

Pathways

Volume 8, No. 3
May/June, 1996

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



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Pathways

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(B) 416-314-7680 (Fax) 416-314-7455

COEO Office:

Council of Outdoor Educators of Ontario
1185 Eglinton Avenue East,
North York, Ontario M3C 3C6

For information regarding *Pathways*, contact
Bob Henderson at (905) 525-9140 ext. 23573.

For information regarding advertisement, contact
Mark Whitcombe at (705) 435-4266.

For COEO information, contact
Glen Hester at (416) 394-7860 (B).

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OF OUTDOOR EDUCATION

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Pathways Editorial Board

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Bob Henderson

Dept. of Kinesiology,
McMaster University
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(B) 905-525-9140 ext. 23573
(H) 905-627-9772 (Fax) 905-523-6011

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(H) 905-523-8961 (Fax) 905-577-0375
(e-mail) bmckean@mcmaster.ca

Clarke Birchard

Box 490, Chesley, N0G 1L0
(H) (519) 363-2719

Mark Whitcombe

34 Blind Line,
Orangeville, L9W 3A5
(B) 705-435-4266 (H) 519-941-9966
Fax 705-435-4281
(e-mail) mwhitcombe@headwaters.com

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THINKING LIKE A WATERSHED

In deciding how to teach about the outdoors, educators are faced with a number of dilemmas, not the least of which is where and how to begin.

In order to teach with some degree of accuracy, we should strive to be holistic, and reflect nature's complexity and interdependence. However, this complexity can overwhelm novice and seasoned nature educators alike, often interfering with our ability to make things understandable (and real) for students.

Over the past decade or more, managers of protected areas have begun to apply principles of landscape ecology to stewardship of the lands in their care. This involves looking beyond the boundaries of the protected area to the entire ecosystem that it is a part of - that is to say, to plan and manage on an ecosystem basis. In carrying this out, the landscape unit of choice is the watershed. The land manager does not need to 'hold all the cards,' that is, to own all the lands in the watershed, to be effective. Innovative partnerships can be forged up and downstream, but first, the landscape manager must think like the watershed, developing an intimate understanding of its natural processes and interrelationships, including the roles of its human residents.

Perhaps educators could take a page from the notebook of landscape ecology, and begin to think about educating on an ecosystem basis, using watersheds as basic units of measure. As our key feature points out, in this, COEO's 25th year, it has become apparent that outdoor education has missed some important links. Many of the other articles in this issue focus on projects and programmes that help students connect with their watershed and help them to truly understand the intimacy of this link. Many of these programmes are Hamilton based. While familiarity on my behalf plays a role, this geographic focus has arisen more as a result of the amount of effort and innovation that has been stimulated in the Hamilton area. As one of the first communities on the Great Lakes to implement a Remedial Action Plan, Hamilton & Hamilton Harbour stakeholders (and that includes everyone whose tap or toilet is connected to Lake Ontario) have been moving towards thinking like a watershed for a while now. Developing a sense of place, a connection to the bioregion by "knowing" the watersheds we live within (from the smallest of creeks to the largest of rivers) has been a powerful stimulus that has moved people of all ages towards action & stewardship. Hopefully some of this issue's content will stimulate watershed thoughts in other parts of the province.

Barb McKean

*Don't forget
about the
annual COEO
conference!
See the insert
in this issue.*

S ketch Pad



**PRISTINE
WILDERNESS
STUDIO**

Born in Toronto in 1965, Tim Yearington was raised in North Bay. He studied interpretive illustration for three years at Sheridan College, moving to Ottawa after graduation to begin his career. Now a professional freelance illustrator, he is establishing himself as a fine artist by painting a subject he has come to know quite well: Pristine Wilderness.

Tim's deep respect and passion for wilderness is inspired by his experiences within the Temagami region. It was there, among majestic ancient pines, that he developed an intense fascination for old growth forest which is so evident in his paintings; works that focus on the trees, plants and forest that create these unique ecosystems, rather than the creatures that live there.

The ultimate aim of Tim's work is to stimulate an appreciation and respect for the natural values of ancient forest ecosystems. As such, he senses a strong responsibility to illustrate the genuine aesthetic essence of unspoiled wilderness in his art. Not only does he want to create awareness, but he hopes that his art "inspires them to respect these areas for their inherent values, and not just their potential economic values."

Tim lives in the heart of the Ottawa Valley, having established "Pristine Wilderness Studio" to serve as the foundation of his work. He can be contacted at Box 811, R.R. #3, Woodlawn Ontario, L0A 3M0 (613) 832-0879.

Sitting by the Elbow River (a minute's walk from my new home in Alberta) with dog and children exploring the wonders of a river, I can not help but think of the drastic changes that have affected my life.

Change was a topic of conversation in my first *Pathways* article and drastic change is what each and every one of us has had to face either personally, or more than likely professionally, in the past year. Cuts continue to gouge deeply into our field of Outdoor Education. We will need to be creative to maintain O.E. in our province.

