

Pathways

Volume 7, No. 1
December, 1994

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



Dancing on Tombstones and Cradles

Zabe

Pathways

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This issue of *Pathways* celebrates Conference '94, surely one of the highlights of recent years for COEO. Putting the issue together, I have become more aware of factors that combine to give outdoor education and COEO its particular strength. There's the environmental thread, exemplified in this issue by Phil Weir's afternoon walk. Very clearly there's the curriculum focus that makes what we do 'education' and not recreation. (I'm not demeaning 'recreation', just pointing out that COEO is focused on the education side of the continuum.) Jo Kate's and JJ Jupp's responsive reading at the campfire (see *Prospect Point*) reminded me the role of the human potential movement in outdoor education. COEO used to be very much involved in this, and we would do well to bring back those strengths. To all of that we had the strength of our membership, on the individual level—I'm

thinking of not just the long-time members, but also the new-to-COEO—and the strength of the group acting on common goals. Realizing that group strength was perhaps one of the most worthwhile outcomes from this conference. We had a taste of what we used to take for granted in COEO—group energies. And as I remember Bert's talk, and that of Frank, and also Zabe's stories, which lead us in a different manner, I come to understand that COEO is also a changing organization with many people with strong visions. These dimensions—committed and creative people together in the out-of-doors, the environmental outlook, the curriculum orientation, working with and for children and adults—make for the strength of outdoor education.

Sketch Pad

State of the Art

Zabe MacEachern, whose stories wove a tying thread through the conference, also drew our cover for this issue. She calls it 'Dancing on Tombstones and Cradles', saying: "I have been inspired by Emily Carr's work. I love how she would try to communicate with a tree before painting it. I recall how she thought a tree stump was their only tombstone. Once while paddling in Algonquin I saw a beautiful sunset silhouette of semi-submerged stumps. I wanted to place dancers on each stump and take a picture. My first time walking through an old-growth forest I was amazed to see how many little trees were growing on the old rotting ones. All these ideas found their way into this picture."

The photographs are from Dennis Hitchmough and Catherine Ure who used an

electronic camera and various computers to produce a daily tabloid at Conference '94.

Adding to one of the articles is a quick sketch torn out of Kathy Lajeunesse's journal at the Conference. Other COEO members were doing artwork—wouldn't it be nice to see some of their work too?

The burrs and milkweeds that serve as COEO's version of darts and laurels for the feedback comments were drawn by Sara Blier.

The cartoons of characters from the Conference are by Julie Spittel. We have featured Julie's work before in *Pathways*. She is an artist and illustrator from Aurora. Cartooning is not part of her normal work, but judging by these efforts, perhaps it should be! Julie can be reached at 15 Hillary Place, Aurora, Ontario, L4G 4X5.

"Do You Believe In Magic?" is the title of a popular song from a few years ago. If Conference '94 is any indication, then the answer to this question for COEO members is a resounding "Yes". The response to this year's gathering in Algonquin was overwhelming. Two out of every three COEO members attended the conference, with others having to be turned away because of space limitations. The setting in the interior of Algonquin Park, the beautiful fall weather, and the participants all blended to truly make this a magical experience.

On behalf of the Board of Directors and members of the organization, I would like to express our appreciation to the conference committee members for hundreds of hours of volunteer work to plan and organize the conference as well as to facilitate the on-site activities. Your example of dedication to the ideals of the organization can serve as an inspiration to us all. The variety of workshops and presentations gave us all 'magical' experiences and food for thought as we returned to our regular lives.

This conference served as a revitalization for the organization. It gave us all something to build upon in the year ahead. Members from each region met to discuss plans for events and to develop some new strategies for better serving their needs. It is very important that the initiative begun at the conference continue throughout the year. Your support for, and participation in local COEO activities, will help keep the magic that is this organization alive.

Planning for the future was a major objective for us at the conference. We have undertaken three major projects.

They could all use your enthusiastic support. Conference '95 is our most immediate concern. If you would like to help in the planning of it, please contact Linda McKenzie (705) 386-2376. Clare Magee is formulating some plans for Conference '96 on a native peoples theme and can be contacted at (905) 833-3333. The twenty-fifth anniversary of COEO will take place in 1996. Alice Casselman is spearheading the planning team for events and special celebrations that may take place that year. If you have some ideas for her or can help in the planning process she can be contacted at (905) 275-7685.

I would like to thank Sandra Appleby, Gina Bernabei, Dave Gibson, and Gail Kuder for their contributions to COEO as members of the Board of Directors and welcome Jennifer Jupp, Nancy Payne, Jennifer Kottick, and Cheryl Dell as new Directors-at-Large.

Thank you all for making this year's conference a success. I look forward to hearing about COEO events throughout the year and to seeing you all again at Conference '95.

Glen Hester, President



COEO Awards Announcement

Every year the members of the Council of Outdoor Educators of Ontario have a chance to nominate individuals for special awards to be presented at the Annual Conference Awards Dinner. This is for us to recognize people who have made a significant contribution to the field of outdoor education in the province of Ontario.

Frank Glew

Robin Dennis Award

The Robin Dennis Award is presented to an individual or outdoor education programme or facility having made an outstanding contribution to the promotion and development of outdoor education in the province of Ontario.

*Margit
McNaughton*

This year's recipient was Frank Glew. Frank is the Outdoor Education Consultant for the Waterloo Board of Education. He has provided many years of leadership in this role and been the driving force behind the development of some of the best outdoor education programmes and materials produced in the province. Perhaps his best-known contribution to the field of outdoor education has been the simulation activity known as Instincts for Survival. This activity is now used throughout the world as an important teaching tool by people involved in instructing children and adults alike about the natural environment,

Chuck Hopkins

The President's Award

The President's Award is presented to an individual who has made an outstanding contribution to the development of the Council of Outdoor Educators of Ontario and to outdoor education in Ontario. This year's recipient of the President's Award was Margit McNaughton. Margit has always had the spirit of COEO in her heart. Her enthusiasm and dedication to the organization are second to none. Over the years she has unselfishly given of her time as a member of the Board of Directors, as workshop presenter and as a member of this year's conference planning committee. She has worked as an outdoor

education teacher for the Peel Board of Education for most of her professional career.

Life Membership

From time to time a member of the organization who has made an outstanding long-time commitment to the field of outdoor education and to COEO is honoured with a life membership. The eleventh member so honoured at this year's conference was Chuck Hopkins. Chuck is one of the builders of outdoor education in the province of Ontario. He played a major role in the development of the Boyne River Natural Science School and has spent the majority of his career involved in outdoor and environmental education. Chuck took COEO's idea of an international conference and made ECO-ED a reality in 1992. This was a truly global event which is still having an influence around the world as incentives in outdoor and environmental education continue to develop because of ECO-ED.

Dorothy Walter Award

Cathy Beach was given the Dorothy Walter Leadership Award this year in recognition of her contributions to the development of others in outdoor education in Ontario. Cathy was COEO President for two years during which time the Council made significant improvements to ensure quality professional development for all members. She worked as the Outdoor Education Consultant for the Peterborough County Board of Education and touched the lives of many youth in the region. Since that time, she has played a vital role in introducing the Global Rivers Environmental Education Programme to schools within the Trent River watershed. She is involved in the development of The Watershed Report, an initiative of F.I.S.H. She continues to always be willing to assist other agencies in the Peterborough area in the development of outdoor and environmental education programmes.

Conference '94,

September 19 - October 3.

Watching The Magic Build— Camp Arowhon, Algonquin Park

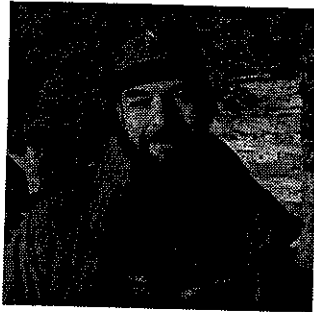
It would be a simple exercise to report that the COEO Annual Conference of 1994 was a grand success. The organizing committee played out their governing philosophy: "Organize it right and people will come and make it a gentle, harmonious and high spirited enriching time because that is the synergistic spirit we share." But to report only the good will and positive events might be another example of the all-too-common confusion of celebrating ourselves with a lesser attention to the task of professional development and professional understanding. (Thanks to Bert Horwood and his Sunday keynote for this realization.)

What we, the conference committee, should report, is that we came together in November 1993 with the dire realization that COEO needed a successful conference with "healthy numbers". We were confused why "things" appeared to have had gotten so low and wanting of spirit. Our shared vision was that the '94 conference demanded: 1) an "inspired" setting; 2) a programme that highlights ourselves, presented by COEO's younger and older members who would address professional issues and 'Monday Morning' activities; and 3) a revival of the conference spirit and events of old, be it the dance with Bill, star-gazing, or evening campfires with guitars. That was our task. Initially our task was more mission than fun. This of course changed as numbers swelled.

The story evolved as we had hoped. The Camp Arowhon staff was very supportive of our ideas. Thanks particularly to Joanne Kates, Jennifer Jupp (JJ), François and Alix. Thanks to phone calls (John, you were incredible), *Pathways*, and school board newsletters, and word of mouth, the final numbers exceeded 200 with approximately fifty non-COEO registrants. In all, we enjoyed an exciting



gathering of old-time and first-time members. It was particularly pleasing to see well over twenty students who made their presence felt in so many ways, one being organizing a spirited campfire programme. The varied talents of presenters and our collective talents as participants delivered a balanced attention to professional issues such as: outdoor education's need to integrate with curriculum, including the Common Curriculum; the continual need to define who we are; and the



*Get involved,
because COEO
will give you
back far more
than you
can give*

always immediate need to re-energize with new ideas and activities to try on Monday morning. The '200-person-walking-back-rub-into-the-dining-hall' following the team keynote presentations from tricksters Horwood and MacEachren likely stands out for many as a high point that serves as a culmination of thoughtful inspiration conveyed through circle models, paradigm shift listings, stories that challenge and the mood of Algonquin in the "cool" breezy autumn. Indeed we do know how to celebrate. It is good to celebrate ourselves, our place in the present (the magic of Algonquin) and our time together. There were even some monies generated for COEO.

However the success of the conference is not measured by the celebration alone, as pointed out by Bert Horwood. As COEO members, as outdoor educators, we need to be actively shaping in our workplace the ideas and activities we shared in Algonquin. One conference participant told me by phone that she was able to use "five things she'd learned from the conference on Monday alone". It is worth noting that Monday had her both working with kids in the field and meeting her supervisors to define her role within the overall system! Working groups are now established for future gatherings in 1995 and 1996. They have direction, momentum and keen COEO members at the helm. That speaks to successful conferences!

We must each in our own way act on our present state to make the COEO conference '94 (so concerned with "building" or rather re-energizing "magic") a success. We, as an organization, certainly should not portray what may be our serious circumstances as suggestive of our weakened spirit. We, as outdoor educators, certainly have learned ways and means to present our strengths and connections within curriculum and people's lives and should convey these with passion and the trickster spirit as all five keynoters suggested in various forms. Thanks to all presenters, particularly Frank, Ralph, Zabe, Bert, and Sky—alias 'Professor Ooops'. For any conference gathering to be a success there is the question that each participant must answer on

the departing day: What do I do now? We hope everyone has new answers to that question.

As a conference committee we learned the truth of what Margit MacNaughton said so eloquently upon receiving the President's Award: "Get involved, because COEO will give you back far more than you can give".

