantage of throughout the year.

If you have tried to access COEO via the office telephone and not received a response, please accept our apologies. We have experienced some technical difficulties with the answering machine which resulted in a number of messages being lost. This problem has been corrected, and the machine should be operating properly now.

As always, if you have any questions, concerns, or suggestions, contact any member of the Board of Directors or your regional representative. I hope you all have a safe and happy summer season.

Glen Hester
COEO President



Great Blue Heron, Kurt Dettbarn - Grade 10

'In the Forest'

poems collected by Skid Crease

Grade seven students at Woodbine Junior High School in North York spent a half-day programme at Mono Cliffs Outdoor Education Centre developing their language arts skills in the outdoors. In a hike through a leaf-carpeted maple woodlot, they engaged in several exercises to develop and expand their 'outdoor' descriptive vocabulary. A blindfold hike at the end of the exercise helped them to further appreciate how much their sense of sight meant to them in their ability to see beautiful scenes, to be safe when moving in the forest, and to be secure and confident by themselves. After the forest hike, the students were asked to create a word picture using a number of free poetry forms which would describe a moment or a scene from their walk in the woods. Their work pictures had to be clear enough and creative enough that a blind person could 'see' and feel what the students had experienced.

The first poems here are 'group' poems created by the hikers according to a specific format.

Tree
tall, rough
growing, towering, swaying
rise, reach, crack, collapse
dying, falling, rotting
dark, damp
soil.

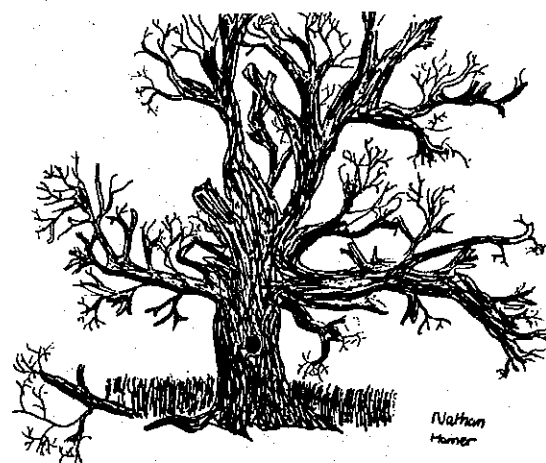
from The Group of Thirteen (*Diamantes style*)

The cliffs
frozen fossil rocks
rising from sea to sun
before man
watching the world

from The Group of Fourteen
(*W-five style - who, what, where, when, why*)

Falling leaves
Orange-red, yellow, brown
Resting peacefully
Earth
Silent
Til the spring

from The Group of Seventeen (*Acrostic style*)



above
leaves clinging
slowly letting go
swirling, twirling
gently gliding
to the waiting earth
below

from The Group of Eighteen (*free form*)

These poems are all individual efforts at creative expression:

The branches
arms of the tree
in the forest
spring, summer, fall
holding the leaves

Mazin

I saw a tree -
A lonely tree -
Alone in the forest
Trying to keep warm
But, his leaves had fallen
And he was bare,
Tired, slow, and cold -
Winter had come

Matt

woodpile
strong, firm
standing, storing, supplying
warm, powerful
Fire

Gordon

Letting go
Emptying the trees
And falling
Very Peacefully
Ending on the ground
Slowly dying to sleep

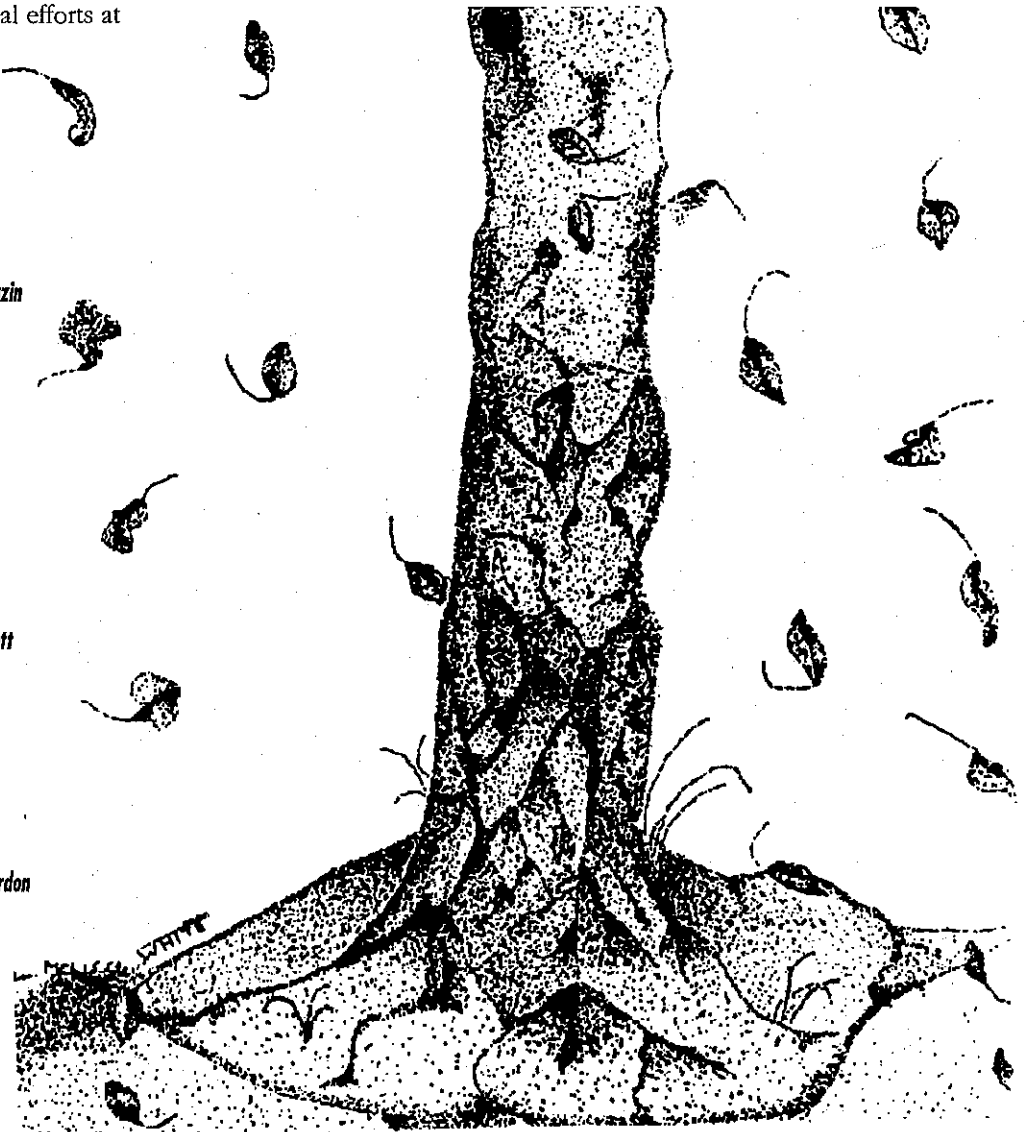
Chris

WHERE
Wherever there is earth
There are forests;
Wherever there are forests
There are leaves;
And when autumn comes
Leaves fall;
And wherever leaves fall
They die and rot;
And after a few years
They become soil.
And that is why
Wherever there is earth ...

Nabil

LEAF
growing from a bud
slowly into a leaf
turning green to orange to yellow
falling to the ground
rotting away to
SOIL

Matthew G.



A Leaf
drifted away slowly
floating down
touching the earth
without a
sound

Rupa

The following forest tree poems are by
students at Willowdale Middle School in North
York.

A MAPLY ERABLE

Might legs
Soil bound
Stretching, anchoring,
Searching for life

Grand Trunk
Reaching for the sky,
Straight and tall
With hidden tubes,
Of water coursing,
Through its veins

Sa couronne d'émérides vertes,
Est finement reliée et ouverte
Composée de feuilles tendrement dentelées,
Sa forme et ses étoiles inspirées
Deux fourches sont des maintes branches
fourmies,
Tout a fait appropriées pour ce jeune érable,
Qui vise avec dignité au sommet de sa vie

Irene Vaughan and Catarina Burisch

With leaves and moss,
From the base to the ground
You can tell who's boss
It's the best around
Light green leaves inhabit the crown
It is beautiful all around
Six large mossy roots hangin' outta the base
Better not trip or you'll break your face,
A bunch of branches at the top of the tree
Hope they don't fall or I'll hafta flee

Daniel Denov, Ari Pollack and Peter Nasen

Forestness

Look at a forest,
You say, 'It's brown and green,'
but when you look at a forest,
To you what does it mean?

To some people it's something to ruin,
To be destroyed by girls and boys,
People plow and wreck and kill it,
They turn all the wood into toys,

But a forest is beautiful and useful,
It can help you through your life,
So next time you see a tree,
Don't carve it with your knife.

Tara

Tree Roots

Green moss, roots, white, brown,
beige, black, bumpy, dark,
moist, spider

Bark

Rough and falling apart,
humid, baking green, terra cotta,
brown, dark brown, gray black,
white moss near the bottom
bright green not as strong
scent, sweetish and fresh,
and wet smelling

Melissa Bulgutch

Bottom

Mousse verte et en forme d'étoile le bas de
l'arbre est rouge,
dure et desfois des racines sont minces.
Les racines sont les pieds de l'arbre

Mona Fagus, Carina Young and Re

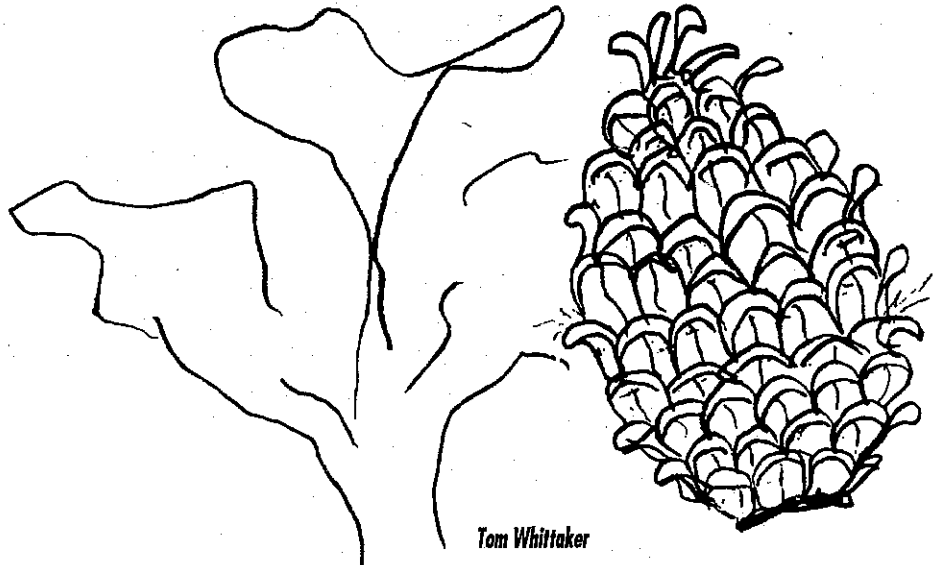
The forest is leafy
The forest is heavy
with beautiful tree
There aren't any peas
on those trees
but there is wood
Wood! Wood!
What would I do
with all that wood

I know
I would
just leave
That
Wood
To grow
For Houses
and
animals

Eli Zamir

Fading forests
Orchards diseased
Raging fires burning down trees
Every human big or small
Should help preserve trees
Trees for all!