With every colleague I speak to there are stories of cutbacks or closings. C.O.E.O. as an organization can not help but be affected. We are good people, but each of us are stretched to our new limits by new demands of fiscal justification. I encourage each of you to consider C.O.E.O. as a network of people that can help. The Board can offer letters of support for your programme but somehow that does not seem to be enough. My suggestion for those looking for creative solutions for a common problem - save

your pennies and come to the annual conference. My experience has been that there are just as many benefits (maybe more) to informal conversations that occur on the back trails, as to the boost that a scheduled programme can give you.

As to board news, I feel strongly that a path we must take for development is that of seeking partnerships with existing programmes that can tie into some source of funding. These programmes need us for our expertise in the field: something we can offer. We have just entered into our second such partnership this year with the Niagara Escarpment Biosphere Reserve Project. Several excellent C.O.E.O. people are working on this programme and have produced one of the best written proposals for funding I have ever read.

I leave the river now with wet kids and a dog ... back to domestic duties hoping all of you have the chance to experience our belated Spring the best you can .

Margit McNaughton
C.O.E.O. President

KNOW ANY OLDIES BUT GOODIES?

COEO needs your help in reaching outdoor education pioneers and ex-members to help us celebrate our 25th birthday.

If you, or someone you know was involved in outdoor education, (before 1975) please send us the information outlined below. We want to invite our pioneers to join us at the September AGM/Workshop so they may be recognized. The COEO community needs them now - to celebrate the past and to be part of our present and future. Get in touch as soon as possible so we can send personal invitations to our Brantford gathering this fall !!!

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Unit #44, 3665 Flamewood Drive, Mississauga, ONT L4Y 3P5
Tel/Fax (905) 275-7685 E-Mail: acercass@astral.magic.ca

ABOUT BOUNDARIES: A PERSONAL REFLECTION ON 25 YEARS OF C.O.E.O. AND OUTDOOR EDUCATION

James Raffan

Should we be surprised that centres are closing... We should not be surprised that outdoor education as we have known it for a quarter century is on the way out.

Sunday, March 24, 1996. At the Ottawa Civic Centre, on the wall during the Eastern Ontario/Western Quebec Canoe Exposition is a large colour poster that chirps in bold yellow letters, 'MacSKIMMING, 25 YEARS, 1966-1991. Hands on Education.' Around the text is a sunny photomontage of kids canoeing, orienteering, birding, skiing, snowshoeing, measuring horses, patting a big dairy cow, and even one lad holding a freshly-laid egg. Everyone is smiling. Walk closer to these reassuring images, however, and a darker proclamation emerges. Obliquely scrawled in thick black marker across the glossy surface, it reads, 'SAVE MacSKIMMING!! ON THE BLOCK TO BE CLOSED. BOARD MEETING THIS WED., MAR 27. SAVE IT! HELP!' It's a sign of the times.

As C.O.E.O. prepares to celebrate its 25th anniversary, adding MacSkimming to the long, sad line of outdoor education centre closures, it is time to ask some hard questions, not least of which is, 'Should we be surprised that centres are closing?' With apologies for not being more cheerful on our organization's silver anniversary, my curmudgeonly first response to this question is a categorical and unequivocal, 'No.' We should notice, and we should take action but, to begin, we should not be surprised that outdoor education as we have known it for a quarter century is on the way out. What I hope to show is that outdoor education, in its present form, evolved in an artificial bubble of opulence and optimism, and now that the bubble is bursting, exposing us to the more realistic fiscal world without, we must find ways to carry on, before the dream disappears altogether.

Some context. My career in outdoor education began, more or less, the year after C.O.E.O., {1} at an international conference called, 'Outdoor Education - Without Bounda-

ries,' convened September 28-October 1, 1972 at Camp Kandalore and the Ontario Forest Technical School (now the L.M. Frost Centre) in Haliburton County. I had been working summers at Kandalore (if one can call canoe tripping work) and was encouraged by Kirk Wipper, camp director and conference chair, to return with other senior staff to help orchestrate this event. In return for their labour, conference helpers got to attend some sessions and to meet outdoor education movers and shakers from around the world.

I remember the conference as a hopeful but somewhat disjointed celebration. People arrived in the dark, and although these were supposed to be rough and ready outdoor educators, some seemed miffed at the camp-style cabins and pit toilets. The split venue posed problems for folk getting back and forth, and there always seemed to be people grumbling about a session they wanted to attend at the other place, or vice versa, and having no shuttle bus available. What attendees made of the Indian Council on Friday night, especially the conference staff member with shoulder-length blonde hair and moustache who played the part of an Algonkian Shaman Chief, one can only guess. All day Saturday, three 90 lb. hips of beef dripped and sputtered on an electric rotisserie on a giant wheeled barbecue drawn in behind the camp truck for the occasion; when the meat ran out with dozens of people still in line, come banquet time, some thought that conference staff, who'd been snitching slabs between sessions since 6 a.m., might have made a significant dent in the fare, but this didn't make the paying guests any less hungry or any more happy with the replacement baloney on day-old kaiser rolls they got for their \$5 banquet ticket. On Sunday morning, the in-house camp band rendered Tom Paxton's

'Whose garden was this,' under the pines on Chapel Island. 'Whose garden was this? It must have been lovely. Did it have flowers? I've seen pictures of flowers, and I'd love to have smelled one.' By early afternoon Sunday, everyone was gone.