Thanks for coming. We knew you/we would and see you/us next time.

*"Wear your ribbons, Bake your bannock,
Dance the Sun and Moon up and down!"*
(from Zabe's last story)

The Conference Committee

Overview of Evaluation Forms

The general flavour of the Evaluation forms were very positive.

Here are the more prominent:



"Zabe MacEachren, our storyteller was a fabulous success."



"Heat and hot showers please..."



Many workshop leaders received nothing but glowing praise for their efforts



Needed more time to meet people, to kick back and relax with others Saturday night programme—great time for all



"Need more sessions oriented to classroom teacher."



"COEO spirit is *alive*—we all felt it there this weekend. There appears to be strength and enthusiasm in the youth of our organization."

Conference Comments from Chris Harrison and the staff of Maple Grove School

The entire teaching staff of Maple Grove School in Beamsville attended the COEO Conference. We are a small rural school with three full-time teachers and one half-time teacher. All four of us gained a great deal from the Conference and now our entire school community is benefiting from our positive experience. Here are a few comments that came up as we talked about the Conference at the lunch table:

"I was really impressed by the variety of participants that attended the conference—older people, teachers, Girl Guide leaders, ski-instructors, artists, and field centre staff."

"The storytelling was excellent. As a drama major, it's so wonderful to see the magic of storytelling in yet another area of the curriculum."

"My appreciation of the outdoors was rekindled. I loved being outside; the colours were amazing. I feel so refreshed."

"The variety of the sessions was excellent. I gained many practical ideas and learned some new recreational skills."

"I'm really impressed by the energy and commitment of COEO members."

We've decided to embrace something that Bert Horwood said as a motto for us: "If you want to walk barefoot, pick up the glass."

from Todd Barr:

"For me as a newcomer, this weekend was like the icing on the cake after three weeks at the Boyne! Maybe sometime in November, I'll have a chance to process it all the people!... I've been talking about this outdoor education for so long; now getting my foot in the door, looking through the window—it's mind-boggling!"

Reflections Of A Neophyte

By Constance L. Russell

Driving up to Algonquin on Thursday night after a class at OISE, fellow classmates Anne Bell and Rachel Plotkin and I were discussing our frustrations with a course that often remained at the level of abstraction. Although attracted to critical theory, we were feeling that many of our discussions would have been richer had they been more explicitly grounded in practice. As neophytes, we were eagerly anticipating the 1994 COEO conference. Driving home to Toronto on Sunday afternoon after the conference, we again discussed our frustrations but this time with the general lack of critical reflection and analysis at the conference.

These experiences at OISE and at the conference point to an apparent dichotomy between practice and theory. I think the setting up of such a dichotomy is an unfortunate one and really doesn't reflect how we all learn and teach. Each of us has deeply felt convictions or theories about what it means to be human in this world. These theories cannot help informing our practice. Similarly, our practices sometimes challenge and sometimes reinforce these theories necessitating revision.

Practice and theory are part of one big bundle; to enforce the separation of the two results in an artificial dichotomy. Yet separate them we do. Practitioners practice and academic theorize and never the twain shall meet. As someone who is desperately trying to straddle both worlds, I keep falling into the gaping hole that presently lies between the two.

I think that it is time that we outdoor educators reflect critically upon our assumptions and practices and that it is also time for



...time that we
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we academics to ground our research and theory in practice. Perhaps a goal for next year's conference would be make a more concerted effort to bring these two worlds together. The results could be astounding.

Connie Russell, a doctoral candidate at OISE and new member of COEO—love those acronyms!—is particularly interested in the role of experiential learning in the social construction of nature.



Dear Conference Committee:

We would like to thank you for your successful effort in creating the MAGIC OF COEO Conference 1994. Here are some of our reflections:

Thank you for new useable ideas I can put to use right away.

The lanterns, storytelling, student placemats at Saturday's dinner, the campfire with candles, and all the other "special touches" did weave magic!

J.S.

I especially enjoyed the sharing on magical walks Friday morning, and the meaty stuff presented in 9:00A.M. plenary sessions.

I enjoyed lanterns along the walkway; the vegetarian meals; the energy of the Arowhon staff and the student helpers; the magic woven throughout by you the COEO organizers; the stories and insightful messages by Bert and Sky and others. Finally, I especially enjoyed the spirit of camaraderie and community, and seeing old friends. Thank you to all!

Thanks for all of your efforts in setting up the conference. I enjoyed the opportunity to meet old friends; discuss current issues and approaches to the Common Curriculum; see the Park at such an amazing time of year; the outside activities; the early morning smells of bacon and pancakes; and the fabulous turkey dinner Saturday

night. Once again thanks to all for the team effort.

The commitment of the Conference Organizing Committee to excellence and to COEO was obvious. I felt that this conference was a rallying of members to our organization after the uncertainties and difficulties of the past year.

The setting was outstanding—what else to say of Algonquin—even if warmth was, at times, difficult to find; but that's camp and I'll take it any day!

Sunday after lunch felt like "the last day of camp" to me—being a former camp director—which tells you how I felt about the conference. Congratulations to all!

Thank you COEO for the Magical Campfires; the great music, singing and fun group games. I felt quite privileged to attend such a wonderful event with such a warm and enthusiastic group of individuals.

When I saw the list of names on the original organizing committee, my first thought was that "If they can't pull this off ... it can't be done!" What a tribute to the group of you that the conference was such a success. In addition to the planned programme, there were so many informal opportunities to demonstrate that "spirit and passion" which has always been the hallmark of COEO members!

The Magic for me was seeing so many special friends gathered once again after such an unusually long "apparent dormancy" and the obvious expressions of caring that were in evidence everywhere one looked! The tireless contributions made by each of you (and the support given to you by the families/friends behind the scenes) have, I trust, launched COEO into its next incarnation with enthusiasm and conviction!

Thanks for your commitment to COEO!

*The Staff of the Bill Mason Centre,
Carleton Board*

*Thank you for
new useable
ideas I can put
to use right
away.*

Teachers Head Outdoors To Learn

by David Hawke (adapted from his regular column in Huronia Sunday, October 9, 1994)

Last weekend I had the great pleasure of attending a conference for outdoor educators which was held in Algonquin Park. Just being in the park at this time of year is a treat, but to spend three days at a lakeside youth camp was a real delight.

Perhaps I should qualify the phrase 'real delight' in case some of you should think we lolled about in luxury. The cabins were uninsulated and the temperature dropped to a crisp zero degrees each night. The showers were in a separate building, and by time the hot water left the boiler house, warmed the water lines, and heated the surrounding soil, it seemed to take most of the day just to get warm water from the showerhead. So the decision was almost unanimous: "I won't shower if you won't shower and that way we'll all smell the same." And to a certain extent, this philosophy worked.

However, being with teachers who have a love for out of doors is always a magical time. Their ideas and ideals are always inspiring or insightful. These were people who come from diverse backgrounds and were willing to teach and be taught, eager to share their own experiences, and to learn from others.

We were a mix of classroom teachers, councillors for young offenders, staff from outdoor education centres, naturalists, volunteers, and university students. Each session saw us come closer together as we realized the common bond that we share: we care about the planet, about our students, about the future, about the present, about quality education, and about each other. The air was electric with an aura of excitement.

The session topics ranged from the harsh reality of coping with the Common Curriculum to the whimsical manufacturing of dancing sticks. Outdoor educators are an emotional bunch, and sooner or later it all comes tumbling out. At times we laughed, at times we

paused in quiet reflection, and occasionally we cried, sometimes for joy and sometimes for sorrow.

The keynote speaker was a wonderfully gentle man, who calls himself Prof. W. W. Ooops. His warnings of environmental disasters were presented with wit and humour, because he believes we are most creative when we are at ease. Just as each of us usually has our best ideas when walking alone, resting in bed or soaking in the tub, why try to make global decisions when under pressure of daily deadlines or between telephone calls. Between the giggles and groaners he either taught or reminded us of our duty, to both teach the children well, and be a part of the solution of the problems facing Earthlings today and tomorrow.

In another session a group of us discussed the differences between renewable and non-renewable resources. We discussed innovative teaching methods, and presented new ways to catch the attention of students who feel far removed from the tasks of lumber production, oil refining, mineral mining, or wildlife and fish harvesting.

It was within this group that a young woman gave a definition of Earth: a place where a little have a lot, and a lot have a little. This is a simple statement, with a basic concept, but when said aloud to peers while sitting beside a blue lake surrounded by millions of crimson and gold trees, with fresh air blowing in our faces, and our bellies full from a warm meal, it hit hard that we often do not realize just how very lucky we are, and how thankful we should be.

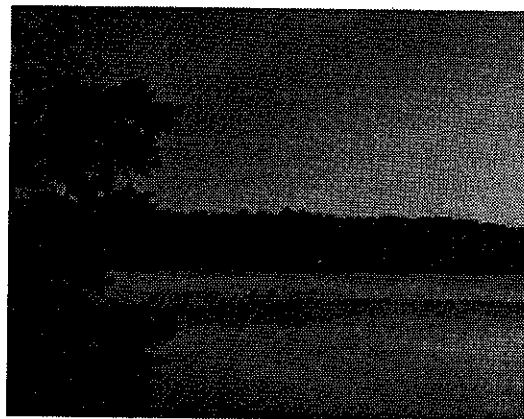
This conference had a spirit not felt for a few years, as budget cuts, position cuts, restructuring, re-organizing and other repulsive words have crippled some truly creative programmes. But we are learning to cope, and we are using each other for support. We are refreshed, renewed and re-energized.

Of the 200 participants at this conference, some will start their Monday classes with their thirty or so students, others will welcome hundreds daily to their outdoor education

*We are refreshed,
renewed and
re-energized.*

centres. The message of hope and environmental understanding is strong with these teachers; the students of Ontario are in very good hands with people such as these.

*David Hawke is a professional naturalist and photographer who lives in Oro-Medonte Township. He is a frequent contributor to **Pathways**. Congratulations to David on the recent publication of **Wetlands**, his new book published by Boston Mills Press and distributed by Stoddart.*



Group Poem

Fresh green spikes

Spotlight shining through leaves

Peaceful

Re-birth

Light flickering, exposing life, clinging to death.

Enlightening growth in what seems to be a

choking conformity

Gummy-bears fungus

Trees scudding against the clouds



Snacks for the Mind from Prof. W. W. Ooops (Sky Schultz)

"Whether you believe
you can do something
or not—you're right."
Henry Ford

**"TO BE MASTER
OF THE ANALOGY
IS EVERYTHING."
ARISTOTLE**

*"Our brain is the organ
with which we think we
think." Ambrose Bierce*

*No-one cares how much
you know until they know
how much you care.*

Ask simple questions.

DONT
FORGET
THAT WE
ARE AN UN-
FINISHED
ANIMAL
SPECIES.

*There are no 'they's' on
the planet—only 'we's'.*

*When was the last
time your own possibil-
ities gave you goose pim-
ples?*

*Question the
answers.*

**Be a
professional
re-framer.**

*It takes eleven days
and twelve hours to
count to a million at
one number per second.*

*"Teach people the
patterns that connect." Bateson*

**"IMAGINATION IS MORE IMPORTANT
THAN KNOWLEDGE." EINSTEIN**

*Professor Ooops (Sky Schultz, Ph.D.) can be reached at: Lighthearted Productions,
3343 N. Gordon Place, Milwaukee, WI 53212 (Tel) 414-964-5962 (Fax) 414-964-5950.*

PLAY ATTENTION.