Amy Daradich

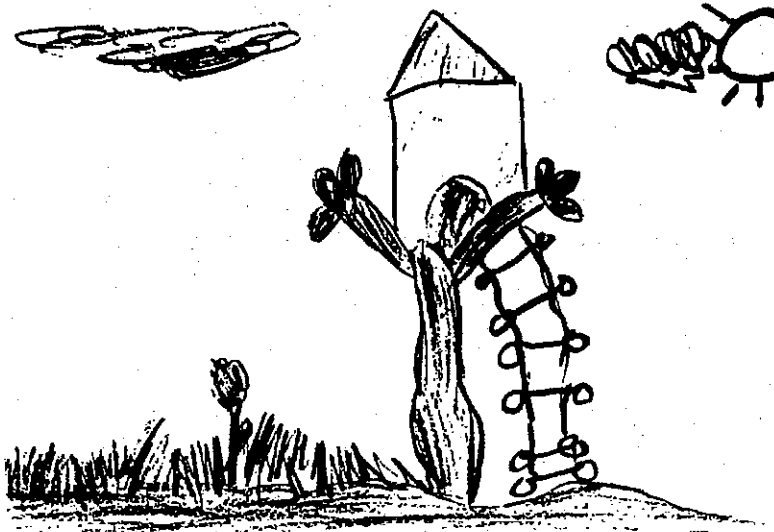


Tom Whittaker

Forestness

A glowing world of green light
With all your senses
Not just sight
Trees so tall that you're not quite sure if you
can see
Where their tops seem to be
Alive with colour, smell and sound
There's so many wonders to be found
The ground covered in leaves
But it's not a mess
That is what is forestness

Shannon Christie



*Catherine Toth, 10,
Edward Johnson P.S., Guelph*

Quotes from Camp

Carolyn Finlayson

*Last summer I worked as a canoe tripper with a treatment centre.**

*(*BECAUSE OF THE NATURE OF THE CENTRE, THE CONTRIBUTORS' NAMES HAVE BEEN DELETED OR CHANGED. EXCEPT FOR POINTS OF CLARIFICATION, THE SPELLING AND SYNTAX OF THE SELECTIONS HAS REMAINED UN-CHANGED.)*

We travelled in Algonquin Park, on the French and Mattawa Rivers, and in Haliburton. On each trip I took a journal where the youths, who ranged in age from 11 to 19, were encouraged to write about their experiences, and to read the accounts recorded by previous groups. Usually the book would be passed around the campfire or circulated during free hours as dinner was being prepared.

The first day of our first trip, a day when the wind was at our backs: "Then all of us thought it a good idea to sail and save our energy. Carolyn took two extra paddles and a tarp and tied them together making our sail. We all rafted up and sailed away across the lake. Near the end of the lake, Brian noticed a moose. A lot of us couldn't see it through the sail, not that it mattered because those that could see couldn't see the moose. So we decided that Brian was giving us one of those 'look, see it,' 'gotcha' ideas, but when we got closer we could see the moose moving. We decided to put the sail down and drift closer. As we got closer Jason took pictures. We spent about a half hour doing this. When we set up camp Brian and I made sure it was perfect! Jason didn't think it necessary, but I did because I thought it was going to rain.... While dinner was cooking (it took forever), we went searching for wood...Stuart and Brian came running down yelling. All of us thought there must be a bear behind them. Once they got to us they could only say one word, and that word was 'moose.' They took some time and had the rest of us following them. There was a Mom and her young calf."

For many of these adolescents, this was their first experience away from the conveniences of city life. The following quotes discuss the change in lifestyle, and show some of their observations about wildlife:

"There are rapids, little water falls, and lots of people. I loved playing in the rapids. Oh, by the way, I hated going to the bathroom in the bush. I know we are supposed to ruff it out, but that is pushing it. At night the stars were bright, and the stars were not as bright as the moon. The sky was the most wonderful thing I ever saw. Me and Joanne went exploring, and climbing on rocks. We found bones and little caves and small ponds. I felt that we were the only humans that ever stepped there. That is a memory I shall store in my mind."

"Out here it is beautiful and so peaceful. The air is clean. For me, the canoe trips have always been the highlight of camp. I LOVE IT!"

"At the place where we went swimming Jeremy decided to look for leaches. He found a HUGE leach. Needless to say he showed it to all the people he could find and he played with it as did all the guys. It was really gross."

"After the 1 k.m. portage we swam in a very shallow and warm lake. The bottom was soft sand and little sticks. There was a frog which Mark chased and caught. I walked beside it for awhile. Then it used my leg for a springboard and flung itself from my leg into the wild clear yonder."

One youth kept the statistics up to date each day, writing: 'I'm having a good time, there have been no deaths. (So far.)'

Responses to the portages were often mixed....

'It was a muddy few first portages. The water (or mud) was too shallow to canoe across so we had to get out. The mud was up to my waist. I took a few steps and realized my shoes were gone. IT WAS GREAT!'

'The portages were O.K. I tripped twice, but that's pretty good for me! Also, when I was swimming, I was climbing back on these rocks and I slipped and came face to face with this HUGE bug. I don't know what kind, but I don't want to see one again.'

The campers remained with the same group for the whole summer camp program. After one of the boats capsized, the adolescents in this group felt a greater sense of unity.

'The group didn't really have a very together feeling, but after what happened to David, Shauna, and Brent it makes you realize how much you really care about each other. Bye!'

On a different trip, one person described a similar group feeling: 'Today I found out how much our group can really work together and share. Of course, we had some minor difficulties, but we survived and had some good grub at the end of the day.'

'Around lunch time we were swimming in some small rapids, and I don't think the group had had so much fun together! And by the end of the day it was really funny because everybody was so bummed out and relaxed it looked like we were just going to do a face plant on the ground and crash out for a week.'

Late afternoons and evenings were a time when we would swim, or explore the campsite, or play initiative games and have campfires. For many youths who weren't strong paddlers, this was the most enjoyable part of the trip. One such person said: 'I think the best part of the day is after dinner when everyone

is calm and getting ready to sleep. As you look back on the day you can really see how important one another are on a trip like this. It keeps you looking forward to the next day, and dreaming of others to come.'

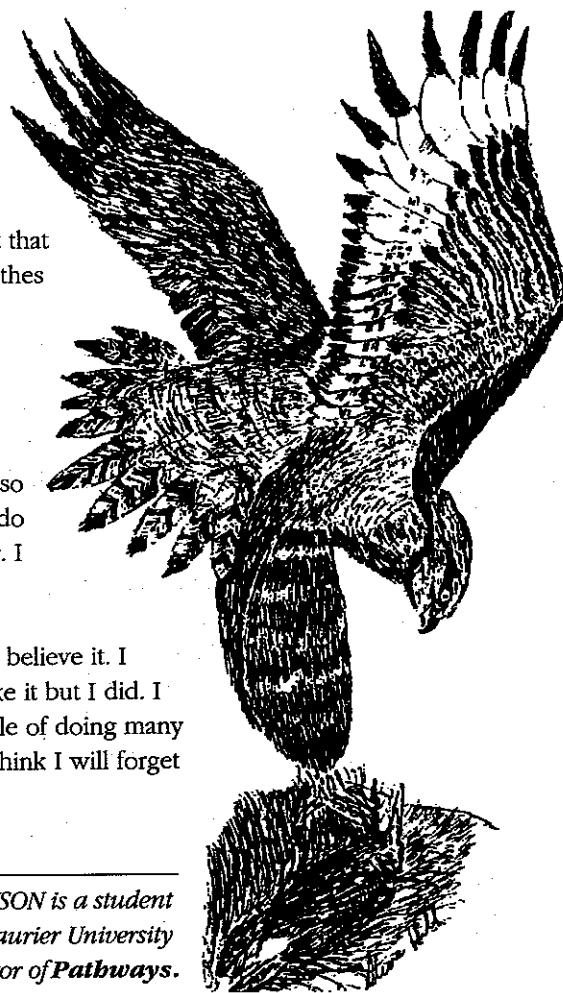
For many of the participants, these trips were their first encounter with wilderness areas. Some were more than happy to return to the comparative comforts of camp. Others were sad, and some who had ambivalent or negative feelings when the trip began discovered new strengths.

'Tomorrow we go home! Tonight will be my last night in a sleeping bag. I'm so happy I could cry. Not to say this wasn't a fun trip, it was just that I like my bed and clean clothes too much. I got wet, cold, stepped in mud, and got bitten alive by bugs.'

'I never knew that something could make me so happy or feel as good as I do on the canoe trips this year. I love it out here so much.'

'Well, I made it. I can't believe it. I never thought I would make it but I did. I now know that I am capable of doing many things if I want to. I don't think I will forget this day.'

CAROLYN FINLAYSON is a student at Sir Wilfred Laurier University and an associate editor of Pathways.



Everyone related to the Outdoor Education field whether as a supporter, student or practitioner, must at some point resolve the questions of what it's all about and how it all works. In my own struggle I came to a night hike with a university Outdoor Education class. It was in my reflection on that experience that I found my solution, even if many answers still elude me.

EDUCATION FROM A TREE?