Published proceedings from 'Without Boundaries' paint a more accurate and slightly more inspiring picture of who was there and what went on. In attendance were more than 400 people from 10 provinces, 18 states, and a number of other countries including Germany, England, Wales, and Norway. Much of what went on at the conference was descriptive - in fact, after Thursday's opening remarks under the theme, 'Welcome to Ontario,' the focus for Friday was, 'Outdoor Education - What for Whom,' and the focus for Saturday was 'Outdoor Education - Where by Whom.' Presenters included Clarke Birchard, Bill and Don Hammerman, Peter Herlihy (visiting from Caernarvonshire, Wales), Ralph Ingleton, Bob Pich, Dorothy Walter, Audrey Wilson, Kirk Wipper, and Jim Wood. Among the delegates were (as listed), Rod Bain from Western, Ross Bateman from Valley Heights Secondary in Langton, Dave Coburn and Rod Ferguson from MacSkimming, Bev Keith from Don Mills Collegiate, Dennis Reed from Kingston, and Bud Weiner from Northern Illinois University. In addition to conference chair, Kirk Wipper, the conference planning committee involved a number of C.O.E.O. stalwarts, including Brent Dysart, Metro Separate Board, Jack Passmore, U of T College of Education; Lloyd Fraser, North York; Alice Casselman, Etobicoke; Ted Currie, Toronto Island School; John Aikman and Dave Brown, Hamilton Board; and Chuck Hopkins who, at that time, was in the process of making final preparations for his shift from Toronto Island to become principal of the brand new Boyne River Natural Science School in Shelburne. Because a preponderance of the delegates were, in fact, not actually outdoor teachers, and judging the inordinately large number of indoor events at the conference, there were more than a few guffaws over the weekend on the part of the Kandalore staff that C.O.E.O. should in fact be changed to C.I.E.O. - the

Council of Indoor Educators of Ontario.

The opening keynote, entitled 'Outdoor Education and the Future of Man,' (with apologies to those offended by the use of 'man' as a collective pronoun in this historic text) was delivered by Thomas L. Goodale who spoke of the dangers of 'cybernation' in the modern world, saying: 'At first glance, the cybernated future of man may appear to be a long way from outdoor education. If you find it so, that is a shame, for outdoor education can contribute to humanizing the future in assorted direct and indirect ways.' {2} In setting the intellectual tone of the conference, Goodale went on with what, in 25 years, would demonstrate to be a portentous list of admonitions for outdoor educators:

You seemingly lack political clout, and that is the name of the game. There are a host of agencies with a very large stake in outdoor education, but they do not appear to have jelled into an effective force. Perhaps too many outdoor educators are disinterested in the political sphere and suspicious and cynical about it....

Given your numbers are not large, and both people and resources almost hopelessly scattered, you can't afford to dissipate your energies.... It seems that however you shoot a number of arrows into the air, they fall on the earth, you know not where they are - and you're losing a lot of arrows that way.

For example, the discussions of outdoor education jargon and particularly the attempts to distinguish between outdoor education and environmental education are interesting enough, but they don't go anywhere. If it's a problem of professional identity then at some point someone will ask on whose behalf the dream is being dreamt (sic). Is it the profession or those it seeks to serve?

The matter of 'urbanizing' the curriculum content is certainly important

There are a host of agencies with a very large stake in outdoor education, but they do not appear to have jelled into an effective force. Perhaps too many outdoor educators are disinterested in the political sphere and suspicious and cynical about it....

“Great teachers have always been great men. Their lives have always been compelling embodiments of the kinds of human concern and care and conduct so vital to the future of man.”

There was a resounding sense that outdoor education mattered and that in outdoor education lay the salvation of the world.

but it isn't nearly enough. Unless outdoor education and educators throw their energies into creating a habitable urban environment, it is little more than a sop for the critics.

Then there's the damning little note about lack of sophistication in outdoor education research.... The real issue is to identify areas of research that are important and to stop conducting the obviously congratulatory investigations. You suffer from a surfeit of self-applause.