Sharing on the Trail

Some tips and tricks—"stolen from other thieves..."—shared during group hikes.

Ian introduced Norman the dragonfly, a puppet within a puppet, to interpret the metamorphosis from nymph to adulthood.

Alice helped us discover sex and your average moss. We found males, females "in heat" (flowering) and pregnant females with spore bodies.

Have you seen the video *The Wonderful World of Durg*? A question inspired by a chorus of *The Scat Rap*.

A circle of string on the ground can be a focus for developing language skills. Students are asked to observe "what is" inside the circle from afar and do some creative writing. The next step is to focus on the area using a hand lens and then write again. Other ideas included the string-being called an ant lasso; slide mounts and overhead projector frames used to help students focus on parts of the natural landscape.

If you are exploring wetlands where students are recording observations, have them put a large diameter beige piece of PVC plastic pipe on their forearms. They can record their observations and still have their hands free.

Take a walking stick—whoever holds the stick is the leader.

Bring regular familiar objects to the class and find nature's equivalent.

Use coloured leaves to create a mural.

Use eyes and hands as a camera shutter or curl your hands into a circle to act as binoculars.

Use a dog-whistle, owl call, or clickers to gather a crowd into a circle.

Magic potion in a jar (water) dabbed on objects using small sponges. The extra moisture causes natural items to smell ten times stronger.

Gather natural objects by colour. Students spread colour over large sheets in groups of four or five. Pass the sheets around so the exercise has a co-operative effect. When cut up into pieces, the students can find their favourite and write about it.

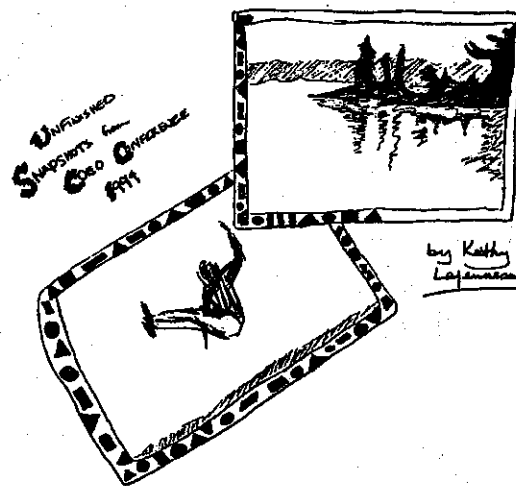
"Environmental Education is more often a teaching problem than a learning problem" (from Auke, who created the lanterns).

Sky pointed out how he gets students to look for the Fibonacci spiral in nature and how it is ubiquitous.

We participated in a "jelly-roll" activity which wrapped the group together in a large spiral. A great way to warm people up in cold weather.

"Freddie Fungus met Alice Algae and they took a 'lichen' to each other!"—Nature's first love affair!

Joanne talked about "insect circus" activities. Each student finds one insect and brings it back to a sheet. They then find the best trickster, most beautiful, best jumper, best flyer, etc.



Conference '95 Working Group

from Linda McKenzie

A recurring theme during our discussions at the Annual Conference was more emphasis on programmes for the classroom teacher. We had a lot of first-time conference go-ers who also requested more ice-breakers. Another suggestion made was to keep costs down. Some folks thought this conference was pricey—obviously haven't shopped around lately I suggested camping as an option for next year but many weren't willing to or equipped to do so. Someone pointed out that many can't afford to attend every year (approximately two-thirds of our group had paid their own way) and therefore wouldn't attend next year but were keen to attend the '96 one at Bark Lake with the Native theme. Someone suggested we plan a smaller more intimate gathering providing small-group experiences and the opportunity to share them with the group-at-large later. We did not identify any specific theme for the conference. It was brought to our attention that next year marks the fiftieth anniversary of the Frost Centre and it would be nice if we tied into that, but prices may be high. Eighteen folks expressed interest in helping out. Unfortunately they're spread out across the province. They also assumed I'd chair this which I am willing to do. No date was set for a meeting. I have an address list and will be getting back to folks.

Linda McKenzie can be reached at work (705 386-2376) or home (386-0503) or by fax (386-2345).

RESEARCH WORKING GROUP REPORT

Dee Strando, under the advisement of Gina Bernabei, M.J. Barrett and Bob Henderson has produced a fifty-one page working report that provides a selection of research articles in an annotated bibliographic form. The document is titled, *The Importance of Outdoor Education in School Curriculum: A Compilation of Research*. The work is connected to a university individual study project in collaboration with the COEO Research Working Group.

The report draws on the literature from the following journals in the main: *Journal of Experiential Education*; *Journal of Environmental Education*; *Pathways: The Ontario Journal of Outdoor Education*; *JOPERD: Journal of Physical Education, Recreation and Dance*; *CAHPER: Canadian Association for Health, Physical Education and Recreation*; *ICHPERSD: International Council for Health, Physical Education, Recreation, Sport and Dance*; *ACHPER: Australian Council for Health, Physical Education and Recreation*; *The Bradford Papers*, *Annual Proceedings of the Coalition for Education in the Outdoors* *Second Biannual Research Symposium*.

The following is a sample entry.
Stringer, L. Allison, Leo H. McAvoy.
"The Need for Something Different: Spirituality and Wilderness Adventure". *Journal of Experiential Education*. 15, no. 1, (May 1992):13-20. (4,6,10,11,12,13*)

Spirituality within the context of outdoor wilderness adventure activities is studied. Spiritual experiences include both cognitive processes (active contemplation) and affective dimensions (feelings and emotions, such as peace, tranquillity, joy love, hope, awe reverence, and inspiration). The study included four sources of data: pre-trip questionnaires, on-site observations, post-trip interviews,

and analysis of related questions were included. Questions elicited responses about physical, cognitive and emotional experiences; definitions characteristics, emotions and feelings associated with contributing to or inhibiting spiritual experiences. The conclusion was that the wilderness adventure experience was conducive to spiritual development.

Numbers represent coverage of the Ministry Guidelines to the research, (* i.e., 13* represents focused attention of the 13th Ministry Guideline to the research).

As an index document, the articles are divided into the following categories; Qualitative and Quantitative research with a subdivision for each into 1) Outdoor Education: General Benefits, 2) Adventure-Based Learn-

ing, and 3) Environmental Education.

Along with these basic research divisions the document also connects the specific research articles to the thirteen critical points of the Ministry of Education guidelines 1980. This is done by connecting the research findings to both a specific Ministry guideline as appropriate as well as linking the general coverage of one or more of the 13 points to the research. To this end, there is a frequency of focus and frequency of coverage treatment. *The Common Curriculum* document (February 1993) was newly introduced and was not directly addressed. However the cross-reference between the former Ministry guidelines 1980 (13 points) and the 1993 guidelines (10 points) is possible and is the logical next step in the index process.

The document will soon be available through the COEO office or by contacting the working group members (see below). A limited number will be available at a cost of \$10.00 for paper, or \$5.00 for disk from Bob Henderson.

The central impetus for this document comes from the need for the Outdoor Education practitioner to defend or define their work with current research literature. It is hoped that this resource might also help bridge the gap between so-called practitioners and researchers and inspire further research and research ideas amongst COEO members. These needs and goals remain the objective of COEO Research Working Group.

Send any ideas to us via: Gina Bernabei, 24 Bishop Street, Kingston, Ontario, K7M 3P4; or M.J. Barrett, R.R. #1, Orangeville, Ontario, L9W 2W8; or Bob Henderson, Department of Kinesiology, McMaster University, Hamilton, Ontario, L8S 4K1.

THE MANY FACES OF THE FIRE SPIRIT !

THE FIRE SPIRIT HAS MANY WAYS
TO ENTER THEIR ROOTS, SPARK THEIR
GROWTH AND HELP THEM EXPOSE
THEIR TRUE COLOURS .



Instincts for Survival in Outdoor Education

by Frank Glew

If there was a C.I.T.I.E.S. report done on Outdoor Education teachers, I think at the present time they would hold the status of "endangered". Every time school boards want to downsize, outdoor education is one of the first to go. This is not because outdoor education lacks a richness of meaningful, exciting resources, or not because we don't have outstanding teachers. It is because we are counted as a "frill". We are a subject area without Ministry curriculum backing. We are not looked upon as a generic programme. But in fact nothing could be further from the truth. Nothing is more basic or generic than LIFE and HABITAT (food, water, shelter, space, soil, air, sunshine). These are the core values for our existence both as a species, and in outdoor education. Outdoor education and environmental education are more necessary than ever before if we are thinking for the future generations. Teachers are the most important people in the world today. This is especially true of outdoor and environmental education teachers. We are the people who are going to teach the human connections to nature. We are the teachers who are going to stop the apathetic alienation of humans from nature.

Rachel Carson (1962) expressed this need very well in "Silent Spring":

"A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us, that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring is dimmed and even lost before we reach adulthood."

When are we going to understand that economics is based on natural resources? It is not a matter of one against the other. It is both or nothing for the future generations. We desperately need teaching that puts us back in harmony with nature in a holistic manner.

Many educators and administrators do not understand the importance of our niche. We

need to sell it to them in a more convincing manner. We need to entrench ourselves deeply in the curriculum in a cross-curricular or integrated way. Ten criteria that have helped us in Waterloo County to be a part of the school system are as follows:

1. Passion: A deep rooted feeling that we are doing something important is necessary. We must believe we can make a dramatic difference for the future generations. We must be positive and optimistic about our job. An outdoor educator is a person who when treed by a bear, enjoys the view. This passion and love for humans and nature will be the driving force that will always prevail.

2: Sound Philosophy: We need a strong philosophical belief that can be transposed into action at the school level. We need to envision a world where:

- learners respect and show responsibility for LIFE and HABITAT for self, others, and other species;
- Learners bond physically, emotionally and mentally with nature;
- Learners actions reflect a global and futuristic consideration of the earth;
- Learners curiosity leads them to discover the wonders of the natural world;
- Learners have reason to be hopeful and confident about their future;
- Learners recognize that they are part of the interconnected web of nature;
- Resulting in an environmentally literate society.

We need to see clearly where we are (old paradigm), and where we are going (new paradigm). This is called a paradigm or cultural values shift. (See Table 1.)

3. Strong Staff: Waterloo as well as other Boards is very fortunate to have the services and talents of an outstanding and dedicated staff that works as a coherent body.