October

Erin Scott, Mayfield, Grade 10

Education from a tree
 What can I learn
 Walking through the forest
 Is it learning
 Is it more or less
 Is it pure

Understanding from a path
 What do I gain
 Hiding in the bushes
 Is it knowledge
 Is it easier or deeper
 Is it true

Inspiration from a hill
 What is the point
 Transfixed by the sunset
 Is it comprehension
 Is it simpler or more difficult
 Is it real

Friendship in the firelight
 What makes it work
 Bound by our sharing
 Is it genuine
 Is it spiritual or temporal
 Is it unity

Faced with purity, truth, reality
 and unity
 Need any questions be asked
 Is it full



Chris Wignall is a student in Kinesiology at McMaster University. He was inspired by a night hike on September 21, 1993.

His poem is based on Bert Horwoods' four principles of Outdoor Education, earthlinks, wonder, story, and personal identification in 'Why Disturb the Outside World,' Pathways, Vol. 6 #1, p. 5, 1993.



DEAR TREES FOR LIFE

In last year's student issue of *Pathways* (April '93, Vol. 5, No. 3), Patti Rendon introduced readers to Rhada Zaidi's Trees for Life project. The following letters are from elementary school students in southern Ontario who have been excited by her presentation.

To: Radha Zaidi,

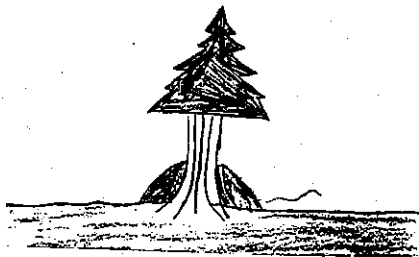
Thank you for letting me, my class and my teacher Mrs. Yung to plant your trees. I enjoyed planting the seed. Is it going to be a honeylocust tree? I sure hope so. A honeylocust tree is my favourite kind of tree. My tree is just starting. I got to go now I hear my mom calling me!

Your friend, Tara., Ancaster

Dear Ms. Zaidi,

I have Norway Spruce seedlings. I enjoy looking at and taking care of them. I enjoy the trees very much. I really love my trees very much. I hope nobody will not throw anything around our trees.

Your tree friend, Joslyn., Ohsweken



Dear Ms. Zaidi,

We have planted a tree in the box that says Let There Be Trees. I saw you in the paper. You were planting a tree. I had fun planting the trees.

Your friend, Tia., Ohsweken

P.S. I love The Trees

Dear Ms. Zaidi,

We have planted the tree seeds that you gave our class. The seeds are starting to sprout and soon they will be saplings. Thank you for letting us help to plant more trees to make our reserve nicer.



Your nature friend, Andy, Ohsweken

What would the world be without trees?

People die,
there would be no paper,
No fruit, no homes for birds,
And more.
If you cut down a tree grow a new one.

Anon.

To: Mrs/Miss Radha Zaidi

I would like to have seeds to plant only 1 tree and some instructions like how to plant the tree etc. I had a tree before from you but it died. I also love how you made us interested in this project for life. Please send me a Red Pine tree. Thanks!

Sincerely
your friend, L.,

Dear trees for life my name is D. and I am ten years old. We were planing some trees at school and I was wondering if I could get a kit.



Thank you, D., Penetang

Any teachers wishing more information about the Trees for Life Project can contact: Trees for Life Canada, 143 Cayuga Avenue, Ancaster, Ontario, Canada L9G 3B2 (416) 648-0927

EXPLORING THE LAND: 3-D MODEL

Kate O'Hara

Last year's student issue featured an article by James Raffan giving an account of a 'manual book review in which students were asked to capture their thoughts in a visual way.' This piece, written by Kate O'Hara, describes the mobile she created after reading *Grey Owl's Tales From An Empty Cabin*. Weathered cedar crosspieces support the symbols described below.

My mobile shows the different ways that Grey Owl looks at things we would take for granted. His different perspective is so intriguing that I feel anyone would be mesmerized by his writings. He has a tremendous love for nature and a unique way of talking about plants and animals.



We look at a tree and see an object sitting solidly in the ground with no interesting life, so we cut it down. Grey Owl sees a spirit with hundreds of years of stories to tell.

We see the beaver's fur coat, a beautiful warm coat that most people would desire. Grey Owl sees the creature inside the coat who had a life and chance to live but was brutally killed for its fur.

We see the teeth of a wolf, a wolf we think is hungry for human flesh and that's all. Grey Owl sees a wolf that magically howls and sings but would never hurt anyone who wasn't bothering him.

We see a family of beavers building houses and damming up rivers. Grey Owl sees that family as an opportunity to learn about a whole new way of life. He sees that beaver family and a human family as the same.

We see Canada, the place where we live. Grey Owl is extremely proud of being Canadian and isn't afraid of expressing his feelings about Canada. He sees Canada as the place where we are raised and, sometimes, the place we fight for, also a place to discover.

We see a rusty pistol in the water - pistol that has no use and its life is over. Grey Owl is intrigued by its life and is compelled to bring it home to hear its stories.

Grey Owl is truly involved with nature and finds stories and life in everything he does and discovers. He sees new things as opportunities for exploration and writing. My mobile represents Grey Owl's unusual way of perceiving things.

Kate O'Hara is a grade 11 student in Mayfield Secondary School's four-credit outdoor and environmental education programme. She spends most of her summers canoeing in 'Grey Owl country.'

Summer Field
Parkside
Gord Lueck

ON RECOVERING ONE'S OWN STORIES: PERSONAL NARRATIVE AS A WAY OF RELAYING WHAT IS IMPORTANT ABOUT OUTDOOR AND EXPERIENTIAL EDUCATION

Grant Linney

I could never have predicted that this would happen, that the personal highlight of my return to university as a middle-aged student would be learning about stories. My stories. I'm learning how and why to recover my past experiences as both a learner and a teacher; how to live, write, and tell my stories; how to relive, rewrite, and retell them. Tales that are important to me because they reflect what really matters in my life: my values and purposes, feelings and aesthetics.

The following is a revised version of the first story I wrote this past fall:

NIGHT HIKE

Some 20 years ago, I spent my first year of teaching as an instructor at the Albion Hills Conservation Field Centre, a residential outdoor and environmental education school run by the Metro Toronto and Region Conservation Authority. I remember living and breathing that place. I was completely enthralled by how engaged kids became with this hands-on, 'learning by doing' experiential approach to education outside the four walls of the classroom. It was the most meaningful teaching I could imagine.

In March of that year, I was working with a group of Grade Seven and Eight students from St. Daniel Separate School in Toronto. It was a Thursday evening. This was the group's fourth and last night at Albion and many were no doubt running on fumes by this time. When I took them out on a night hike around nine o'clock, I had 40 energetic and excitable students noisily following me. I remember

trying to get them to quiet down, to relinquish their animated engagement with each other in favour of opening their senses to Albion's still snow-covered winter milieu. I met with little success. And I was surprised when three boys came up to me at bedtime to recount how much they had enjoyed the hike, and 'Wouldn't it be nice if we could go out there again?' The standard teacher 'Yes, but...' was delivered and they settled in for a night's sleep. When I later went to the lounge area and told the classroom teachers about the wishes of the three students, there was an immediate response. 'Go ahead and do it, if you'd like to.' I was startled, and then excited.

And so, shortly after midnight, I woke three city boys named Joe, Chris, and Frank, and I took them back out into the night environs of Albion Hills. We were out there for a good hour and a half, having no particular plan for what or how or when. We simply closed our mouths (whispering to each other only very occasionally) and opened our senses. We heard two owls calling through the deep and peaceful silence. We felt the mild dampness of a late winter night on our faces. We could make out the shapes of the trees and bushes, trails and frozen streams amazingly well, thanks to the snow reflection and our quickly adapting night vision. We would walk a bit, and then just stand or sit, and try to soak it all in. We felt an unspoken kinship with each other and with our surroundings. We seemed to be caught up in a reverential awe of something so much larger than ourselves.

The experience was not over when we returned to the field centre. We all seemed to

be deeply moved by this time, though later attempts to verbalize its impact somehow always fell short. Joe wrote me letters for the next four years. While the night hike was seldom mentioned, it was clear that this shared event was the base of our bond.

Three years ago, I was conducting an 'Earth Talk' for York Board of Education teachers at Albion Hills. One of my activities involves asking participants to think back to some positive experience in the natural environment. We then share these memories and speculate as to why they are still so powerful and what meaning they have for us now. One young teacher spoke of the impact on his teaching of a late night hike at Albion some 15 years earlier. It turned out to be Chris. We both revelled in the retelling of our story that evening.

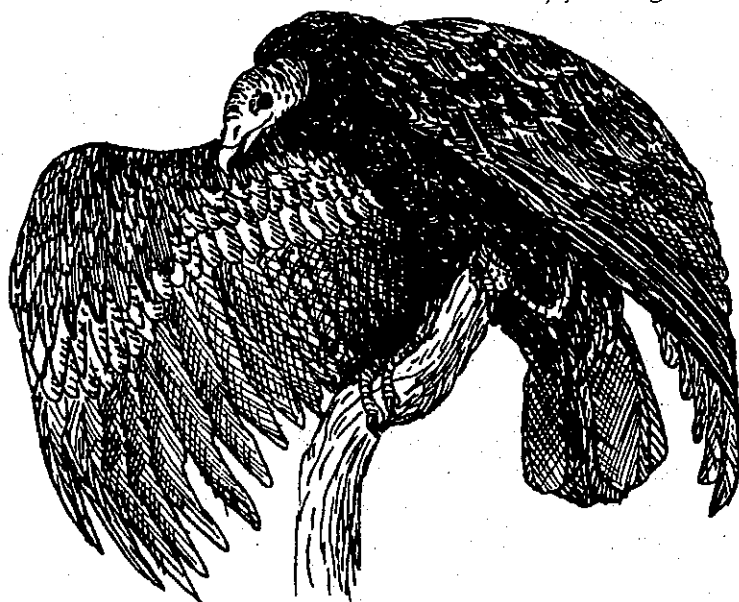
This story has a great deal of personal meaning. It calls to mind my own early and formative experiences in the outdoors: my growing awareness of and attachment to the big evergreen trees and the scurrying black, red, and gray squirrels of our neighbourhood; the cardinals, the crows, and the blue jays calling out

over the rooftops of our postwar suburban bungalows; the 'vacant' parcel of land on the way to school that wasn't empty for an eight-year-old who was fascinated with crickets and grasshoppers and other such creatures; the kind of experiences that fewer and fewer kids are having these days due to ever increasing urbanization and less time taken to notice our natural surroundings.