The matter of cognitive and affective domains.... Perhaps it is possible to advance the cognitive frontier without expanding the affective domain. It may be possible, but it makes no sense at all and it strips from education its most important function. Its function, quite simply, is to make men. Failure to do that places a terrible handicap on those who will live in the future we create....{3}

He wound up with this fiery conclusion:

The role of teacher as a neutral and objective disseminator of neutral and objective information is wholly inappropriate and results in miseducation and maleducation. It assumes that facts without influence of feelings are the basis for decision making. This has never been the case, and never will be.... Great teachers have always been great men. Their lives have always been compelling embodiments of the kinds of human concern and care and conduct so vital to the future of man. 'Gold' Metcalf and Charles Brightbill (two influential teachers in the author's life referred to earlier in the speech) were exemplifications of what we are all presumably (aiming) at. And great teachers have always, by definition, had a deep and lasting influence on their students, an influence separate from and vastly greater than the objective content of any course. It is men we need, not programs.'{4}

When presentations, as reflected in the proceedings, did tend to the philosophical, the worry of 'cybernation,' and the insidious creep of technology was raised by other presenters, including a person from the Canadian Wildlife Service who went on record with the wry observation that 'the last fully outdoor educated man was the cave man.' To be fair, this presenter was making the point that in his experience as a student he only left the classroom three times, continuing by saying, 'The unspoken philosophy of society reflected in our education system was that man was and is technologically independent on his environment, and the natural world is an interesting and a good place to pursue a hobby in, but it's a frill - it's not important or even necessary.'{5} The whole thing has an alarmingly familiar ring to it and reminiscent of just about every C.O.E.O. conference I've been to since, as if nothing has changed in a quarter century. Those were the days!

My sense is that most people left this early conference energized by the limitless possibilities for change embodied by the range and diversity of outdoor education people and programmes as cast in the deliberations, and largely oblivious to any warnings from speakers like Thomas Goodale. There was a resounding sense that outdoor education mattered (it must if it could organize a mega-conference such as this!) and that in outdoor education lay the salvation of the world. Outdoor education could connect people to their environment and to each other and make them better and more able.

Following the conference, I went back and finished university, studied outdoor education at Queen's, and entered teaching, hell bent to become an outdoor educator in my own right. And although I did most of my outdoor teaching from a classroom base, ending up teaching outdoor education in Deep River, assigned to a basement classroom with no windows (that's another story), experience at 'Without Boundaries' has stood in my memory as testament to all that was good and possible in outdoor education. Looking back, talking to colleagues who were there and who were not there, the conference was a marker for others as well and, in many

respects, symbolized the coming of age of outdoor education as we know it today.

But this conference and other events that occurred in the early 70s were really just the cresting of a wave of enthusiasm for outdoor activity in the natural environment that had been building since World War II. In 1947, amidst growing interest for recontextualizing the value of Victorian notions of wilderness and muscular Christianity, the Ontario Athletic Leadership Centre was established at Camp Couchiching, and a year later the Ontario Camp Leadership Centre began operations on Bark Lake. {6} School camping, although largely disconnected from the 'real' curricular business of education, gained popularity in this period of our history as well, and led to the 1st National Conference on Outdoor Education in Washington in 1958. In 1960, Zack Philmister opened the Toronto Island Outdoor School. In 1962, Rachel Carson's book, *Silent Spring*, was published which, for the first time, started people thinking about the effects of heretofore 'good' technologies of the modern age. In 1963, Albion Hills Conservation School opened. The Ottawa Board of Education got into the outdoor education act in 1966 with the founding of MacSkimming. In 1967 Apollo landed on the moon, bringing back the first pictures of 'Spaceship Earth,' images that echo even today as symbolic of the fragile nature of earth. In 1969 Pollution Probe was established by Donald Chant; that same year, the precursor to the Outdoor & Experiential Education Programme was established at the Queen's University Faculty of Education. Although growth in outdoor education in response to these new concerns was slower in Canada than it was in the United States, more and more teachers and students became involved, allowing Donald Hammerman to call outdoor education an 'emerging educational philosophy' across North America in 1968. {7}

The wave crested in 1970. The National Environmental Education Act was passed in the U.S. Canadians were looking north at pipelines, Native issues, hydro power, and highways. The first Earth Day occurred on April 22nd. The 4th National Conference on Outdoor Education was

held in Washington. Jack Smythe Field Centre opened at Terra Cotta and got the Peel County Board of Education into outdoor education. The Outdoor Education Committee of the Ontario Teachers Federation produced its first outdoor education manual. Kandalore, Tawingo, Pioneer, Circle R, and Forest Valley camps began experimenting with visiting schools and outdoor education.