4. Uniqueness: Every staff or centre has a uniqueness about them that can be shared.

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**Table 1: Environmental Paradigm Shifts
Contrasts between Competing Paradigms**

Dominant Social Paradigm	New Environmental Paradigm
1. Lower valuation on nature: a. use nature to produce goods b. human domination of nature c. economic growth over environmental protection	1. High valuation on nature: a. nature for its own sake b. holistic relationship between humans and nature c. environmental protection over economic growth
2. Compassion only for those near and dear: a. exploitation of other species for human needs b. lack of concern for other people c. concern for this generation only	2. Generalized compassion toward: a. other species b. other peoples c. other generations
3. Risk acceptable in order to maximize wealth future action: a. science and technology a great boon to humans b. emphasis on hard technology c. de-emphasis on regulation to produce goods	3. Careful plans and action to avoid harmful: a. science and technology not always beneficial to LIFE and HABITAT b. development and use of soft technology c. government regulation to protect nature and humans
4. No limits to growth: a. no resource shortages b. no problem with population c. production and consumption	4. Limits to growth: a. resource shortages b. increased needs of an exploding population c. conservation
5. Present society okay: a. no serious damage to nature by humans b. hierarchy and efficiency c. emphasis on market d. competition e. complex and fast lifestyles f. emphasis on jobs for economic needs	5. Completely new society: a. serious damage by humans to nature and themselves b. openness and participation c. emphasis on public goods d. co-operation e. simple lifestyles f. emphasis on worker satisfaction
6. Old politics: a. determination by experts b. emphasis on market control c. opposition to direct action	6. New politics: a. consultation and participation b. emphasis on foresight and planning c. willingness to use direct action

Source: Adapted slightly from Milbrath, 1984, p22

Ours is an environmental values approach to outdoor education. Our core values are LIFE and HABITAT not only for ourselves, but for others and other species. This is the universal basis for all our programmes. The more moral we are, the more concentric circles we cross over. (See Figure 1). Einstein once said: "Science is blind without values." This is especially true with outdoor and environmental education.

5. Current Trends: We need to educate ourselves about new movements in education

such as Outcomes Based Education, Equity, and the Common Curriculum. These are all opportunities that can be an invitation to make sure outdoor education is included. It is an opening for us to tell our story about the need for and importance of our area.

6. Professional Development: Here is another invitation to offer our services in a meaningful way. We can run board-wide conferences for teachers and for students also. In Waterloo, we run an annual conference for teachers which offers twenty-five curriculum-

related workshops at all levels. We run a yearly Earthfest to celebrate spring for grade 4 and 5 students. Parents are invited also. For those who want to learn more, we offer the Environmental Science Course Parts 1, 2, and 3. At present, we have over two hundred Environmental Science Specialists in our Board. This is a great foundation and pool for potential leaders in this area

7. Politics: You either address this topic or perish. Again, we are very fortunate to have a Board that advocates our programme. To help them realize the needs and interests of teachers, we provide hard data through constant evaluation of our programmes. On a random study of all schools we had a 92.5% return on our questionnaires. Below are some of the findings:

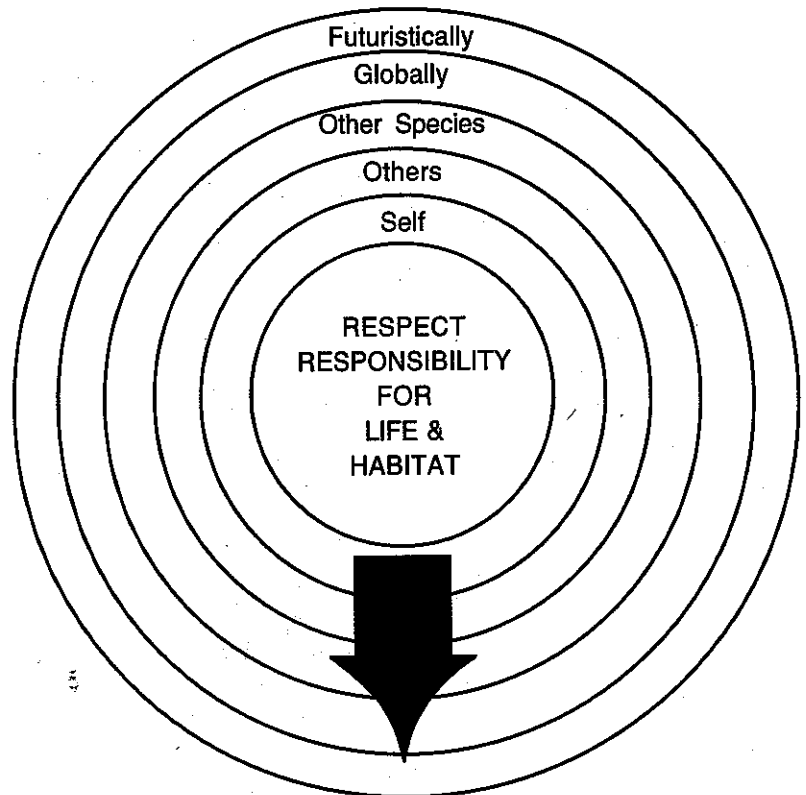
- a) 97% stated Environmental Values should be a priority in schools.
- b) 96% stated we do develop respect and responsibility for LIFE and HABITAT at our centres.
- c) 99% stated that our services were a valued part of student learning.

This was very powerful data to share at a Board presentation. One of the answers to an open-ended question was of particular interest to us: "The value of outdoor education goes far beyond the school programme. We'd be crazy to cut the budget of, i.e., Outdoor Education."

Besides evaluation, we should have our views exposed through the media, committees, and Board reports.

8. Community: This is where education and reality meet. Through good partnerships with community groups that have the same objectives, we can create beneficial endeavours for both parties. Some of the groups we work closely with at present are the Ministry of Natural Resources, the Grand River Conservation Authority, the Y.M.C.A., city councils, Canada Trust, service clubs, Regional government, media, and parents. We have received funding, physical work, equipment, and advice from these organizations.

9. System Leadership: We have provided leadership and a way of environmental



involvement through addressing issues such as pesticides, junk mail, urban development, water efficiency and energy efficiency. All issues relate to the curriculum and provide actions for students. The Common Curriculum provides many opportunities for outdoor education to be an integral part of what is taught in the classroom. (See sidebar.)

10. We need to "walk our talk". We should not only make teachers and students aware of ways to demonstrate their learnings, but need to show them by example and real projects how to act on their values. This can be done well through many projects such as habitat restoration. All curriculum can be enriched through this hands-on and fun way of learning.

We gave out 43,000 water kits, saving over two billion litres of water a year, sponsored by the Region. We are presently giving out \$47,000 worth of low-energy fluorescent screw-in light bulbs, sponsored by Ontario Hydro. We planted and grew 76,000 tree seed kits in 1993, all free from Trees Canada.

We must
relate to the
curriculum.

These are just a few of the marvellous opportunities that await those who seek them out. All are hands-on, practical, environmentally sound and make students feel a little in control of their environmental destiny.

I don't know if these ten points are realistic for all cases, but they have given us in Waterloo a good measure of success. I do feel strongly that we need to strongly entrench ourselves into the school curriculum so that we are a natural and integral part of the learning process. Outdoor education is *not* just an isolated day trip with no preplan or follow-up. We *must* relate to the curriculum.

Outdoor education and environmental education are generic and at the very root of the basics for life. In view of the earth being at or beyond its carrying capacity, I believe *we* are the most important people in the world today.

Frank Glew is the Co-ordinator of Outdoor Education for the Waterloo County Board of Education. Frank is the recipient of this year's Robin Dennis Award from COEO for his outstanding contributions to the promotion and development of outdoor education in the province of Ontario. This article is based on his keynote address to Conference '95.

Cross-Curricular Outdoor Education Outcomes

The student demonstrates:

SELF-DIRECTED AND REFLECTIVE

LEARNING by identifying personal strengths and feelings, developing plans, and acting to achieve goals.

establishes and works towards personal, educational and environmental career goals.

operates independently.

self-evaluates.

initiates and manages change for self and the environment.

participates in outdoor recreation.

EFFECTIVE COMMUNICATION (verbal and non-verbal) by using a variety of techniques, purposes and contexts.
accesses and comprehends information from a variety of sources.

analyzes, synthesizes and applies information.
expresses ideas, experiences and feelings through a variety of modes and media.
expresses ideas, experiences and feelings through a variety of modes and media.
uses literacy and numeracy skills.

COLLABORATIVE PARTICIPATION by contributing to planning and decision-making and by supporting group goals and actions.
makes decisions using knowledge of oneself and others points of view.
shows respect for self and others, other species, globally and futuristically.
functions in a variety of roles.
resolves conflicts peacefully and co-operatively.

supports a lifestyle that is in harmony with the natural world.

PROBLEM SOLVING by applying critical and creative thinking skills and strategies.
uses problem solving processes.
accesses and processes information using various services and resources.
makes connections among areas of knowledge and experience.
uses a range of technological tools to learn more about the natural world.

CREATIVE PRODUCTION by employing established or novel processes, criteria and standards.
shows innovative thought and ideas.
uses resources and technology ethically and safely.
selects and uses processes to design, make, and evaluate creations.
reviews, develops, implements and monitors throughout the process.

RESPONSIBLE CITIZENSHIP by applying knowledge and skill from all disciplines and contributing constructively to society.
displays and understanding of the diverse multicultural nature of Canada.
describes and evaluates relationships among personal, local, and global issues.
analyzes personal and collective civic goals and processes.
identifies relationships between the past and the present and predicts impact on the future.
demonstrates respect and responsibility for life and habitat.
analyzes the implications of various rights and responsibilities for self, humankind and nature.

The Re-enchantment of Outdoor Education

Bert Horwood

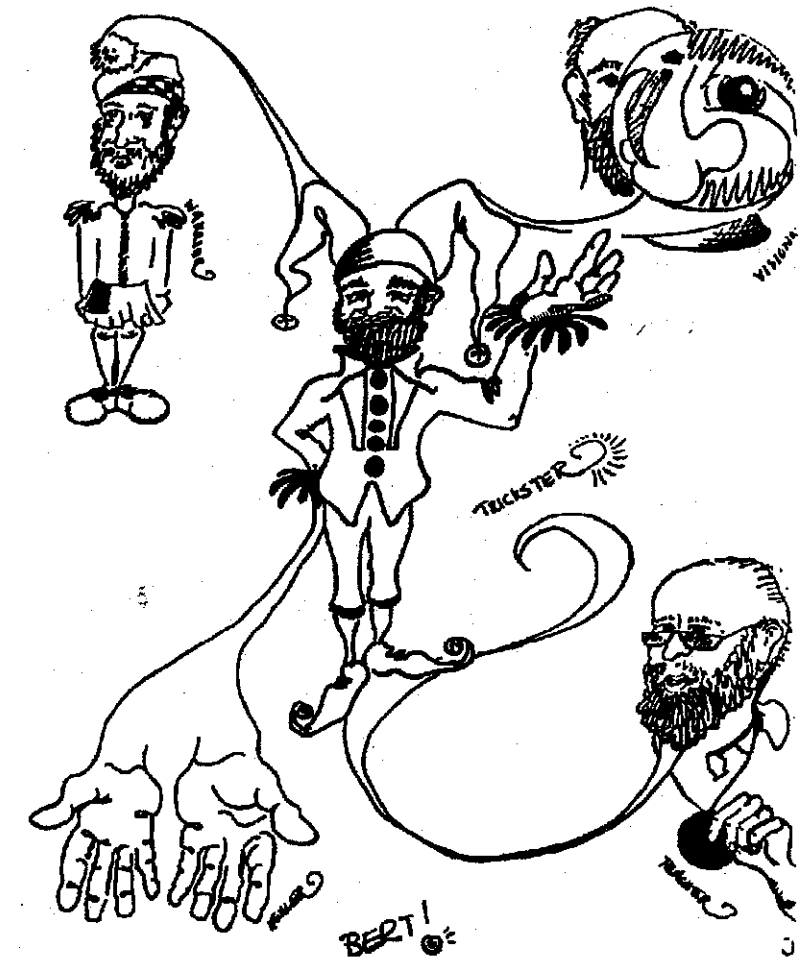
Nearly two hundred people are seated in a large half circle inside a heritage log building on the shores of Teepee Lake. There is an air of expectation, even though a few sleepy heads are still seeking sustenance at the coffee maker to the rear. At the focus of the arc, I light a ceremonial candle and begin this morning's keynote address with these words:

Things change. The chemicals in the match, heated by friction, have caught fire. That fire, in turn ignited the wax on the candle wick. Now wick and wax are steadily changing from their previous forms into light and heat energy. Into water and carbon dioxide and no doubt some other substances. Here, in just a few seconds, we have reversed the process started by photosynthesis in some carboniferous age plant millions of years ago. When you think about, nothing stays the same, not even deposits that were buried deep in the rocks and strata so very, very long ago.