This story also reflects my search for public meaning as an outdoor and experiential educator. It speaks of the opportunities that I seek to provide for engagement between learners and their natural environment. It speaks of personal contact, connection, and awe. This is what I am striving for. This is what I believe is foundational to any meaningful sense of environmental literacy.

Perhaps there is some real cause for help here. Perhaps personal narrative brings with it an opportunity to present the case for outdoor and experiential education in a powerful and unique way that will draw our decision makers beyond their concerns with fiscal prudence and on to a consideration of what really matters in *all* of our lives: the sustainability of a healthy and nurturing planet. And, as a vital step towards this goal, personal narrative points to the need for our education systems to provide significant outdoor opportunities for personal hands-on connections with our Gaia, our home.

Grant Linney is on a two year leave of absence from the Peel Board of Education. He is currently pursuing a M.Ed. programme in Curriculum and Adult Education at the Ontario Institute for Studies in Education. He will also be returning this summer to Bark Lake Leadership Centre for two of the youth environmental leadership courses.



Neena Bickram

Turkey Vulture

REFERENCE

Connelly, F. Michael and Clandinin, D. Jean (1988) *Teachers as Curriculum Planners: Narratives of Experience*. Toronto: OISE Press/The Ontario Institute for Studies in Education, 1988.

SOLO AREA

I really like hanging around the solo area.
It is a very quiet place.
I like the way the leaves rustle
the way the trees swish side to side
when the wind blows on their branches
just the way the breeze goes through my hair
down my back
I like the way water down beneath my feet
goes by
like a path of crystals.
I love it when nature is all around me
The way it protects me
I like being alone in my solo spot
All I hear is the wind
the river
birds chirping
It must be nice being a rock or tree
sitting peacefully on shore

I want to be an animal
running about on this earth
always in nature.

It is really nice to have a solo spot,
I can learn a lot from my solo spot.
like learning to be with nature
being by yourself
and most of all
KEEP IT CLEAN

ALL OF NATURE NEEDS TO LIVE
NO ONE HAS THE RIGHT TO LITTER IN NATURE'S HOME

Nature has a right to live just like us
All nature has a symbol
like a tree
it keeps us warm
A rock can be used for anything
like a sinker for a net

EVERY NATURE IS USED
SO RESPECT IT

TOWARDS CASSIOPEIA

Shiona Sommerville

Have you ever read a line of a book and had it stick with you? That's what happened to me.

Thoreau wrote: The universe is wider than our view of it....

Maybe Thoreau had something when he wrote that. I was spurred to recollect this because of something I experienced and something I realized when I was doing some travelling just a while ago....

We were following the dimming light out over the water; it was the only trail we needed to follow. The colours were swimming in the sky and the stars were just appearing. I could just make out Orion, which I truly think is the constellation for the astronomically illiterate. And in the distance, Cassiopeia. I was lucky to be able to tag along, for it was quite a ritual. It was cold, and the layers of clothes we wore distorted everyone's body to the size of a plump baguette, and the bulbous toes of our boots and the roundness of our shoes were actually advantageous qualities. We struck out over the water, at our own pace; we weren't rushing, that was the whole point. We plodded across the flatness. The land was continually unique and forever changing in the shadows. It was getting dark. There was a quality about the stillness that was enticing. It had been a long time since I had heard silence. One that seems to engulf you. The silence that is difficult to recall, and fleeting. And when I finally got home, later, I was careful to mention the silence in my journal, describing that night and all its qualities so carefully so as to encapsulate my time snowshoeing in Cootes Paradise.

No. I didn't travel far that night. But that didn't detract from the wonder of it. It seems that in our sacred idea of travelling, we often forget our own backyard. We leave behind the culture and the country that should be most familiar to us, but it often isn't. And ironically, and this has happened to me, sometimes it's

only when you're in a far land that you realise how much there is to see of your own. I came back from a year abroad determined, above anything else, to see more of Canada. Do you recall the first time you had to explain Canada to foreign friends? I've been asked the most bizarre, but thought-provoking questions. What does Kejimikujik really mean? Is multiculturalism entirely a good thing? Why are your immigration laws so restrictive? So does that mean everyone is bilingual? In a lot of ways, I didn't answer their questions, I couldn't answer their questions. And, there are a lot of misconceptions out there. Many think that Canada is nothing but vast virgin wilderness, and that we've no problems with pockets of overpopulation and ecological crises. That kind of misconception breeds misunderstanding. And in countries like Romania, where their example of western culture and lifestyle is the T.V. show Dallas, well, it left me with a lot of explaining to do. To myself as well. Because until I know my own culture, I can't explain it. And shouldn't that come before trying to understand someone else's?

The universe is wider than our views of it....

So I was snowshoeing in Cootes...and I crunched across the snow, rather awkwardly. We were about 40 or so, from an outdoor education class. Snowshoeing single file, a dark line hunched against the wind. Later, we built a campfire, across the water on the other shore. It looked like a burial ground for winter camping gear, our 40 some odd pairs of snowshoes stuck into the ground at weird angles. We were doing the campfire thing. Storytelling, singing.... Did you know that the snowshoe is better suited to the back-country woods of Canada than the ski, - maybe it's a geographical reason that we don't snatch up the Olympic gold medals for Nordic skiing - Each snowshoe is designed for a variety of different landscapes and intentions; the round

Bear-paw for hilly country and the longer and more elliptical for long distance travel. We explored the idea that our history books offer only one interpretation, and often an interpretation that was catering to a European majority who anxiously awaited stories of the courageous and well-doing travellers in Upper Canada and their contact with the more savage Indians. There were few voyagers who weren't bound to fabricate a necessary truth, or have their journals altered posthumously to satisfy the cravings of a public at home. A lot of unknown history lies in the original journals of early travellers, AND as we've begun to see, the Native peoples offer an interpretation that for centuries had been only oral tradition. What does it mean that I am now living where once flourished a Carolinian forest? Could I pick out the call of the yellow warbler? Haven't I, haven't we, more to learn about our own country, or even our own backyard? Our universe starts here.

Coming back across the water in the darkness, using the stars as guides to points on the shore, a student leaned over to me and said, 'I didn't know Cootes before this.'

I'm not just expounding a theory of Bioregionalism, but a different kind of travel. And here's Thoreau again, he hardly left New England in his lifetime, but no one can say he didn't travel. He knew Concord and the Merrimack river like no one else in his time. Maybe we travel easier today. Certainly faster. But I don't know if that's any better. If we lack an understanding and sensitivity for our own culture, we might more easily misinterpret others. There's something to be said for the idea that your own home holds infinite possibilities for travel. The idea that every footstep takes you somewhere new.

As Thoreau said.... It is not worth the while to go round the world to count the cats in Zanzibar. And he's probably right.

Shiona is a fourth year arts and science student at McMaster University. This work evolved from an evening Outdoor Education class.

DEVIL STICKS

You have seen them at COEO conferences, at music festivals, and now even on TV. Devil Sticks. You have seen them spinning, twirling, and flying through the air like magic. Devil Sticks are not magic and they are not hard to make, so now you can make your own.

SUPPLIES

Available from most hardware stores. The wood comes in 4 foot lengths from the store so if you buy one length of thick dowel and two of the thin you will have enough for two sets. That way you can loan one set to a friend and still have a set for yourself.

- One 24" length of dowel 5/8" to 1" thick.
- Two 20" lengths of dowel 3/8" to 1/2" thick.
- Two old tennis balls. If you don't play tennis, check with friends who do or at a tennis club.
- Hockey tape. One roll is ample but you may want more than one colour.
- Two small tacks or finishing nails (optional).

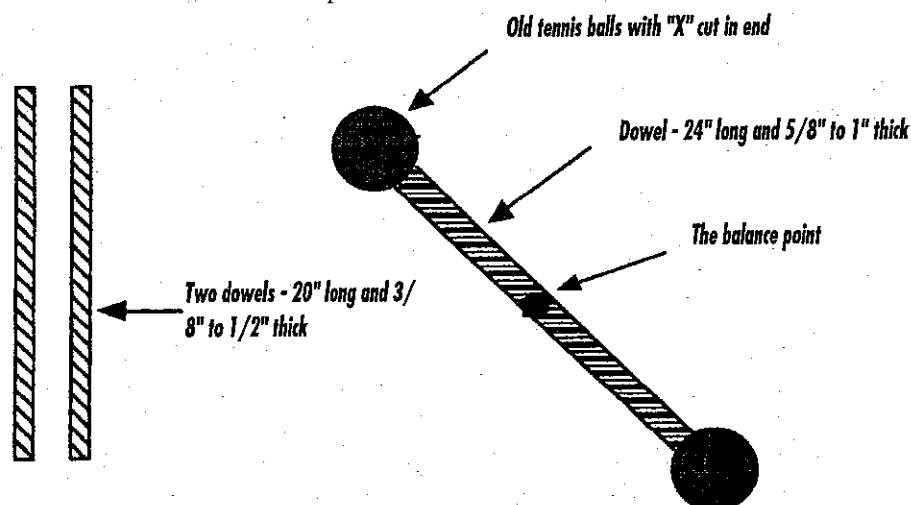
TOOLS

- An 'exacto' or other sharp knife.

CONSTRUCTION

1. Find and mark the balance point of the thick dowel.
2. Tape from the balance point out to each end of the thick dowel in a spiral pattern. Tape of a different colour may be added in bands to customise. This is the basic tape pattern. Many others are possible such as braids and rings. Experiment.
3. Cut a small 'X' in the tennis balls. The 'X' must be smaller than the thickness of the thick dowel.
4. Push one ball into each end of the thick dowel. Push small tack through the tennis ball into the end of the dowel if desired.
5. Tape the thin dowels from one end to the other
6. Hold a thin dowel in each hand. Use them to turn, throw, bounce, catch, flip, balance, twirl, and toss the thick dowel. Keep it moving but don't drop it.
7. Play with them and have fun.

Ian Hendry is currently on the Board of Directors for COEO. He teaches at the Terra Cotta Conservation Authority.



COPING WITH CHANGE: A PERSONAL STORY

Dave Hawke

Hard times are upon us. It's time to get lean and mean. Budget constraints are a fact of life. The rules have changed. Something had to go ...