On February 5, 1971, C.O.E.O. was founded at MacSkimming. Alternatives magazine was launched. In 1972, there was the 'Without Boundaries' Conference. In 1973, the Ontario Camp Leadership Centre at Bark Lake offered its first teacher-oriented workshop in outdoor education skills. Boyne River Natural Science School opened. In 1974, The Association for Experiential Education was founded; C.O.E.O., OTF, and the Ontario Camping Association released the 'Code of Recommended Practices for Outdoor Education in Ontario' at a conference in October sponsored by the Canadian Camping Association. About 1975, a move by enthusiasts in the Ontario Teacher's Federation almost succeeded in establishing outdoor education as a curriculum subject in Ontario. In fact, at Queen's University Faculty of Education, where I studied to be a teacher and where I now work in outdoor and experiential education, two courses were mounted in the Special Studies area (SPEC 207 & SPEC 208) that focussed specifically on outdoor education, with the intention that as soon as Ministry approval was assured these would be amalgamated to form a curriculum and instructional concentration in outdoor education. In retrospect, this failure to secure outdoor education as a teachable subject may have been the critical turning point for outdoor education.

Heady times. Centres were being established, conservation authorities got more and more involved in outdoor education; summer camps, like Kandalore, were filling up not just in the shoulder seasons, but in the winter too; programmes, like the Atikokan Outers that had been described at 'Without Boundaries,' were starting to take hold further south. There was money for innovation. As former C.O.E.O.

But there was writing on the wall, even 15 years ago. In spite of all the growth, there may not have been as much broad-based education acceptance of the whole idea of outdoor education.

president, Clarke Birchard, has remarked, 'If you had a good idea and did your homework, you could do anything!' And anything did happen. New programmes were starting with new ideas and new people across North America. There was a broad-based agreement that outdoor education was good, that it was making a difference, and that to talk about it in terms of pragmatics and practicalities, like how much it cost, or its value in hard-nosed educational terms, somehow broke the spell. The 70s and 80s were the boom years. Outdoor education was happening. Outdoor education was good. And no one thought to question these assumptions. It was easy to dismiss the warnings of people like Thomas Goodale.

But there was writing on the wall, even 15 years ago. In spite of all the growth, there may not have been as much broad-based education acceptance of the whole idea of outdoor education. For example, in 1981, Reynold Carlson reported that 'resident outdoor education centres as integral parts of school programmes are relatively new.'{8} That same year, the Outdoor Education Committee of the Ontario Camping Association, which had exercised such an influential role in the establishment of outdoor education to that point, was disbanded. Just like the first Man/Environment Impact Conference in Toronto in 1976 had done, the second Man/Environment Impact conference, this time in Hamilton in 1982, more or less eclipsed the annual C.O.E.O. conference. In 1989, Alan Ewert reported that outdoor education programmes have 'failed to attract much interest and may actually be in a phase-out situation.'{9} In 1990, the G.W. Finlayson Centre closed.{10} In 1992, C.O.E.O. helps sponsor the Eco-Ed Conference in Toronto which again eclipses C.O.E.O.'s annual meeting and buries opportunities to examine rising issues of local and provincial concern. In a flurry of impassioned hearings, Peel sends all its outdoor educators back to the classroom. In 1993, the C.O.E.O. conference was cancelled due to lack of registration.

And on it goes. London drops from three to one outdoor educators and transportation

funding is cut. Wentworth Board downsizes from one outdoor education teacher to zero. The Bill Mason Centre at West Carleton is threatened with closure. Hamilton Separate Board's outdoor education operation is shut down. Upper Canada College's outdoor education centre at Norval is threatened. North Vancouver Outdoor School's budget goes from multi-hundred thousands of dollars to zero over night. The Calgary Board's flagship outdoor and environmental education programme is decimated. Bark Lake is sold. Queen's Co-op Outdoor & Experiential Education Programme runs for the last time in 1996-1997. MacSkimming Natural Science School, the oldest of its kind on the province, the place where C.O.E.O. was founded, is on the block. And on it goes. We should be surprised? I think not.

So what went wrong? We could probably argue all night about decisions about outdoor education that were, in hindsight, not the best. Outdoor education did all kinds of good things, for students and for the environment, and for schools, but when push came to shove and we were asked to go beyond bald assertion and to prove these claims we came up empty-handed, by and large. And it did help that we built and established centres that were geographically removed from the home turf of students who would visit; we conducted sessions at centres with sketchy connections to classrooms; we accrued assets - land, buildings, infrastructure - that made outdoor education financially untenable in the lean times. Maybe, in retrospect, it was a mistake to build stronger organizational bridges to the Camping Associations and to the Ministries of Culture & Recreation and Natural Resources than we ever did to the Ontario Ministry of Education. Maybe we went awry in not taking the advice of people like Thomas L. Goodale or Lloyd Fraser who, in his remarks at 'Without Boundaries' suggested that 'schools be encouraged to develop their own programmes ... the bulk of instruction ... be carried by the classroom teacher rather than by a group of specialist teachers ... outdoor education staff ... provide support for school programmes.{11}