In this article, I give the gist of the words that followed. It is a different medium, but I will try to express the major ideas, as well as something of the atmosphere as we concentrated together on the theme of change and re-enchantment on that crisp, sunny autumn morning in Algonquin Park. The article contains thoughts on the process of change as re-enchantment, content considerations, and ways to pay attention to important personal and professional characteristics. My intent is to be both positive and provocative.

Outdoor educators are experiencing change. The accustomed landscape has shifted. The forest has been burned. Beaver have cut down all the trees around the pond. The soil under our feet is being washed into different patterns. We feel devastated and unsure of ourselves. What can we count on?

One of the things we can count on is change. The ecology of our beloved land tells us that fires are essential for the renewal and



sustenance of the forest. Minerals that were locked in old organic forms are released. Sunlight streams into spots that were densely shaded. Seed cases crack open and new germination begins.

The image of the forest growing anew in its ashes is similar to the situation in outdoor education. Destructive changes are hard to understand, harder to accept. But they also unlock new nutrients. They provide new opportunities. They cast light into dark corners and make space for new ideas to germinate and bloom. The new growth to which outdoor teachers are called, I call re-enchantment because it has a magic quality, a kind of miraculous emergence of confidence and conviction. I also call it re-enchantment

*My intent is to
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because I believe that there are emotional and spiritual elements which we need to add in larger measure to the mix we call professional outdoor education.

The process has already started. The pages of *Pathways* in the past two years tell it all. It is important for us to honour the pain that is there. We must feel the bitterness and respect the hurt as we count the programmes cut back and the centres that have been closed. Every time a COEO event is cancelled, there is a legacy of pain and anger. To feel these emotions is right. But low points are also turning points as other articles in *Pathways* show.

New seeds are sprouting. New green is growing. Two articles in *Pathways* by Grant Linney are good examples (Linney, 1994a, 1994b). The first vividly expresses the loss felt on closure of the Peel County centres. The second is hopeful with a new way of seeing and constructing Grant's experience.

Another seed was first planted years ago by teachers like Paul Tamblyn, John McKillop and Doug Jacques. This seed, the idea of multi-credit integrated curriculum packages, has germinated and is beginning to flourish. Teachers and students in these packages spend from 40% to 80% of their time outside the school (Horwood 1994a, 1994b). Outdoor education is very much alive and extremely healthy in secondary integrated packages, although some of their teachers are outside the normal orbit of COEO.

Another kind of seed that is germinating within COEO is also found in *Pathways*. It is thoughtful reflection and study of what we do. I call it research. That word may trouble practitioners because to some it implies pomposity and uselessness. But there is a need to increase the disciplined knowledge of what we do. We need to make that knowledge public. No one else will do it for us. Outdoor teachers have to become outdoor education researchers. The articles by John Fallis both in *Pathways* and *The Journal of Experiential Education* are good examples of this happening (Fallis, 1991; Jones, Eagles, Fallis, & Hodge, 1994).

Hildegard of Bingen, a mediaeval holy woman, used the word *viriditas* (greening power) as an important idea in her spiritual and daily life because she believed that right living, joyous living, required a "green and juicy" spiritual state. That's what the re-enchantment of outdoor education is all about. Green and Juicy. The writers in *Pathways* are showing us renewed greening power. Loren Eiseley (1971) illustrates the idea in a provocative way.

"I have done much walking in my younger years. When I climbed I almost always carried seeds with me in my pocket. Often I liked to carry sunflower seeds, acorns, or any other queer "sticktight" that had a way of gripping fur or boot tops as if it had eyes on the Himalayas and meant to use the intelligence of others to arrive at them. ... I have sowed northern seeds south and southern seeds north and crammed acorns into the most unlikely places. You can call it a hobby if you like. In a small way, I too, am a world-changer and hopefully tampering with the planetary axis. Most of my experiments with the future will come to nothing but some may not. ...

"This is, of course, an irresponsible attitude, since I cannot tell what will come of it, but if the world hangs on such matters it may be well to act boldly and realize all immanent possibilities at once. Shake the seeds out of their pods, I say, launch the milkweed down, and set the lizards scuttling. We are in a creative universe. Let us then create. After all, human beings are the unlikely consequence of such forces. In the spring when a breath of wind sets the propellers of the maple seeds to whirring, I always say to myself hopefully, 'After us the dragons.'"

Eiseley admits to a degree of irresponsibility, and shows why. Some of the things that follow may seem educationally irresponsible. And in ordinary times that might be the case. But in these days, it's time for us to think and feel wildly. Wildness is the ultimate in freedom to find the very truest expression of ourselves. The re-enchantment of outdoor education

means nothing less than the re-enchantment of outdoor teachers, green and juicy.

Content Considerations

Re-enchantment requires that outdoor teachers carefully reconsider the content of their teaching. I've organized a set of slightly unorthodox ideas on a circle because a circular arrangement has power for teaching and discovery (Figure 1).

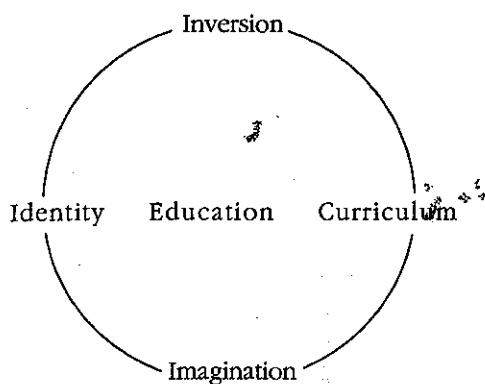


Figure 1. Content considerations for the re-enchantment of outdoor education.

Education is at the centre of the circle because it is our central business. The chief enterprise of COEO is not recreation. It is not psychotherapy. It is not training for employment. It is education. Part of the re-enchantment of outdoor education is rediscovering and emphasizing our role as educators. Curriculum refers to the essential content, the powerful and inescapable messages that we send the kids and that we send our employers. Jim Raffan's research made it clear that there is tension in our work between the indoor curriculum, the stuff of text books and schools, and the outdoor curriculum, the stuff of cooperation, imagination, caring and personal growth (Raffan, 1983). Later, Jim called this personal meaning (Raffan, 1994).

There is confusion in practice as we try to march to different drummers at the same time. Mixed messages go out. For example, it is deeply confusing and damaging to child when a parent slaps her hard and yells, "Don't hit your little brother!" We do the same thing

Table 1. A list of content inversions.

1. Beginners should paddle for at least one hour before getting any stroke instruction.
2. Safety is a sacred cow. a) clean up the glass and let's go barefoot more often. b) every kid has a right to climb trees their own way. c) a night hike with lights is the same as a day hike.
3. Stories, myths, music, dance and art are as important in outdoor education as is science.
4. A lawn is an ecological monstrosity.
5. The most important values on earth are: the fertility of soil and water, the magic of plant and animal lives, the terror of initiation and rebirth, love and ecstasy in the dance, and the common work of the Tribe. (Adapted from Gary Snyder, 1990)
6. The wild within us is as important to study as the wild outside us.
7. All outdoor education lessons should be part of coherent wholes.
8. Outdoor education as most of us practice it is not sustainable. What would sustainable outdoor education look like?
9. Kids don't know where their food comes from or goes to. Ontario is no longer self sufficient in food. Every outdoor education class should involve kids in getting, killing and cooking their own food.
10. Bird feeders cheat the birds and only feed human egos.
11. The only part of nature humans have any right to manage is humans.
12. We don't have to heal the earth, we have to heal ourselves.
13. Bears have the same right to hunt humans for fun and food as humans have to hunt bears.
14. Most of our students will live to see the earth's population of humans grow from 5.5 billion to 11 billion. Teaching the value of wilderness to such people is nonsense.

Table 2. A list of professional inversions.

1. Those who live at the public trough die at the public trough. Outdoor education should go private.
2. Specialist outdoor education teachers have outlived their usefulness. Every outdoor teacher a classroom teacher—every classroom teacher an outdoor teacher.
3. Two untouchable elements in schools are the enemies of learning. One is the timetable. The other is grading.
4. COEO gatherings tend to confuse celebrating ourselves with improving professional knowledge.
5. Outdoor educators are too flexible and agreeable.
6. As a profession we have been largely inarticulate. There is little evidence that we know what we are doing, what the results are and why, when or where it works. (See item 8.)
7. The Ministry of Education should be a major partner of COEO.
8. With many members holding master's degrees, we should be producing much more research.
9. When it comes to membership and organization, small is beautiful.
10. Quality in outdoor education has no relationship to cost.

when we claim to teach children to be at home in the bush yet carry radios on a two-hour hike. I think we need to do a better job of articulating a consistent vision of the curriculum we follow.

Imagination recognizes that the world of enchantment is the world where the invisible is made visible. The world where molecules have the dimensions of ping pong balls and the tugs of ropes tied to your waist are the connections of a food web. Curriculum is dull and forgettable if it does not arouse and sustain the imagination. Here the programmes of the Institute of Earth Education are among the best currently available.

A curriculum which arouses and sustains the imagination leads to changes in identity. Identity has two meanings. It means to know who and what you are, and what your path in life is. The other meaning of identity is to be at one with another being. To know you are related. To know that the life of that other creature is the same as your own.

Inversion happens when imagination and identity go free; inversion refers to seeing our situations upside down. Changed identity enables us to see things differently. Inversions

are the contraries lacking in our culture. I want to encourage COEO members to practice seeing and being contrary as part of their professional greening power. For example, I used to believe that the Earth belonged to human people. The curriculum I taught always reflected that idea. Because of growth in identity I have come to believe the contrary idea that people belong to the Earth. Now I practice curriculum revealing that new insight. Inversion means always looking at the other side of any conviction or practice. It calls for much good humour. A touch of Garfield the Cat, Snoopy the Beagle, and The Far Side will help to re-enchant our profession.

Inversion is a more stimulating place to start than curriculum. Table 1 shows a few inversions that, like Eiseley, I plant as seeds in the hope that some may germinate in your heads. Who knows what marvels may result? If some of these points make you mad, stay with it. Don't just block off the anger. Stay with it and ask yourself why. Ask yourself how you know that the up-side down view may not be a valid view. Use your anger to drive an inquiry into the possibilities.

Who and What You Are

It is pointless to critically examine content without also considering who and what we are personally and professionally. What are some possible directions if we are to re-enchant outdoor education as a profession? The idea of inversions suggests another list intended to provoke discussion and discovery in our work (Table 2).

To attend to issues like these we need to reflect on who and what we are, both as individuals and as a group. I can't get the words of an old Queen's University calendar out of my head. It said, "What a teacher is may be as important as what a teacher knows." I don't think we can re-enchant outdoor education without re-enchanting ourselves. We must be part of that renewed growth process after the forest fire.