The above slogans of the day perhaps mean little to you -- until it's your outdoor education centre which gets cut! Then come a vile mix of emotions: confusion, anger and bitterness. I know, I've been there, twice.

But how well you and your centre survive such drastic change is up to you. How you cope with this seemingly senseless decision will determine your health, your job and your future.

For six years I was a natural history interpreter at the Wye Marsh Wildlife Centre, employed with Environment Canada. Late in 1984 then - Minister Suzanne Blais-Grenier closed federally run education and research facilities, on the grounds that they weren't making any money. The blow was fierce and unexpected, causing us to run that emotional gauntlet of confusion (she can't mean our Centre), anger (the Hell we'll let her close us down) and bitterness (stupid, damn bureaucrats). The Era of Transition was upon us.

During this transition from government funded, world class outdoor education centre to a barely open, community supported site was rough. The toll on our mental and physical well-being was tremendous: we supported each other, cursed each other, were brought together as a team and thrust apart as individuals.

I was quite fortunate in that I found another job, as the naturalist and wildlife technician with the Ontario Ministry of Natural Resources at the Tiny Marsh Provincial Wildlife Area.

As I settled in at Tiny Marsh, I watched the Wye Marsh Centre, first with sorrow and then with pride as they went through the

throes of destruction and the struggle to rebuild.

Life went on, and I managed to turn a good but obscure program into an excellent and well-known one. Eight years later, in 1992, the Ministry of Natural Resources reorganized itself, with education being listed as one of the top priorities. Rumour had it that education would survive any budget cuts, and that I was in line to fill the newly created position of Education Officer for the district.

In June of '92, at a staff meeting, I was given a letter indicating that I was removed from Tiny Marsh, would report to an area other than one I was familiar with, would remain classified as a technician, was assigned work in which I had no training, and would not be needed at Tiny Marsh as the education program was no longer a priority.

Was I shocked? Quite frankly, I was homicidal. Over the following months I watched the education programs, which I had built and nurtured, become bungled almost to extinction by first one, then another, temporary Education Officer.

In an effort to continue the education program at Tiny Marsh, a private group has signed on as a partner to present, for a fee, 'my' programs.

Last fall I took a month off, partially vacation time and partially



Goshawk with Flicker

sick leave; I call it stress leave. But it helped. I got away from the daily rumour mill and the pressures of doing a job for which I had no training and little understanding. I became closer with my family, was able to follow my own pursuits, and realised that those who I was blaming as the cause of my situation warrant the real culprits – they are but small players in a very big game.

When I returned to work I had a better understanding of what was happening around me: the world is changing, government are changing, social mores are changing, and if I didn't learn to change with them, I would remain bitter and left behind.

And lo', last December, the district manager and two supervisors called me into a private meeting. As the recent Education Officer had retired (and the position declared non-essential, therefore non-refillable), would I like to take on the task of writing an education strategy for the district? It's short term and does not merit an increase in pay, but they had me by the heartstrings.

So I'm doing it. And enjoying it. And the report which I'll hand in will be one I can be proud of. What will this lead to? I really don't know; maybe a new position, maybe not. But at least I'll have had the chance to voice my concerns about education and the way it should be presented.

The reason I've ranted on about the above is that I know many members of COEO are going through changes as well: to their programs, their sites, their budgets and their lives. It is so easy to give up and become bitter with the system. But don't. Fight for, and justify, your centre and your position. Don't accept defeat, but rather accept the challenge of change. It's hard, and it may be a while before you feel you've accomplished anything. But you will survive.

Quality outdoor education is of the utmost importance to this and future generations; as an educator you know this already. Don't let mindless bureaucracy get in the way of a healthy planet and healthy people. Just change your personal strategy as to how you will make a difference.

May I add two more emotions to that list of confusion, anger and bitterness – these being hope and understanding. There must be hope to encourage us to continue and, the in end, understanding will be our reward.

Dave Hawke is employed as an area technician with MNR in Midhurst.



THE KNEE BONE IS CONNECTED TO THE THIGH BONE

You are playing in a pile of excavated earth, when you discover a bone. Where did it come from? How did it get here? Many questions enter the young inquisitive mind. You start to frantically dig up more earth to find clues to the mystery. A skull, a hip bone and a rib.... The bones are so big, they must have belonged to a dinosaur. You hide the bones under the bed from your mother and dream of dinosaurs, only to find out later in life that the bones belonged to the neighbour's cow.

Bones, the framework of our bodies, can also provide framework to an outdoor education programme. They represent many aspects of learning, including the present and the past. Bones can tell the story of an animal's lifestyle, its diet, and its cause of death. Children are fascinated with bones. They give children the opportunity to play detective and learn to read clues such as the shape of the jaw and teeth, the structure of the bone, its size and age. A light hollow bone indicates the flight of a bird while a thick heavy jaw with large canines are clues to a carnivore.

By examining the internal structure of animals, one can understand the exterior functions and their ecology. Taking apart the bones and piecing them back together is an important exercise in understanding the individual parts and how they work as a unit. Think of the animal skeleton as a jigsaw puzzle waiting to be put together to see the whole picture. An outdoor education environment provides excellent opportunity to implement bone activities for children. It provides the setting to an archaeological site permitting children to dig for the buried treasure of bones. Bones reveal their past owner and allow the active imaginations of children to fill in the rest.

Identification and animal behaviour skills can be enhanced by children becoming the

animal and behaving the way it would according to the bone structure. For example, if given an elongated hip of a rabbit, children would reenact the rabbit's hopping motion, or if given a bird's humerus, one would fly like a bird. Think of the ecological knowledge gained by taking apart an owl pellet. This would provide hands-on experience of matching bones in the pellet to the prey consumed by the predator, teaching the aspects of the food chain and the predator-prey cycle.

There are many bone possibilities to include in outdoor education lesson plans. Children should be given these possibilities to spark their interest to examine the bone structure in their next chicken dinner. Rather than just saving the wishbone to make a future wish, they will understand the function behind the wishbone or clavicle. For centuries, bones have been associated with the skull and crossbone attitude as well as the Grim Reaper. Bones are alive and growing, waiting to be explored. Waiting to be dug up from the excavated dirt, and realised as a cow bone.

*If requiring lesson plans to implement a bone programme at your outdoor setting, contact: Lisa Harvey, c/o Al Macpherson, Sir Sandford Fleming College, Box 8000, Lindsay, Ontario K9V 5E6.

Lisa Harvey has been fascinated by bones for over seven years. She has her own bone collection and has worked at the Royal Ontario Museum as a bone preparator and with Dr. Howard Savage at the University of Toronto. She has earned a Bachelor of Science from Trent University and a Parks and Forest Recreation Technologist Diploma from Sir Sandford College.



JACK RABBIT
Lepus californicus



COATI
Nasua narica



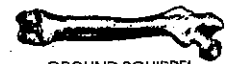
COTTONTAIL
Sylvilagus floridanus



RINGTAIL
Bassariscus astutus



FLYING SQUIRREL
Glaucomys volans



GROUND SQUIRREL
Spermophilus columbianus



WOOD RAT
Neotoma floridana



POCKET GOPHER
Geomys bursarius

Life After Outdoor Education

Alex Derry

As I left outdoor education, I remember the words or encouragement that came my way through Lloyd Fraser. He simply said, 'Keep the Faith'. There hadn't really been an instant in my life until that point, that this over-used cliché really had meaning to me. After more than a decade, one quarter of my life, I would be leaving a job that had become a way of living, of interpreting my existence and a form of expression for my creativity. It seemed that I left behind a special friend as I gave up the land that was the focus of our learning, both for me and those that came to visit. This last year in a conventional school has become an experience of contrasts. I'd like to share some of these with you.

I now work in a high school that began its existence in '88 or '89. No one seems to remember the exact date! Yes, a modern building with 'climate control' that 'never really worked' due to a faulty computer program. I was used to being cold in the winter but now its always too hot! The air is recycled and even in the summer the few windows that exist are 'expected to be closed'. (Of course the rooms are too cold in the summer!). Staff would see me dashing outside between classes to get some fresh air. I think it was the look of claustrophobic panic that started the rumours. I believe that I can explain my agitated state quite rationally. It was a combination of sensory deprivation, an office/preparation room that isn't unlike the confined space portrayed in 'Das Boot', and the constraints of a CURRICULUM!

I quickly found loop holes in the safety net of the established program that allowed me to get my students outside in our backyard. To do this I had to inform my vice principal in writing, provide class lists, and phone Diane at the front desk just in case any parent might want to contact their child. All this, just to step outdoors into the school yard. And if it

was to happen, the underlying assumption is that you have the time and energy to do it and that the activities can be done without impeding my ability to completely 'cover the curriculum'. As for leaving the site on a field trip, the complications get worse. I have considered that these obstacles have a hidden agenda but I'll hold that thought or risk becoming too cynical. Internal coverage is another consideration that a frequent field tripper must be aware of since others must serve your 'on call'. The plot thickens!

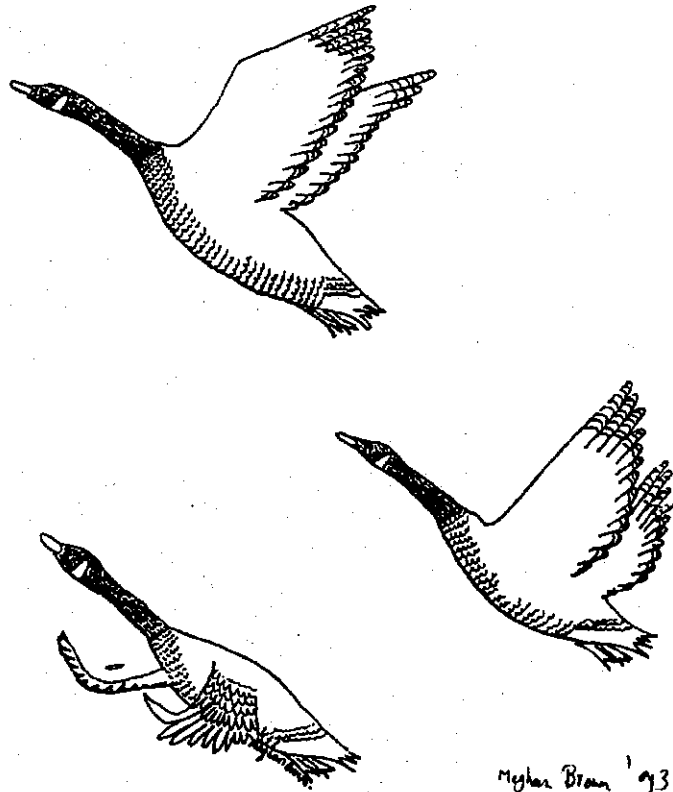
My belief in multi-sensorial, multi-modal learning experiences has made me aware of the limitations of conventional schooling. Each of us strive to make our lessons motivating but the four concrete, windowless walls have definite limitations. Outdoor education has made me aware that eloquently 'stuffing' students with the abstract symbols is not enough. Knowledge and cerebrum 'fullness' isn't nearly enough either! Learners need to understand the world around them. Understanding has its basis in emotions, sensory exercise and the opportunity to 'feel' the outcomes of their interpretations and actions in the real world. I have read that understanding and knowledge combine to form wisdom. I believe this is one of the many valuable things that outdoor education has brought to us. In outdoor education we lead people so that they can develop 'wisdom', not a likely outcome of conventional education. This is probably the most startling contrast that I have experienced in my transition from outdoor education to conventional education.