In days gone by, outdoor education had this sense about it that it was important, that it was different, but it was often defined as a place to extend or reapply the 'indoor' agenda of classroom teachers. We outdoor educators did nothing to dispel the impression that outdoor educators had some special magic and that outdoor education had some unique pedagogical aura that was inaccessible to the ordinary classroom teacher - we dressed differently, we spoke differently, we asked kids to call us by our first names. We wanted to be considered part of school, but we wanted to be set apart too. We established programmes that relegated the classroom teacher to the role of babysitter in the evenings and the off times, thereby usurping their authenticity and credibility to the 'specialists' while at the centre. We supported graduate programmes that taught us more tips and tricks and affirmed all our assumptions rather than asking the hard questions and/or doing the research Thomas L. Goodale spoke about in 1972. We cloistered ourselves in our organization and refused to recognize that our membership had professional interests elsewhere. We got together once a year and spent all our time singing songs and wallowing in warm fuzzies when maybe we should have been spending at least some of our time thinking, communicating, acting to raise issues of our own existence. And when quiet voices have suggested we stop and reassess, these have always tended to get lost in the wind. {12} Be that as it may, hindsight is always 20_20 - these questions and issues have been discussed by some and will be discussed again, hopefully soon.

And when push came to shove and outdoor education programmes started to be threatened, at first we were in a state of near paralysis. We could not believe what was happening. But when we felt moved to tell the world, and finally were able to take action, we had neither the words, the organizational structure, nor the research to back our claims about educational relevance. Look at the Peel hearings. Where was C.O.E.O. in all of that? Individual members did their valiant bit, but to the best of my knowledge there was no official representation made

by C.O.E.O. And what transpired was a chaotic parade of impassioned speeches that wandered all over the map about environment, affective outcomes, planet earth, experience - arguments with which most trustees heartily agreed, just before they slashed the Peel Outdoor Centre budget anyway. It was as if we got caught off guard.

The fact is that the world of outdoor education is crumbling before our very eyes. The programmes that are surviving - growing even - are the ones that are small, that involve classroom teachers in instructional roles, and that are by design dovetailed with curriculum. But even some of these, especially conservation authority programmes, are disappearing. I wonder if it is anything but the unvarnished truth to say that elite, centre-based outdoor education is history? Can we afford to deny the obvious any longer? I think not.

There are three points that need examining as we ponder where to go from here. First, outdoor education in Ontario and elsewhere has always been energized by dedicated, capable charismatic leaders who have been willing to take chances and willing to make sacrifices for the greater good of all. Outdoor education would not have come even this far if it had not been for these leaders - Robin Dennis, Chuck Hopkins, Kirk Wipper, Jack Passmore, Ralph Ingleton, Brent Dysart, Dorothy Walter, Rod Ferguson, Bud Weiner, Bill Simons, Alice Casselman, Audrey Wilson, Carmel Hunt, Lloyd Fraser, Bob Houston, Ron Johnstone, Dave Coburn, Ted Currie, John Aikman, to mention just a few. But most of these fine people have retired from active service. At the end of C.O.E.O.'s first quarter century, and just as the hard times hit (maybe there's a connection ...) we have come to a yawning intergenerational gap.

We have bright and capable new leaders in the organization, but we've lost our sense of historical continuity. The shift has been far more dramatic than anyone ever acknowledged. We seem to have lost, overnight, this link to our past, for better and for worse. The first echelon of C.O.E.O. leaders was far more homogenous than anyone ever imagined. In some respects,

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maybe it's good that C.O.E.O.'s founders are heading into retirement, because with them goes a way of doing things that does not fit in the new reality. But we are losing heart and fire with these people that is not being expressed in the new leadership. We're losing the wisdom of our elders and we seem to be doing very little about it. They learned their craft differently, through apprenticeship, through camps, through experience, not so much through books and vicarious experience. They took the torch from the generation of school campers who were their elders and began with a bang at the 'Without Boundaries' Conference. The programmes and centres at which these elders worked thrived on the sheer force of personality and belief, at times when that was sufficient. Yes, times are changing, but we need to change with them.

And as those of us who came later went about preparing ourselves with books and with certification programmes unknown in the early days, we did not stop to notice the human foundation on which C.O.E.O. was based. We thought it would always be there. These people were fixtures - so self-reliant, so capable, so followable. Suddenly they were gone, and while we were blinking, our lack of fiscal fitness and our untested complacency about the intrinsic value of outdoor education allowed draconian things to happen. Draconian things are still happening. If C.O.E.O. is to do anything besides lurch forward into the next 25 years, we need to talk about leadership, diversity, continuity, and old fashioned apprenticeship.

Second, there are demographic and fiscal realities that we must acknowledge and accept. According to Statistics Canada, between 1971 and 1991 there was a substantial reduction in school enrolment that was not accompanied by a matching reduction in spending. The national average student-teacher ratio in 1971 was 21; by 1991, it had dropped to 15. And during this two-decade period, as school-age population declined, government spending on education increased by 30 percent. (13) Not accidentally, it was in this same period of increasing funding and decreasing student-teacher ratios that many new programmes emerged, including much of

what we came to know and love as outdoor education in the province of Ontario. I don't think we've seen the last of the cuts. What we're talking about here is not a series of random acts of fiscal and curricular violence on the programmes we know and love but a systematic readjusting of an education system that got really fat during a feast that lasted 20 years.