There are five basic patterns, or archetypes, of human qualities that can help. All these archetypes are both male and female

(Figure 2). At the centre is Trickster. This is an archetype which tends to be absent in Western culture, except in the comics. Trickster is the adventurous, clowning, creative, reproductive gambler who makes things happen. When things are grimmest, we need Trickster in our hearts to help us turn things up-side down and have a belly laugh.

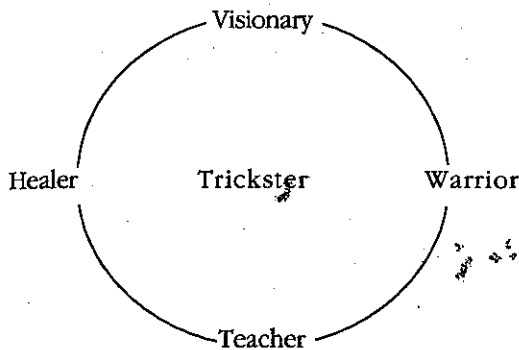


Figure 2. Archetypes of Human Abilities to Re-enchant a Profession.

The arrangement on a circle is important because I believe that COEO won't be complete without all of these qualities present. One person may have more of one quality than another. But the profession needs them all. And if an individual's personal life is to be complete, then one needs to learn them all.

Warrior, more a spiritual warrior than a gun-toting killer, is persistent. She is determined, cunning, tough, and courageous. Warriors don't give up. They seek allies and they use principles like defence in depth, concentration of force, aggressive action and surprise.

Teacher is where many *Pathways* readers are already superb. A teacher is knowledgeable and ever gaining knowledge. He is caring and nurturing. Teachers are generous, patient, and attentive to others.

Healer knits up wounds in the world. This is not about modern medicine. A healer leaves the world more whole, more connected, more in harmony. She has compassion and mercy. Healers see things whole, flow with the times, and see no enemies or distinctions in the world, only wounds to be dressed.

Visionary sees the hidden things. He is a dreamer and a prophet. Visionaries not only see what is hidden but have the power to make those things clear to others. Visionaries are articulate, persuasive, and convincing.

Conclusion

Things change. COEO and outdoor teachers most everywhere are facing changes that are not unlike the succession that happens after a fire or flood or beaver invasion. Re-growth is a kind of re-enchantment to which we can contribute. I've tried to show ways of looking at our work and ways of looking at ourselves that have positive directions. But re-enchantment and greening power are dangerous processes, too, and the danger is illustrated in an old story, retold here in brief.

There are two possible morals: Even if you're plagued with rats should you get involved with a pied piper? It could cost you your children. The other moral is an inversion—outdoor educators may well be the pied pipers of our times.

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Re-growth is a kind of re-enchantment to which we can contribute

The Pied Piper of Hamelin

A village once was overrun by rats. Nothing would get the rats out of there. They fouled food, kept people awake at night, even bit babies as they slept. The town council finally agreed to pay a large sum to a rat catcher with strange clothing and a strange method with rats. She walked through the streets playing her flute. The tune was so compelling that the rats came out of the sewers, out of the basements, out of the flour bags and babies' cribs and ran after the piper. She just strode on, piping her dark tune, on out through the suburbs, into the country and into the hills beyond. The sound, and the rats, faded away, never to appear again. Next day, the piper returned for her pay. Unfortunately there had been a budget cut, and the Council refused to pay. No arguments or appeals could move these folks to settle the bill. The pied piper got out her flute, walked through the streets piping an enchanting tune, a magic tune. The tune spoke of far off places, of dancing and singing and merriment in a haunting kind of way. The adults felt their hearts pulled by it, but their responsibilities kept them from following. Not so the children. Every child in the town who could walk or toddle, was out in the street skipping along to the piper's tune. The teenagers even took off their walkmans to join in. They followed her out through the suburbs and on to the open road. They followed her into the dusk, into the woods and into the hills where they disappeared from sight and were lost forever to the everyday world.

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A Walk To The Well

by Phil Weir

Today I was lucky. It is a beautiful sunny Saturday in glorious late October. I wish I was with my family out somewhere, maybe canoeing or walking in the woods, but I couldn't today, because I had to go into work. I am a teacher at the Ottawa Board of Education's MacSkimming Outdoor Education Centre, and today I'm minding the place from 8 A.M. to 6 P.M. so that a private organization can run their programme here.

The idea is that they try it this time and then pay to do it next time. This will give us a more accurate picture of the costs and services needed by groups like this, who may want to use the facilities in the future. It is a start. It is one of the ideas being tested to see if we can raise some additional revenues. Like everyone in 1994, we have to find ways to do more with less.

As with people all over the world, we've had our budgets and staff repeatedly cut back, but the OBE's 28 year old MacSkimming Outdoor Education Centre has been kept alive for now, with the request that we look at ways and means to decrease expenses and to increase revenue.

So I'm here, contributing an unpaid day to get this group started. Actually, the good news is that maybe more people will go outside. Today I'm really just minding the store, since I am only needed to unlock, lock up, answer a few questions, and be on call should their group need help. It's sort of like having a free day. I don't teach today and this is a novelty for me at this place. It has been a busy week and a busy fall, with the groups coming Monday to Friday bigger than ever, as schools try to cut their costs by loading the buses as full as possible. I book, plan, and teach all high school and adult classes for the OBE as well as manage their out-tripping equipment. It is a very demanding job, but it is also wonderful, as people who teach outdoors know.

I brought along a Saturday newspaper to read after things got started today, but when the work got done, I decided to go for a walk instead. I'm glad I did. I'm always in a rush to get so many things done when I'm here on weekdays that I never get the chance to simply walk, and think, and hum, and enjoy the place—but today I was lucky, I had the chance.

I always feel better anytime I go away from the people-centred world, and back to the well, the great outdoors. It's like that—a well. You get out there, and drink it all in, and your spirit, or whatever you want to call it, is refreshed. When I go for long without it, I get thirsty. My wife Jill and I know its importance, and my family gets out often. We know that we must make sure it happens, and so we make the effort to get out there to the well. Some others are almost dying of thirst, and don't seem to know what they need. Still others have never learned how to recognize the well, and so do not, or can not drink from the well of the natural world. If you've not tasted something, you're not likely to start buying it.

So today I was able to have a good drink from it.

First I walk through the fields, still wet with dew. The early fog has gone, and the sun shines warmly for October. I am looking for the old stone foundation down by the road. The family who owned the property from 1872 to the 1960's told me of their grandparents' original log cabin home that burned down near the end of the 1800's. I look through the maple, spruce, poplars and hawthorns looking for the remains. Nothing is obvious, but there are so many of nature's clues that I don't know.

After half an hour I start thinking as well looking and sensing. I see a few jack pines. There are hardly any of these on the whole

*Today I was
lucky.*

*I remember
that everyone
is working on
survival.*

property, so it is nice to see them. Then I remember, jack pines: fire. I knew jack pine cones open and release seeds after the heat of fires, and so they often move in after a fire. I remembered when the log cabin was said to have burned down. I think some more. They don't look old enough.

I go out onto the road and look back. Where would it have been? The jack pines are just to the side of a high point, which is about halfway across the road frontage of the lot. I go and look around the high point. It is fairly flat. It could have been here. Still I can see no stone foundation, although a nearby pile of rocks indicates some past activity. I search for old logs, stone piles. There are a couple of hardwood trees which look over two hundred years old. They would have been here then. They would know.

Looking around the high spot again I think of what kinds of things are growing, and I see lilacs, a large clump of overgrown lilacs. Lilacs are not native to here. They may have been planted around a house then, as is still common today. I look some more and find a large area of wild rose bushes. I haven't seen these anywhere else on the property, and yet they are concentrated near the lilacs, beside where the jack pines are growing.

I conclude this must be the spot. But I am not going to do an archaeological dig today. I have a good theory, and I'm simply happy with solving a mystery to my own satisfaction. Maybe another time I'll think some more about it. I walk back up the laneway, which goes up old shorelines of the Champlain Sea.

In my head, I am back to work, wondering how today's visitors are doing. There has been no whistle to indicate they need my help. I am thinking of partnerships and sponsorships, and ways to raise money so that kids can still come to this wonderful place. I see the old field and wonder about a model of sustainable harvestable reforestation for the future. I wonder what the field has been in the past. Then I see the hawk.

It is a beautiful red-tailed hawk, gliding high over the field, almost straight towards me,

but then she spots me and tacks to the right. Wheeling gently behind the canopy of our large, still healthy, but leafless elm tree, she circles and climbs. Circles and climbs. It is like she is doing it behind cover of the tree to get out of range of me. I remember the booms of the duck hunters' guns on the Ottawa I heard when I arrived this morning. Perhaps this bird is wise. It is a good thing I'm not out there with a group canoeing today.

As I look after it flying away, I see, in the distance, another hawk, probably its mate, flying even higher. The shoreline makes good thermals for soaring. That's partly why I have seen so many hawks flying this ridge during spring and fall migrations. I wonder how often these two hawks have flown this ridge. I wonder if they are related to the pair of red-tails that nested in a different area of our big old pines last year. I wonder how often they have perched in this elm. I think of Aldo Leopold's tree.

Then I look down and see on the laneway a large owl pellet, or scat. From its size I conclude that it must be from a great horned or a barred owl, probably not from a hawk. Since this large tree is in the open and owls do not stay in such spots during daylight, I imagine the owl sitting here in the darkness. I wonder what it has been eating, perhaps a mole?

I take a stick and poke at the scat gently. There is some hair, but no bones, but then there is something shiny, something semi-transparent, almost like a dragonfly's wing. Interested, I poke at it further, and am quite surprised. It is a very crumpled and partially decomposed piece of plastic bag. Opened up it is almost the size of my hand. I can even still read some lettering on it. "Bran..." So that is what passed through this great owl, a plastic bag. I am saddened, and angry, and full of wonder. I collect the scat on a large leaf and bring it back to show Monday's science students.

As I pick up my jacket, I see two red dragonflies on it, and a couple of grasshoppers beside it. The late warm weather has

given them a few days more to live. I think of the hard frost that is soon to come, and how here in this north temperate region all life forms have had to come to terms with the hard frost to survive. I remember the wonderful conference in Algonquin Park, where 200 people came together to support outdoor education, I remember feeling stronger after being with so many courageous people, and smile.

I think again of our own budget crunch. I find myself actually sympathetic for the people on the Board who must make such hard decisions these days. It never was easy, but now it must be awful. I wonder how we can all raise the priority of the natural world. I remember that everyone is working on survival.

Meanwhile, the walk has been wonderful. I think of the log home that has been and gone, of the hawks' journey, of the owl and the eaten plastic, of the coming winter, of the other outdoor educators out there working to keep the natural world part of the core curriculum. And I don't feel alone. I have been to the well of the great outdoors, and I've had a good drink. Now back to work.

Outdoor Education: Helping people to know, to understand, and to love the natural world and their place in it.

*Phil Weir is a secondary school
Programme Resource Teacher at the
MacSkimming Outdoor Education Centre.*

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Site Inventory for Outdoor Education Facilities and Recreational Camps

by Chris Blythe

...to maximize sustainable human usage of the site, while minimizing long term environmental degradation.

The purpose of a site inventory is to maximize sustainable human usage of the site, while minimizing long term environmental degradation.

How is this accomplished?

By carefully examining the site's physical characteristics, soils, vegetation, water resources, and wildlife, and anticipating the changes in these elements that will be, or have been, brought about by the human occupation of the site.