I often reflect on the message that Lloyd gave to me that day. How wise it is. I use the present tense since the message will always be forward in my beliefs. The learning experiences that outdoor education offers are meaningful; real education. Not too long ago we as a species did most of our learning in the

out of doors. I will keep the faith in my own way as best I can within a system that has turned its attention away from us and has abandoned its beliefs in our brand of holistic education. I haven't given up, I'm just catching my breath!

Keep the faith !!!!!!!

Alex Derry taught outdoor education with the Peel Board of Education for several years; he presently is Assistant Head of Science at a secondary school in Peel.



Meghan Brown '93

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OVERCOMING BARRIERS TO IMPLEMENTING OUTDOOR AND ENVIRONMENTAL EDUCATION

(CONTINUED)

Editor's Note: This is the third and last installment of Dr. Glenda Hanna's article that examines ways of overcoming the challenges of implementing outdoor and environmental education programmes. See the previous two issues of Pathways for the other six topics.

RESOURCES (CURRICULUM MATERIALS)

We have these five texts you can choose from for canoeing stuff, and these three on backpacking and navigation. We also have these four on survival, camping, and campcraft, and there's this outdoor education monograph series you'll want to look through too.' As she spoke, Jan, the enthusiastic outdoor education consultant spread out the various resources she had selected on the table for the teacher to pursue. Don gulped audibly, 'Gee, I don't know where to start. I'm just trying to introduce a new outdoor education option with my grade eights. When am I going to find the time to read all of these to figure out which ones are best?'

When we picture the proliferation of books, texts, thesis, articles, handouts, workbooks and other written resources available which pertain to environmental and/or outdoor education, we can see a big **logjam**; an undifferentiated, seemingly randomly arranged jumble of material. Of course, swimming under logjams isn't recommended. The unlucky kayaker who ends up in the drink above a logjam without

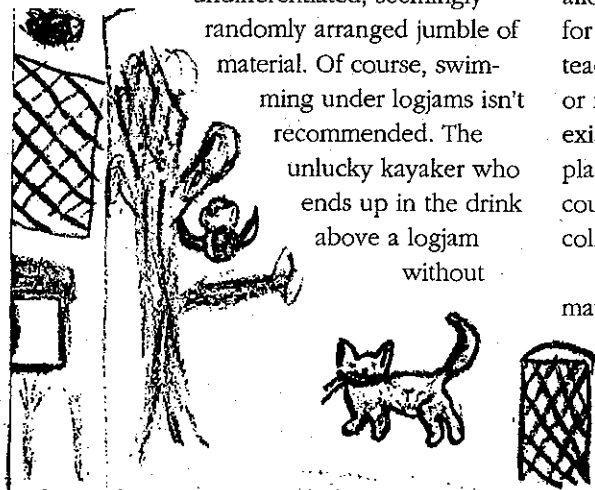
sufficient time to escape around it should aggressively swim at the logjam and climb up on it as much as possible, grabbing onto a solid log.

As a teacher looking for written resources for yourself and/or your students, you should similarly grab on, attack the logjam of available materials, and select what you want from the pile. Talking to other teachers and/or consultants in the board or elsewhere interested in the area can save time, as can reviewing relevant bibliographies and reading lists available. Conferences are often a very good place to learn about new resources available.

Some boards have resource centres housing materials for environmental and outdoor education. Teachers are free to visit those centres, peruse the displays and materials, and borrow or photocopy materials and order class supplies as needed. Some schools allow teachers to select a few items per year for the school library which are contained in a teacher professional development section and/or in the general stacks. Finally, where gaps exist, you may choose to slowly collect lesson plans, class handouts and other materials in a course manual (your own and/or other colleagues) for reuse and updating annually.

Some programmes have extensive support materials prepared specifically for them.

Alberta Education's Environmental and Outdoor Education course of studies, for example, has a number of excellent teacher and student resource materials associated with it (Alberta Education, 1991). A gap still exists, here and else-



Catherine Toth, 10
Edward Johnson P.S., Guelph

where in North America, in the availability of interdisciplinary resources, illustrating ways and means of integrating environmental and outdoor education.

The key to not becoming overwhelmed by the volume of written resources available is to focus only on what you can handle at first, gradually increasing your awareness and use of other materials from year to year. Seek out advice from others teaching similar content. Be prepared for the fact that no single, perfect written resource may exist to compliment what you want to do. Exercise your creativity in developing your own resources.

TERRAIN/SITES

'The conference presenter's slides were beautiful - three children in mud up to their knees, thoroughly engrossed in their bog study; a girl running through an open forest intent on finding the next control on the orienteering course; a boy struggling to stay on the low ropes course apparatus he was traversing; a large group of students circled around a bright campfire, singing away to the dark night. Jackie was awed at how the teacher-presenter had so many neat places to take his students for different outdoor and environmental activities and the sites used were all within a half hour of the school, he'd claimed. Jackie thought she could run just as good a programme, if only she had sites and terrain like that to work with.'

Most schools aren't located in areas readily amenable to pursuing all of the activities and experiential learning processes teachers may wish to expose their students to. And as an individual on a survival trip in the forest must learn to differentiate edible, medicinal or otherwise useful flora from poisonous plants, so must the environmental and outdoor education instructor choose carefully to minimize the potential for facilitating miseducative experiences (e.g., excessively expensive, time wasting, physically hazardous, etc.).

Wherever possible, students should be exposed to good outdoor areas and sites near their school and home. Small local parks (even schoolyards) and ravines often offer substantial

opportunities for learning and data collection. Many outdoor skills (e.g., pitching tents, lighting stoves, doing initiatives and other group games, orienteering, etc.) can be taught and learned on the school grounds. Some teachers bring in materials and teach woodcutting and splitting, natural crafts, and other skills on-site. You may wish to have your students collect their own materials while you are on a field trip and then return to the school to make use of them. This approach will have more impact in helping the students appreciate where, in nature, the materials come from.

In Edmonton, three schools are building 'green classrooms.' In partnerships with local high school students, relatively sterile schoolyards are being transformed. Trees are planted, gardens created, ponds installed and logs, rocks, and other natural items are landscaped for the purpose of creating a sharing and focus laboratory.

With longer lab/field periods, classes may travel to more distant wildland areas, cultural sites or outdoor centres. Not long ago, many boards owned and operated their own camps or centres (e.g., Peel Board in Ontario). Unfortunately, with the economic downturn, most have been forced to eliminate this capital and operating burden. However, many still use privatized centres (e.g. Calgary Board of Education) and this trend will likely increase in the future as more schools initiate programmes.

In sum, the beauty of experiential education, like the beauty of a forest, lies in its diversity. Our natives taught us many uses for the plants in our forests. By picking and choosing areas and sites which best match your particular programme's objectives, your experience and that of your students, you can avoid those which offer limited benefit and perhaps even harm and select those with maximum potential.

*Dr. Glenda Hannais a Professor of
Outdoor and Environmental Education at
the University of Alberta*

KAWARTHAS NATURE: ESSAYS ABOUT NATURAL TREASURES OF THE PETERBOROUGH AREA

Kawarthas Nature. 1992. Compiled by the Peterborough Field Naturalists. Boston Mills Press. 120 Pages. \$24.95 softcover. Nancy Elliot

Kawarthas Nature was written to commemorate the 50th Anniversary of the Peterborough Field Naturalists (1940-1990). It is an anthology of short essays. Nearly 30 different authors have contributed to the publication. Two different kinds of articles make up the book: one describes specific spots to explore, including canoe routes, ski trails and city walks; the other addresses general topics of interest from butterflies to animal tracks. The book also contains information useful in exploring these areas, such as trail maps, details of fees and parking at Eels Creek, degree of difficulty of rapids, and description of portages. And if you're wondering how to get here, the back cover displays map seven of the Ontario Transportation Map Series, which, when used with the reference grid letters and numbers provided, proves to be a handy reference.

Kawarthas Nature is a wonderful companion piece to other noted, more technical publications, including *Our Heritage of Birds* by Doug Sadler; *Peterborough and the Kawarthas*, Peter Adams and Colin Taylor (eds.); and *The Mammals of Peterborough County* by Geoff Carpentier. *Kawarthas Nature* far surpasses the content of an older naturalist publication, *Woodlots, Water, Wildlife and Wilderness*. Although some of the topics are similar, with the newer publication serving as a continuum, *Kawarthas Nature* is updated and more mature in its presentation of natural and cultural history.

Most of the 40 articles relate directly to the natural world. The first essay, on physiography, is written by Trent University geographer Al Brunger and serves as the foundation upon which the rest of the book builds. Describing how Peterborough County 'sits on the edge'

between the Southern glaciated lowland and the Northern Canadian Shield, "Rocks, Drumlins and Lakes" provides background information which accounts for the wide diversity of flora and fauna that can be found here. Other essays describe some of the adventures that the reader can experience while exploring the surrounding area. Bill Gibbon, in "The Hogs Back: On the Ganaraska Trail," writes: '...you can see an abundance of wildflowers, wild strawberries or raspberries along the side of the path, and wrens and kingbirds in the hedgerows. You may also see hawks searching above the fields for mice....' Gordon Berry, in "Indian River by Canoe," relates this enjoyable experience: 'Often the approach of a canoe will disturb a great blue heron patiently fishing for frogs or fish in the shallows. These days, alert and wary birds take to the air in stately, leisurely flight, usually to land only a short distance upstream to be sighted again and again each time the canoe approaches.'