Finally, during this whole period there have been dozens, if not hundreds, of teachers in elementary and secondary schools around the province, most of whom have never been associated with C.O.E.O., who have been doing, who are doing, and who will continue to do what I would call powerful outdoor education from a classroom base. To them, there was never a distinction between indoor and outdoor education. To these people, going outdoors was just one element in GOOD TEACHING that went hand in hand with engagement, community involvement, problem solving, group building, getting results, going places, being able, celebrating achievement, and so on and so on. These are the elementary teachers who, by their very nature, organize teaching thematically and who ask, as a central, organizing question, not 'What do I want my students to know?' but rather, 'What is it that I wish my students to do?' resulting in lessons that often range well beyond the narrow confines of the school building. These are the secondary school teachers who have followed the lead of the Atikokan Outers and the Bronte Creek project in developing multi-credit packages that allow whole classes of students to be together with one or two teachers for whole semesters to explore together, wherever that leads them, issues, and topics of curricular relevance and common concern.

Thinking about these people makes me wonder if differentiating what we do as 'outdoor' education, has been an artificial distinction, or at least a category that served a purpose who time has come and gone. Have we not, at some level in C.O.E.O., been talking all along about good teaching? And have we not, in many cases, isolated ourselves from other 'good teachers' by conducting our business in enclaves

separate from schools? Ergo, is it not time to at least entertain the notion of disbanding or seriously reconceptualizing the Council of Outdoor Educators of Ontario on its 25th anniversary, and to do so with great celebration for its many past achievements, in favour of accepting the fact that part of who we are has always been, and is becoming, more and more, mainstream? Clearly, there is not the money nor the demographics to carry on the way we've learned to carry on over the last two decades. Maybe it's time we let go of what makes us different and concentrated instead of what makes us the same as our colleagues in schools.

Maybe the whole notion of an enterprise 'Without Boundaries' was some kind of wrong-headed, warm, fuzzy, pie-in-the-sky myth. We have always had boundaries. And maybe it's time we started paying attention to them. Maybe the most significant of these is the one we erected with our own devices, the barrier we built when we accepted without question and built an empire on the notion of 'outdoor' education. Yes, we are about educational enterprises that occur outdoors - we are about canoeing, orienteering, birding, skiing, snowshoeing, measuring horses, patting big dairy cows, and holding freshly laid eggs. But we are also about developing respect for the environment; we are about teaching people to live with each other, to be conscious of differences; we are about art; we are about science; we are about language arts and music; we are about personal growth and wholeness; we are about learning to live with available means; we are about sustainability; we are about experiential teaching; we are about spirituality and matters of the heart; we are about helping our students construct personal meaning{14} in an ever changing world. But are not these the concerns of all good teachers? Isn't it time to take down the terminological fence we have erected around who we are and what we do, time to unite with like-minded souls in education as a whole, so that we might have something more encouraging than the unscheduled amputation of one of our programmatic limbs to celebrate in another 25 years?

*James Raffan is Professor of
Outdoor & Experiential Education
at Queen's University in Kingston.*

FOOTNOTES

- {1}/ Lloyd Fraser's review of C.O.E.O. landmarks in its first 25 years provides details of the early days of the organization. *Pathways* 8(1) Jan/Feb 1996, pp. 5-7.
- {2}/ Goodale, T.L. (1972). 'Outdoor education and the future of man.' A chapter in Proceedings of 'Outdoor Education - Without Boundaries.' Dorset, Ontario: Council of Outdoor Educators of Ontario, p. 113.
- {3}/ Ibid., pp. 5-7.
- {4}/ Ibid., p. 9.
- {5}/ Barkley, W. (1972). 'The role of Canadian Wildlife Services in outdoor education.' A chapter in Proceedings of 'Outdoor Education - Without Boundaries.' Dorset, Ontario: Council of Outdoor Educators of Ontario, p. 113.
- {6}/ There are useful accounts of these historical events in *Blue lake and rocky shore: A history of children's camping in Ontario* (1984). Toronto: Natural Heritage/Natural History Inc.
- {7}/ Hammerman, D.R. & W.M. Hammerman (1968). *Outdoor education: A book of readings*. Minneapolis, Minnesota: Burgess Publishing.
- {8}/ Carlson, R.E. (1981). 'Foreword' in Hammerman, W.M. (ed.) *Fifty years of resident outdoor education, 1930-1980: Its impact on American education*. Martinsville, Indiana: American Camping Association, p. ix.
- {9}/ Ewert, A.W. (1989). *Outdoor adventure pursuits: Foundations, models, and theories*. Scottsdale, Arizona: Publishing Horizons Inc., p. 39.
- {10}/ There are several useful articles about the Peel situation in *Pathways*, including an excellent summary by Katherine Shaw, 'Outdoor education and the Peel Board of Education,' and a personal perspective by Grant Linney, 'Are we fading away,' 6(3) April 1994, pp. 11-15.
- {11}/ Fraser, L. (1972). 'In-service programs in outdoor education.' A chapter in Proceedings of 'Outdoor Education - Without Boundaries.' Dorset, Ontario: Council of Outdoor Educators of Ontario, pp. 182-183.
- {12}/ A good example of this kind of forgotten comment is a letter to the editor by Mike Morris in an issue of *Pathways* from a couple of years ago, 'Outdoor education: What's happening to the directions for the future?' 7(3), p. 3.
- {13}/ These statistics come from *Education Quarterly*, 3(1) Spring Issue 1996. The same issues are raised by *Globe and Mail* columnist, Jeffrey Simpson, in 'The fat days of the seventies and eighties are over for teachers,' March 20, 1996, p. A14.
- {14}/ Raffan, J. (1993). 'Cutbacks to personal meaning.' *Pathways* 5(5), pp. 6-9.