Using the information gathered in the inventory put into practice measures to mitigate as much as practically possible the detrimental effects of the site's development.

The Questions to Ask

The Use

Is this a new site for which a development is being planned?

Is this an old site that has already been developed and is now showing some environmental degradation?

What are the proposed uses and activities for the site; high impact, low impact?

How many users/days are expected?

During which season does the most of the use take place?

The Site

What soil types are found on the site?

What is the physical layout of the site; flat, rolling, sloping?

What type of vegetation currently exists on the site?

What types of wildlife habitats are found on the site?

Is there an adjacent waterbody that will be used in the proposed facilities activities?

Site Inventory From the Ground Up

It is impossible to separate soil erosion, vegetation communities and lake ecosystems into neat compartments since they interact on each other in many ways. For the purposes of this discussion, however, they are listed as individual units.

Soils

Soils are a key component in the site inventory. Information concerning soil types on the site can be obtained from Agriculture Canada's Soil Maps, the OMNR, or by going out and doing some digging.

Soil characteristics including depth of topsoil, susceptibility to erosion, drainage characteristics, and slope or lack of it, all have bearing on the site's use.

Erosion of soil caused by human activity is probably the single most common cause of site degradation. Erosion is an ongoing natural process. Inappropriate use of an area radically accelerates this process. Soil and its constituent nutrients usually wash from the land where they sustain vegetation—a good thing—and end up in the nearest waterbody where they continue to promote vegetation growth—a bad thing. In most small oligotrophic lakes typical of the Canadian Shield this is disastrous to the lake's ecosystem. The actual process of soil sediments entering a waterbody can destroy its spawning potential for certain native species of fish and invertebrates on which they feed.

Human additions to soil elements such as chemical fertilizer, herbicides, pesticides, human sewage, and grey water from inadequate sewage disposal facilities can also find their way into adjacent waterbodies further degrading the ecosystem. Sewage disposal systems, improperly constructed and inadequately buffered by vegetation can also cause the addition of nutrients and pathogens through subsurface ground water movement.

Waterbodies Adjacent to the Site

Human activity around shorelines can have negative impact on the waterbody, be it a lake or a river. Generally, the smaller the waterbody the more immediate will be negative environmental changes caused by this activity.

We have already discussed the addition of soils and other additives to the lake system. Although, not so insidious as accelerated erosion, the physical changes wrought by human activity around the lake or river shoreline can create habitat disruption or loss. These changes can, given the right circumstances, significantly alter the fish species composition of the waterbody.

In particular, changes to the shoreline that destroy fish spawning habitat, feeding, and nursery areas, are often done inadvertently. The classic example of this type of change occurs throughout the Muskokas and Parry Sound District, in the removal of rock rubble from shorelines, near cottages, either to clear the area for swimming, or to be used in the creation of dock cribs or shoreline retaining walls. In many cases this seemingly innocuous action resulted in the destruction of the native lake trout populations in those lakes. The rock rubble represented the only viable spawning substrate within the lake. Even though the trout will attempt to spawn in less suitable areas the survival of their eggs and progeny is drastically reduced.

The removal of weeds from shallow areas to create swimming or wading areas similarly removes nursery habitat for certain species of

fish. They must have access to these areas during the initial stages of their growth until they are large enough to survive in the deeper areas of the lake. These areas provide the young fish with protective cover to hide from predators, and sources of habitat for aquatic insects and zooplankton on which they feed.

The addition of sand to lake shore areas for swimming also can cause a loss of habitat. The indiscriminate clearing of shoreline vegetation to create a better view or improve the appearance of the site increases shore erosion by wave action and removes the buffering effect the vegetation has on surface runoff entering the lake.

All the above changes to lake shore areas have in recent years come under certain provincial and federal legislation and require any work around shorelines to be done by permit only. However, enforcement of this legislation is weak and general public knowledge regarding it is still inadequate. In many instances much of the damage has already been done. Remedial work to damaged habitats is being conducted but funding is almost non-existent and often what little work being carried out is by private groups at their own expense.

Vegetation

The things that grow in the soil also tend to be what holds the soil in place. When we begin to alter vegetation on a site we remove the soil's protective covering. Vegetation is the key element in keeping soil nutrients in place. Plants and trees absorb nutrients and convert them into cellulose. They take up and hold water. The humus and detritus layers of the forest act like a sponge to absorb heavy rainfall and spring runoff until it can be used by the trees in times of drought. Vegetation is also the major agent in the formation of the fertile topsoil zone of the soil profile.

When we begin to remove vegetation we are lessening the land's ability to buffer the erosive effects of water and wind. When topsoil is lost the re-establishment of vegeta-

tion is more difficult further promoting erosion at an even more accelerated pace.

In developing a site we tend to create areas of hard surface such as roads, lawns, playing fields and roofs. The challenge, when we do this, is to deal with the excess runoff we have created. One of the maxims of good landuse planning is that water should walk, never run. There is nothing as inexpensive as vegetation to accomplish this ideal state of affairs.

The compaction of soil in heavily used areas is a perennial problem of most outdoor education facilities and camps. The affects of soil compaction drastically accelerate erosion and at the same time result in the die-off of certain species of trees. Since the most of the heavy use of facilities occurs during the main growing season the vegetation can not re-grow and heal the damage, even if the site is unused for nine months of the year.

How do we avoid or mitigate damage to a site?

Use the information we have obtained through the site inventory to:

Plan buildings, roads, trails, activities, away from areas sensitive to erosion.

Remove as little of the existing vegetation trees, shrubs, etc., as is practically possible, during construction.

Replace vegetation that has been removed from erosion sensitive areas as quickly as possible after construction.

Put into place measures to alleviate potential damage, where detrimental effects can be anticipated, such as terracing, wood chip paths, runoff water infiltration beds, sedimentation ponds.

Confine waterfront access routes to paths designed to handle heavy foot traffic.

Maintain existing shoreline vegetation in all shoreline areas not used for specific activities such as swimming and canoeing.

Re-vegetate areas of shoreline that have been significantly denuded of vegetation with native shrubs, or trees.

Keep manicured lawn areas to a minimum.

Where they exist, maintain a buffer zone of natural vegetation between them and the waterbodies.

Site sewage and grey water disposal systems well away from waterbodies.

Maintain well-vegetated buffer zones between the septic system and the waterbody. This aids in the uptake of nutrients that might migrate through ground water into the lake.

Alter waterfront areas only after consulting with the OMNR concerning the existence of fish habitat. Work permits are required.

The Fine Points

Consider changing education programmes to emphasize conservation and the study of ecosystems. These activities are low impact and serve to inculcate the camper or student with a conservation ethic that will last a lifetime.

Have campers/students do their own site inventory.

Conduct rehabilitation projects to remedy existing environmental problems.

Conduct wildlife enhancement projects to make the site more attractive to birds, fish, mammals. Contact the OMNR for suggestions.

Start your own species monitoring programmes from year to year, and create a record of changes to the species populations. Contact the OMNR for suggestions.

Conduct botanical and wildlife inventories of your site. There may be regionally rare, provincially rare, threatened, or endangered species present.

Chris Blythe, of Blythe Associates, can be reached at P.O. Box 136, Magnetawan, Ontario, POA 1P0 (tel. 705 387-4315)

What Colour Is Our Umbrella?: A Guide to Establishing a Position for Outdoor Education

by Michelle Richardson

The Problem

Outdoor educators have not had the recognition that they deserve. We are continually struggling to earn a place within the established curriculum, and to keep existing outdoor education programmes alive. We want to be recognized as a valuable and integrated methodology for all subject areas in our schools. Weak endorsement of our potential contributions to the field of education manifests itself in limited, dwindling, or eliminated budgets, programmes, staffing and salaries. This has been a source of frustration for some outdoor educators for a long time.

Richard Bolles wrote his well-known book, *What Color Is Your Parachute?*, to offer guidance to those people seeking employment. Bolles publishes a new edition of this book every year to keep up with changing approaches to job-hunting, and with new developments in the job market. Bolles' book presents the reader with advice about how to prepare when looking for a position, how to fairly assess personal strengths and a career path, and how to land that desired job.

Perhaps we need to approach outdoor education, as a valuable and necessary component of the educational system, in the same way we approach finding employment. We might view the situation as if outdoor education were applying to the larger field of education for a job. Do we know how to go about this process effectively? Much information has been shared and published to help individuals find a position within a field, but what about finding a position for a field?

We need a guidebook for outdoor education—an up-to-date “How to” book for justifying our field. Contained within would be helpful information about what outdoor education is; what the research studies report;

and why it should be given a prominent position in the broader field of education.

The Defining Dilemma

Many have referred to “outdoor education” as an umbrella term. If this is the case, what does that mean? What colour is our umbrella? Can we, as a group of outdoor educators, at least agree upon that? Establishing a common definition is a complex business. Terminology is in constant evolution. People define the world in their own way, and others decide whether they want to follow or not. There seem to be many disparate definitions of outdoor education. Are we then pulling our would-be followers and supporters in various directions and, as a result, weakening that support that already exists?

As Bolles suggests, one of the most important steps in finding a position is to know who you are, and what you have to offer, individuals must be aware of their skills and gifts. This is accomplished through a survey of personal strengths and interests. Do we know what outdoor education is, and what it has to offer? Most of us probably think that we do, until we find ourselves with other outdoor educators, and then our definitions become unnervingly divergent. Could this be a problem?

The importance of finding a position that fits what you have to contribute to the field is paramount. What does outdoor education have to offer the broader field of education? All of us would agree that outdoor education does have a great deal to offer, but the list of terminology is extensive: adventure education, nature study, earth education, environmental values education, environmental education ... and the list goes on.

Have we given the "powers that be" the information that they need to include outdoor education in their decision-making?

The Solution: A Statement of what Outdoor Education is and its Value

According to Bolles, in-depth research into an organization that interests an individual should be followed by approaching someone who has the power to hire you for the position. We need to investigate and make decisions regarding what we want to do and where we want to do it. How does outdoor education fit into the curriculum—The Common Curriculum (1993), and the curricula of our individual board? Have we given the "powers that be" the information that they need to include outdoor education in their decision-making? Have we found out what it is that they need to know about us? Have we done our research?

Despite rigorous personal assessments and research into potential employers, individuals often change careers several times within their lifetimes. Thus the processes of surveying and researching continue. While we need to come together with a common vision of what outdoor education means, this need not be a static process. Outdoor education is not a fixed field, but rather, a dynamic, inclusive and evolving one. And any definitions should reflect this. What we do need, however, is a definition that everyone associated with the field of outdoor education understands, and can adapt to suit specific needs.

Is COEO being a proactive forum in helping its members clarify the definition and rationale of their own field? Does COEO have a universally accepted definition of outdoor education? If so, are all members aware of it? After all, we are The Council of Outdoor Educators of Ontario. Do we all know and agree upon what we are fundamentally about? In order for COEO members to find a position for ourselves within the broader field of education, we need to know who we are. To lobby for a position for ourselves, we need to

make clear the distinction between who we are, and what we have to offer. And we do need a position in the mainstream curriculum. We know this. Others need to know of our value, and that we are worthy of employing. We need to be sure of our own goals, so that we may expect others to value our contributions to general education. Will it be difficult for us to come together to promote ourselves and a common goal?