Some of the writers reveal some of nature's secrets, as Wade Scorns does in his description of Mark S. Burnham Provincial Park, by providing directions, using a large Basswood as a reference, to the location of a Red-Tailed Hawk's nest. And if one is out just for a casual drive or walk up the river road between Peterborough and Lakefield, there are 'hints' of what exciting creatures can be seen: 'The road provides excellent viewing of waterfowl, and the amusing spring mating rituals of some species of ducks are worth a trip for that purpose alone.'

Although *Kawarthas Nature* primarily addresses natural history topics, it also contains a few articles on cultural history. I was fascinated to learn that Lang Pioneer Village is the site of David Fife's early nineteenth century cabin. It was Fife who discovered his namesake, the spring wheat Red Fife, which was instrumental in opening up Western Canada for settlement. In "Kawarthas Lakes," the reader discovers the vital role the lakes played in linking early travellers and settlers with the outside world. And "Ke-No-Mah-Gay-Wah-Kon, the Teaching Rock," tells the story of the

Petroglyph site north of Peterborough, which, with nearly 1,000 images, is one of the largest in North America.

The book also includes a fairly extensive reference list on animals, birds, plants, geology, and the sky. For readers who wish to become more directly involved, the names and addresses of some organizations, including local Ontario Ministry of Natural Resources offices, the Peterborough Field Naturalists, and the Otonabee Region Conservation Authority, are listed in the back.

Safety and environmentally friendly use of the land are two of the book's implicit themes. *Kawarthas Nature* opens with the Code for Hikers. A piece entitled, 'Suggestions for Hikers,' provides both novices and seasoned naturalists alike with some timely advice on what to wear and take, a warning about biting insects, and tips on seeing wildlife. It also stresses general safety rules, such as telling someone where you are going and when you will be back. The emphasis on safety is also apparent in many of the articles. The reader will be quite thankful for the 'warning' about visiting the 78-hectare Emily forest tract during the hunting season, for which the author offers some personal advice - simply staying away is the easiest way to avoid mishap. As well, some advice is aimed directly at what may perhaps be the book's biggest audience: families. While urged to enjoy the outings, parents are warned to watch their children, especially in potentially hazardous environments like High Falls in Petroglyphs Provincial Parks, and while crossing the walkways over the Trent Canal locks.

The real strength of the book, however, is in the interpretive value that the articles provide; *Kawarthas Nature* is not simply informative and dry. "Nogies Creek by Canoe" relates stories of the importance of this water body to the lumbering history of the area. As well, the reader discovers how summer travel is possible on the Creek because of its ability to maintain summer flow. In "Kawarthas Marshlands," a 'trip' through a wetland interprets some of the characteristics of this 'complex natural order,' unravelling what normally

appears chaotic. And in 'Spring Ecstasy,' the biophysical and chemical properties of spring ephemerals are described and tell the story of why these flowers bloom early in the year.

A book with all these qualities is certainly one that I would like to carry out in the field. However, *Kawarthas Nature*, a medium-sized coffee table book, is too large to be carried like a field guide. Unfortunately, the maps and directions become of limited value when the book remains at home. On the other hand, though, the size and quality of the book barely does justice to the beautiful and breathtaking photographs that illustrate its pages.

When reading *Kawarthas Nature*, I was beginning to get the impression that the entire area is one great land of wetlands, woods, and recreation opportunities. In reality, however, the Kawarthas does live up to its reputation of being an overdeveloped cottage spot. It is noteworthy that one of the book's themes centres on conservation and the importance of preserving these pockets of nature. In 'Trees and Shrubs of the Kawarthas,' the authors recognize that most of the former woodland has been lost to development. When writing about orchids, Gordon Berry readily admits his reluctance to describe specific locations, emphasizing the need to protect these rare flowers. Berry subtly reminds people not to pick the flowers or to transplant them. In 'Kawartha's Marshlands,' naturalists are urged to keep their records in order to contribute to future conservation efforts. And in 'Watching Butterflies,' Phil Schappert stresses the virtues of netting and then releasing, rather than collecting.

Kawarthas Nature begins with this quotation: **'One touch of nature makes the whole world kin.'** Certainly, this book instills not only enthusiasm but also a recognition of our basic responsibility - in order to enjoy we must also protect.

Nancy Elliot wrote this book review for a graduate class at Trent University. She has worked for five summers in Ontario provincial parks, most recently as a naturalist at the Pinery.

RESOURCES

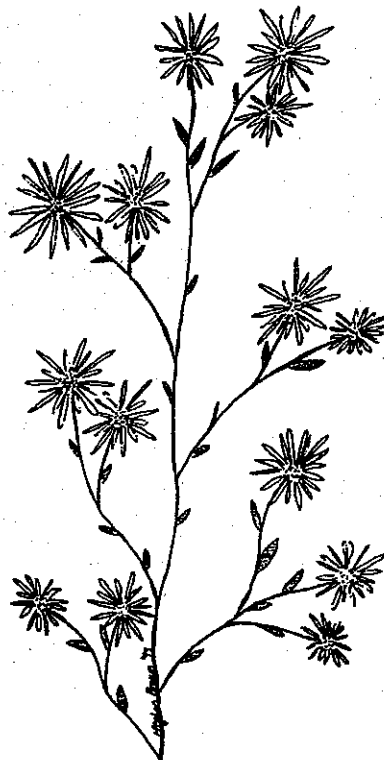
Kids C.A.R.E. - A Cross-Curricular Environmental Program, Mead Corporation, 1991.

It is full of activities, worksheets, action suggestions, and a pull-out poster all about consumption and solid waste. For students in grades 4 - 6. Still available and FREE to members of NAEF (National Association of Environmental Education). Contact following address for cost and send \$1.00 to cover cost of postage and handling to NAEF, P.O.P. Box 400, Troy, OHIO 45373, U.S.A.

The Green Explorer, Your Guide to a 'Green' Household, MicroBase, is a windows software programme designed to help set up a

'green' household. More than 150 graphic and text windows. Thousand of ideas on reducing, reusing, and recycling waste in the home, school, and business. Discover how to track trash, set up a compost pile, create recycled paper, and prepare a home energy and water audit. Elaborate historical database and information on how best to approach Precycling, Consumer Awareness, Packaging, Methods of Disposal, and the Trash Dilemma. Test yourself to see if you are a 'Green Consumer.' Contact: MicroBase, Inc., at (800) 897-3637 or (602) 897-7800, or by fax at (602) 897-9799, 9 a.m. - 5 p.m. PST Mon.-Fri.

These book reviews are from *Environmental Communicator*, October, 1993.



ASTER

Megan Brown, Parkside High School, from Dundas Pleasant View Calendar, 1994.

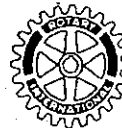
DEFENDING OUTDOOR EDUCATION

The Council of Outdoor Educators of Ontario is compiling a package of resource materials to aid educators wanting to defend the role of outdoor education in today's curriculum and to help prevent closures of outdoor centres. Those with ideas and papers to contribute, contact: M.J. Barrett, R.R. 1, Orangeville, Ontario L9W 2W8. This project is now well underway with a 40 page annotated bibliography and index compiled over the last five months. The bibliography is a compilation of

quantitative and qualitative research articles and is indexed so that the connection to outdoor education research outcomes are linked to current Ministry guidelines. It is hoped that this ongoing project will be in a form available to share soon. Again, contact the address above with specific inquiries and suggestions.



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Kingston Area Recycling Corporation, 70 Lappan's Lane, Kingston, ON K7K 6Z4

The Trailblazers series continues, drawing on Ontario pioneers, movers and shakers, and role models in professional outdoor and environmental education. Can their experiences and insight help those of us working in the present to shape a better future?

Audrey Wilson

Some of Audrey's background is revealed in her own response to "The Inspiration Question". What is not revealed is her tremendous impact on outdoor/environmental education through the 1960's and 1970's. She toured the province seeding outdoor/environmental education through a series of teacher workshops organized by the Ontario Women Teacher's Federation. She is now retired from a lengthy stint as Consultant in Outdoor Education for the Northumberland Durham Board of Education, where she facilitated a consistent, progressive program always delivered on a shoe-string budget. She has helped innumerable students, student teachers and fellow educators get more connected to the web of life and more inspired to connect others.

1. THE INSPIRATION QUESTION:

- (a) Raised on a farm, our family always shared nature as it was something a young invalid mother could do with her young ones.
- (b) During my high school years (1949-1953) Norm Massay, our science teacher, was my mentor. As his career progressed from Cobourg's high school to London Teacher's College to the Ministry of Education, he exposed me to many opportunities, opening numerous doors - e.g. teaching O.Ed. on the first residential courses for teachers at Albion Hills and Claremont, participation on the first British Field Studies 1969, writing teams for O.T.F., Ryerson-McGraw-Hill Science Action Series, P.J. Cyclic reviews, etc. Graduate studies (1972-

73) under Dr. Julian Smith at Michigan State University.

- (c) In 1954 I taught in a one-room school house straight out of high school. Being in a tobacco growing area, some of my winter students were not only bigger than me, but equal in age! I soon found that I could reach them through the world of nature. That year I was the lucky recipient of the Lillian Payne scholarship to F.O.N.'s Camp Billie Bear - a 2 week nature camp near Huntsville. What an eye-opener! Here were assembled some 90-100 folks, all keen on nature interpretation. Our leaders were experts and the moving forces behind F.O.N. - eg. Prof. "T.F." McIlraith, Prof. Coventry and Dr. Dymond My skills as a birder, entomologist and botanist were definitely well-honed there and in many subsequent outings.

2. THE SIGNIFICANT EXPERIENCE QUESTION:

To see a youngster's eyes shine, as they fed Wee Willy, the injured saw-whet owl we had for 2 1/2 years, or Mickey the orphaned robin, Charlie the turkey vulture, or when they learned how to stroke Teddy the porcupine. Perhaps it was the magic of tagging a Monarch Butterfly that later arrived in Mexico, or listening to the loons call as we silently paddled our canoes on a moonlight night. Then there was the time Clarke Birchard got his youngsters out of bed at midnight to view the full moon through the balscope!

3. THE CRYSTAL BALL QUESTION:

1. Uppermost, be a good role-model in terms of our environment. Be willing to fight the good cause even though the cards appear to be stacked against us. Attitudes change slowly, but over the long haul they definitely change. Twenty years ago, who would have

dreamed that most people would be into composting and blue boxes, even paying "big" bucks to learn how to preserve our environment.

2. O.Ed. must remain an intergration of all subject areas to reach the masses not just science, history or recreation skills. Let's avoid meaningless recipe package activities. Are these often not a substitute for lack of knowledge on the leader's part? Strive for a realistic approach rather than mickey mouse strategies.

4. THE BOOK QUESTION:

How to Study Nature in Elementary Schools - A Flexible Manual for Teachers by John D. Wilson, Syracuse, N.Y. 1900
 *Some things never change - Wilson wrote "The purpose of nature study is not to convey info., but to cultivate the habit of original observation and original thought." How true, even in today's chaotic times. We grew up on *Freckles*, *Girl of the Limberlost*, *Burgess* series, *Walden Pond*.

5. THE VISION QUESTION:

I think our overall purpose is to make this a better world in which to live. IF we are going to even keep the status-quo. we are going to have to really hustle. Start with the "little" people, they are very receptive and open. Grade 6 and up is hard sledding.

Good interpretation and a true sense of appreciation can be instilled on a shoe-string. There is no need for huge budgets. Keep it simple and above all, make it fun! Then they'll proceed on their own, in spite of us.

ENVIRONMENTAL SCIENCE Parts I and II

These courses are offered this summer by Nipissing University and the Ministry of Natural Resources.

The courses combine two weeks of home study with two weeks of hands-on learning at the Leslie M. Frost Centre in the beautiful Haliburton Highlands.

For more information or application forms, please contact the Office of the Registrar, Nipissing University, 100 College Drive, Box 5002, North Bay, Ontario, P1B 8L7. Phone 1-800-461-1673 or (705) 474-3461, ext. 4519.



Ministry of
Natural
Resources

Environmental Education 2000: Communications for the Future June 20 - 22, 1994

Tyson's Corners, Virginia, U.S.A.

An international conference sponsored by the Alliance for Environmental Education, that will establish linkages between educators, new programme developments, successful outreach efforts, and partnerships with government and corporate sectors. For more info call AEE (703) 253-5812.

O.R.C.A. Canoe Tripping Level Three 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 programmes. Must have at least five years of canoe tripping experience. Since space is limited, early registration is recommended. Contact Reuben Berger at (416) 782-4589 for more information.

Summer, 1994 Cross-Curricular, Multi-Credit High School Programmes with Environmental Components - A Colloquium

Learn how one teacher works with a group of grade 11 students for an entire semester studying Environmental Science, Geography, Outdoor Physical Education and Co-operative Education. Share courses of study, challenges and solutions; develop or improve your programme; form a network for on-going mutual support and to plan future gatherings; enjoy the recreational opportunities at Bark Lake. Contact: Bark Lake Leadership Centre, Irondale, Ontario K0M 1X0 (800) 558-5538

July, 1994 Environmental Science Additional Qualification Courses

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, call Stan Percival at 1-800-461-1673 or Dave Gibson at (705) 766-2451.

July 9 - 16, 1994 Harmony Foundation, Environmental Values Education

Lester B. Pearson College of the Pacific, Victoria, B.C.

Explore environment and development issues and their classroom applications. \$1,000 for tuition, meals, accommodation, and materials. Contact: Summer Institutes, Harmony Foundation, 209-560 Johnston Street, Victoria, B.C. V8V 3C6 Call (604) 380-3001.

July 18 - 22, 1994 Deep Ecology Workshop

Aspen Centre for Environmental Studies, Hallam Lake, Aspen, Colorado. Featuring hikes in the rugged Elk Mountains; chanting and drumming; T'ai Chi; storytelling; meditation; fireside gatherings with George Sessions, Dolores LaChapelle and others. Rooms in Aspen or camping sites available but reserve in advance. \$100. (US) deposit before June 18. For information: Judy Cardamone, The Aspen Center for Environmental Studies, P.O. Box 8777, Aspen, CO 81612. Phone: (303) 925-5756, fax (303) 925-4819.

**Between July 27 - August 10
(three separate 5-day workshops)**

SEEDS Foundation - Sustainability, Education Leadership Forums. Claremont Conservation Field Centre, near Pickering, Ontario. July 27-31, July 31-August 5, and August 5-10, for participants from Ontario and Quebec. Presentation Leadership skills, teaching skills, and practical techniques for environmental education. Tuition \$250. Includes accommodation, meals, and materials. Register before June 15. Contact: SEEDS Foundation, S-440, 10169-104 Street, Edmonton, Alberta T5J 1A5. Call (800) 661-8751 or (403) 424-0971.

**August 10 - 12, 1994
Exploring Ecosystems: Old Growth
Forests**

The first in a series of workshops designed to help you develop an understanding of ecosystems 'from the ground up.' Travel by foot and water to explore an old growth site. Share views about old growth forests with resource experts. For educators, naturalists, sportsmen, and recreationists. Contact Mike Turner, Frost Centre, R.R. 2, Minden, Ontario K0M 2K0. (705) 766-2451 fax (705) 766-9677.

**October 5 - 7, 1994
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ANNUAL CONFERENCE SEPTEMBER 29 - OCTOBER 2, 1994

Your conference committee is excited to present the Algonquin Park interior (we are well off the highway at Camp Arowhon, Tepee Lake), and a magical programme. You will see from the initial list in the conference registration in your April *Pathways* that the presenters are tried and true COEO friendly with "something important" to share. Given the location, we can offer a magical collection of field trips to expand your skills and wisdom for Canadian Shield country. You then return to old faithful COEO ambience: campfires with music under the pines, the COEO dance with **Bill**, evening paddles, storytelling, etc.). Finally, but hardly finally (we have limited space and are bulging with enthusiasm), we have a few magical surprises that you'll just have to come to Algonquin to discover.

We want **you all**, old, and new, members and budding members. We want your magic because it cannot be magical without **you**. We do have a ceiling number. Bring a paddle and life jacket, clothing for watching the fall colours, a warm sleeping bag for "fresh air cabins" (it will be comfortable but on the rustic side, laced with all our and nature's best). Note there is a full conference and a weekend package. The full conference involves Friday sessions with a focus on O.E. centres: politics, programme ideas, and a general restoration of Outdoor Education/COEO spirit. Register A.S.A.P. so we can serve you better. Conference organizers are Mike Elrick, Jim Gear, Ian Hendry, Bob Henderson, Linda Leckie, Margit McNaughton, John Pyke, and Lee Wilson. Watch for further details in your summer *Pathways*. If you'd like to help or have any inquiries contact Bob Henderson (905) 525-9140, ext. 23575, Lee Wilson (519) 821-6631 (Home), or anyone else on the above list who you might know.

Registration Form COEO Conference '94

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Home Address: _____

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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

IN MY OPINION

'It may well be more frequent than conventional wisdom and practise are prepared to admit that drop-outs are simply healthy respondents to an unrewarding situation.' Dr. Joseph Couture

All too often, when I speak with parents or teachers, they complain that their kids are uninterested in the curriculum, spending their school time either skipping class or disrupting class. John Dewey, an early twentieth century philosopher wrote, among other things, about the aims of education and how students learned the most. His writings remain a valuable resource for modern educators. What follows are some of his ideas along with some of my own.

In short, Dewey felt a student would not learn anything unless they were interested in it. A student will not be interested in anything that does not benefit them IMMEDIATELY. This is why no one likes calculus; because it's useless unless we want to get into a university science programme. I went that route and haven't used calculus since high school. Why did we all have to take it then? To prove that we have the smarts to do it, I suppose. I was lucky and passed. I was a winner in our educational system. What about all the people who had plenty of intelligence but became frustrated and dropped out of high school because they learned things much differently from the way they were taught.

If students are forced to learn subject matter that has nothing to do with their life, chances are that they will dislike the subject even more. This way, learning becomes a negative thing. Surely, an educator's main goal is to foster learning experiences that make students want to learn more.

Dewey wrote over and over that teachers must find out the nature of the student, and from that, their interests. He claimed that, 'the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities.' Obviously, a child's social activities will reflect his or her interests. Dewey went on to write, 'The interest is always the sign of some power below; the important thing is to discover this power.' According to Dewey, finding the student's interests is the biggest task facing a teacher.

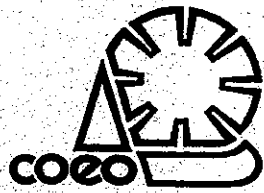
Let's say that Dave is intrigued by fire. Many options exist to provide Dave with learning opportunities pertaining to this interest. He could read newspapers and look for stories on fires in other countries and then put them on a map. Let him learn about what fire actually is (chemically speaking), have him write a fictitious story about a blazing inferno on ship in the dark ages, have him graph the number of forest fires in Ontario last year. Dave could meet with local firefighters who could explain to him how fires are prevented and controlled. (Then we'll pray that Dave does not become an expert pyromaniac.)

Critics will argue these points and contend that students must learn the traditional subjects of english, math, history, geography, and science. Well, the reality is that life is not fragmented the way a six period schoolday is. I agree that everyone should learn how to read, write, and do arithmetic. But, let's leave the calculus and physics for those who DO want to pursue higher education. Society doesn't have to worry about those people. We need to worry about those who detest academics and are unsuccessful at school. We must ensure that this population can write a resume, fill out a job application, balance a cheque book, and budget their paycheques.

John Dewey said to let a child's nature direct their learning. The problem is that this takes a tremendous amount of time and effort from teachers, who are already over-worked with upwards of 40 students in their classrooms. Teachers and parents would have to interview students, find out their interests and aspirations, and together develop a programme that meets these needs. This way, the student has ownership in their education.

In my eyes, these are good ideas for educational reform, but the changes that come about will not come quickly or completely. To borrow from an old saying, these ideas are like the stars; they can guide us but we can never reach them.

SIMON BEAMES is currently working with Outward Bound in Malaysia. He has also worked with Project Dare in South River. All the while he is finishing off a Master's degree from Mankato State, Minnesota, with a focus in adventure education.



Council of Outdoor Educators of Ontario

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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.