Despite the plethora of terminologies, outdoor education's value is universally supported by those in the field. Its potential to involve learners in the meaningful process of understanding the self, others, and the world we live in, is unrefuted.

Discussions about terminology, definitions, research and values heard at the recent COEO Conference are clear examples of individuals wanting and needing direction. Attempts were made to "sort out the mess", make curriculum connections, underscore the need for various forms of research and evaluation, and to "re-enchant" our field. The conference was well attended, and many benefited from workshop discussions. Again, though, only a number of COEO members were involved in this process. Shouldn't all members be involved in the forming of a rationale for our organization? We need to know what everyone believes outdoor education has to offer the broader field of education. Let us survey our membership for opinions, and then establish a task force to come up with a reasonable statement of COEO's vision for outdoor education. The next step is to lobby the Ministry of Education for acceptance of this vision, so it is visibly present in the Common Curriculum.

Summary

Our desire for a place within the field of education is evident. Can we agree upon the definition of outdoor education, and then let everyone know what position we are seeking? Others need to know of our value so that we

may earn a prominent place within the established curriculum. As Bolles writes: "What is riding upon it, when all is said and done, is the whole question of who you are." What colour is our umbrella, and why should everyone be carrying one?

Michelle Richardson is privileged with confusion. She is currently in the graduate programme in outdoor teacher education at Northern Illinois University, where she is engaged in and by the art of questioning.

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Attention: Environmental Educators

Bellair Geotechnologies announces the launch of STREAMLAB, a hydraulic demonstration flume that brings rivers and streams into the classroom, lecture hall and professional workshop for study and analysis. Invented by hydrologist Dr. Robert Newbury as a practical teaching tool for his work on stream rehabilitation, STREAMLAB will be of particular interest in Geography, Environmental Science, Biology, Geology, Physics and other fields where visualization plays a vital part in comprehension. Levels of use range from grades seven and eight, where phenomena observed on a field trip can be reproduced for exercises back at school, through to secondary school courses, right up to highly specialized work in Applied Science and Engineering.

A handy feature of STREAMLAB is its size. It fits into a briefcase and allows for hands-on operation by teachers and students. When required for larger audiences, the addition of dye, an inverting mirror, and a standard overhead projector creates an enlarged, motion image of streamflow that can be manipulated by the teacher as desired. Different insets (for example, the sharp-crested weir and the ogee weir) demonstrate differing characteristics such as hydraulic jump or a parabolic waterfall. Many other phenomena may be studied beyond purely hydraulic ones: power generation, comparative velocity measurements, sedimentation, and dissolved and suspended substances, to name a few. The STREAMLAB basic kit sells for \$198.00. The full kit, assembled with inverting mirrors for large screen projection, sells for \$296.00. A Teaching Guide comes with each package. Inquiries are welcome at (416) 585-9623 or fax (416) 585-2700.

New Lakehead Faculty

Three new faculty members have joined the School of Outdoor Recreation, Parks and Tourism (ORPT) at Lakehead University—Nicky Duenkel, Tom Potter and Mike Quinn. ORPT offers an Honours Bachelor of Outdoor Recreation degree programme with elective concentrations in: 1) outdoor leadership, 2) parks, or 3) tourism. The programme is committed to providing unique opportunities in both “the field” and “the classroom” for understanding leisure activities in the natural environment. The arrival of three new faces brings a boost of energy and enthusiasm to an already dynamic programme.

Nicky Duenkel joins the team with a Ph.D. in outdoor environmental education from the University of Alberta. Her passions in life are wilderness travel (especially canoe tripping) and inspiring environmental awareness and action. Tom Potter is likewise a graduate of the Ph.D. programme at the University of Alberta. Tom is committed to optimising the intra- and interpersonal growth found in wilderness groups and he believes strongly in the need for a holistic and experiential approach to outdoor recreation. Mike Quinn is finishing a Ph.D. in environmental studies from York University. He is an avid naturalist with an interest in both the contemporary potential and historic value of natural history. All three bring a wealth of experience in outdoor travel and environmental teaching. They are very keen on having ORPT play a more active role in COEO. Contact Nicky, Tom, or Mike or any other members of ORPT at Lakehead, for further information,

School of Outdoor Recreation,
Parks and Tourism
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First People's Views Of Nature: Laredo Taft Field Campus Spring Colloquium, 1995 April 21-23

As interest increases about cultures of First People, educators and leaders ask:

How can we teach about First People using accurate information, skills, and attitudes? What instructional activities best represent First People and their historical and current ways of life?

What are the key issues related to using units of study and programme activities about First People?

How can First People's cultures be more respected and honoured?

Among this year's presenters are: Ed McGaa, Eagle Man, author of *Mother Earth Spirituality* and *Rainbow Tribe* and featured speaker; James Gillihan, keeper of Sitting Bull's Pipe and Buffalo-Calling Stone; Gunn Hollingsworth, Pipe Keeper, Mohegan Nation; Bruce Wilde; Jackie Wilde; Cindy Bloom, Cherokee Herbalist; Brant Vollman, Anthropologist; Chris Bronny; Helen Ross Russell; Steve Dancey; and Spencer Wind Soldier Boyd, Dakota Singer and Storyteller.

The Colloquium takes place Friday evening, Saturday, and Sunday, April 21-23, 1995 at Laredo Taft Field Campus of Northern Illinois University, Oregon, Illinois, IL 61061. The cost, including residence, is \$89.00 American. For more details, phone (815) 732-2111 or fax (815) 732-4242.

Down to Earth: Connecting to Nature on *The Nature Of Things*

Copies of this excellent television programme extolling the virtues of forging bonds with nature will be available from the CBC soon. While the institutional price is probably going to be \$115 (plus PST and GST and shipping), COEO members should urge their

respective school boards or agencies to purchase a copy of this video. COEO members are featured very prominently saying clearly and powerfully why our children need personal contact with nature. It is estimated that about one million Canadians watched the first viewing on *The Nature Of Things* on November 3, 1994. The programme will probably not be shown again for another year for those that missed it the first time around. Educational Sales, CBC, Box 500, Station A, Toronto, M5W 1E6, Telephone: (416) 295-6384; fax: (416) 205-3482.

Restoring Nature's Place: A Naturalization Program for Ontario Parks and Greenspace

From community tree planting to growing school and backyard wildflower gardens, from creating provincial prairie reserves to planning watershed renewal strategies, people from all walks of life throughout the province are *restoring nature's place*—in our communities and in our lives. Along with continued efforts to protect natural areas, this movement has the potential to contribute significantly to ecosystem and community health and sustainability. *Restoring Nature's Place: A Naturalization Programme for Ontario Parks and Greenspace* is meant to encourage and support this movement through research, education and information exchange, and by providing opportunities for networking and strategic planning.

Currently, research is being conducted for a manual and workshop which will be available in early 1995. The programme espouses a model of naturalization that combines ecology, community participation, and environmental education. Information and case studies on all three components of this model will be provided in the manual and workshop, along with an extensive list of resource materials and support organizations. Topics will include:

underlying values and benefits of naturalization; approaches to naturalization ranging from ecological restoration to natural landscaping; understanding your bioregion; site considerations and site preparation; planning and design considerations; native species selection and planting techniques; monitoring and maintenance guidelines; strategies for working together and for community participation; and, environmental education and recreation programme ideas.

The manual and workshop will be made available for a reasonable fee to a wide range of individuals and organizations with an interest in *working together* on community-based park and greenspace naturalization including: community groups; municipal parks, recreation, planning, and other interested staff; elected municipal officials; landscape and environmental professionals; environmental educators; conservation authorities; government agencies; corporations; and private landowners. Representatives of these groups have enthusiastically participated in the development of the programme to date, and will continue to be involved in its progress.

The programme is a partnership initiative of the Ontario Parks Association and Ecological Outlook Consulting with endorsement from the Society for Ecological Restoration. Funding has been generously provided by the Richard Ivey Foundation, the Laidlaw Foundation, and Tree Plan Canada. Watch for more details about the programme in upcoming issues and in your community.

NOW AVAILABLE

An Annotated Bibliography on Community-Based Greenspace Naturalization, First Edition, 1994. Contains an extensive review of resource materials plus a list of organizations and several municipalities involved in naturalization programmes. To receive a copy send \$10.70 made payable to *Restoring Nature's Place* to Ecological Outlook Consulting, Box 93, Schomberg, Ontario L0G 1T0.

Let It Be Us

(adapted from Michael Brandwein, as read by Jo Kates and JJ Jupp at the campfire Saturday night at Conference '94)

Children are the present that we give the future. It is our place to teach them tools of life and leadership. It is their place to use those tools to build a world of wisdom and warmth. Sometimes the challenges of problems seem overwhelming in number and complexity.

May we always understand:

Governments and nations are abstractions. They only exist as collections of people and their choices. It is PEOPLE who are important. It is people who make the difference.

Between conflict and co-operation.

Between kindness or cruelty.

So we must always remember:

The world is changed one child at a time.

Each child is changed one choice at a time.

Children learn to make choices by watching those around them. They learn more from what they see us do than what we tell them.

The young ones will watch us intently. The older ones will watch us but pretend not to.

But all of them will look to us as models. And this causes us secret concern, for we know that we are imperfect.

We know that we will make mistakes.

But being a model for a child does not mean being perfect. If we were perfect we would rob them of the opportunity to observe how imperfect beings should act when they err.

Children need to see us make mistakes and need to see what we do after we have made them.

There will be times when we need help.

There will be times when we will be afraid to admit to others that we don't know what to do.

We must remember that to struggle in silence is not an act of strength.

To ask for help is not an act of weakness.

Some may demand more from us than we believe we have to offer. Appearance may deceive.

Those that appear most fearless may be the most fragile.

Those who most appear most cool may be most afraid.

May we understand that the ones who cause the greatest challenges are often the greatest reasons we are here.

We are humbled by the difficulty of the task before us. On the first morning of camp we will hear the sounds that let us know another journey of guidance and love has begun.

Not all the sounds will be pleasant.

There will be whining.

There may be anguished crying.

There will be "I don't want to" and "You can't make me" and "I want to go home."

And then the children will arrive. Children who are like plants. Like plants, children need to be nurtured by a source of warmth and energy.

We will be their sun.

Like plants, they need to be nourished with sustenance and material for growth.

We will be their water.

Like plants, their continued growth depends on a firm and consistent foundation.

We will be their soil.

Like plants, they need room to stretch and reach new heights.

We will be their sky.

And in that sky is a rainbow, a band of harmonic colour. Colours which enhance and support each other without losing their distinctively different qualities.

May our children be inspired by the rainbow, tolerate the differences between people and become stronger through their diversity.

And in that sky are stars. Our ideals are like stars. We cannot succeed in actually touching them with our hands but like a sailor on the sea, we can choose them as our guides—and following them, we will reach our destiny.

The stars as ideals float over a special place that meets the needs of the children of the world.

They need a safe place to try new skills and roles, a place where they can risk without ridicule and fail without fear.

Let it be here.

Where they can learn about persons different than themselves, where they can experience groups more varied and challenging than those they select for themselves.

Let it be here.

A place where they can practice expressing their feelings to other people who will listen more often to understand than to correct.

Let it be here.

In a world of accelerating pace, sometimes thinning connections to families and communities, children need a place where people simply give them time—where people will focus on them individually.

Let it be here.

They need people to devote themselves to the hard work required to make such a place not a distant dream but an immediate and continuing reality.

Let it be us.

Let it be us.