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THE WATERSHED REPORT CARD

Allyson Kelly

The programme is currently in the testing phase, and is looking for interested teachers and environmental groups to implement the manuals.

The initial concept was to provide a concise and easy-to-use document that would allow community groups to do a rapid assessment of their watershed and evaluate it according to overall health and function.

'Up on the watershed, standing at the fork in the road...'

(Indigo Girls)

This article outlines the history and development of the Watershed Report Card, an integrated educational programme about watersheds aimed at schools and community groups. The programme is currently in the testing phase, and is looking for interested teachers and environmental groups to implement the manuals. It offers a new and fun way to develop partnerships between schools and the community, to educate everyone involved about the holistic nature of a watershed, and to foster community stewardship of the local ecosystem.

Like the winding path that a river takes through a valley, the development of the Watershed Report Card has followed many twists and turns. Although we know that the water will eventually reach the mouth and triumphantly flow into the lake or ocean for which it was destined, the path it takes to get there can prove to be a difficult one.

In 1990, the concept of watershed management was being actively promoted by the coalition group, Fishermen Involved in Saving Habitat (F.I.S.H.). Among many other organizations, F.I.S.H. recognized that the community had to take a much more active role in managing their watershed by adopting a common vision of watershed protection and restoration. From this concept, the Watershed Report Card was proposed as a tool to address watershed issues through community stewardship. The methods outlined in the Watershed Report Card programme allow any group to complete an inventory of their watershed, implement assessment and monitoring tools to determine the health of the ecosystem, develop a restoration plan, and monitor the success of their efforts.

LAYING THE GROUNDWORK

The beginnings were simple enough. The initial concept was to provide a concise and easy-to-use document that would allow community groups to do a rapid assessment of their watershed and evaluate it according to overall health and function. After a number of proposals and support from both the Southern Ontario Chapter of the American Fisheries Society and the Ministry of Natural Resources, the first writer's conference was called.

Approximately 60 people - including scientists from the fields of biology, geomorphology, forestry, and geology, as well as teachers, conservation authority staff, and various members of community interest groups - gathered to volunteer their expertise and provide input to the content of the manual. A conference with such a variety of interests, was a challenge to coordinate, but the ideas flowed. The result at the end of the weekend was the realization that this project would end up being a little more complicated than we had first imagined.

The thought of writing a simple document about such a complex issue might have been a little naive. Of course, we still had to use a lay person's language, but the process by which groups would be asked to evaluate the overall health of a watershed ecosystem would have to include many interconnected parts. Yes, everything really is connected to everything else, and our little manuals would be woefully incomplete if we left anything out.

And so the writing began. Working groups were formed for each of the watershed's components, and an overall format was chosen. Eventually, it was decided that in order to provide a complete package, three levels would have to be written. At the second conference, the participants decided on a Bronze or Inventory Level, a Silver or Assessment Level, and a Gold or Remediation Level.

A MULTI-LEVEL APPROACH

Each level requires a different focus of activity. For example, at the Bronze Level, the group explores and maps the watershed in a series of overlays, then identifies possible trouble spots. At the Silver Level, the group tries to determine the health of the area based on an in-depth assessment of the sites previously identified at the Bronze Level. Using individual modules designed for specific habitat types, groups can determine where remedial action and/or long-term monitoring would be most beneficial. Finally, the Gold Level involves taking corrective action based on problems identified at the Silver level and encourages continued monitoring of the watershed.

The Bronze Level includes much more than just a mapping exercise. User groups are first asked to develop a group vision and goal statement. This task alone can often be the key to whether a group is successful in working together on a community issue. As the groups move through the process, they are continually asked to re-examine their goals in light of new knowledge gained. Elements of visioning are included in the Silver Level, as well as how to share that vision with other members of the community. Partnerships are encouraged throughout the Watershed Report Card, both because of the need for full community buy-in, as well as the belief that many hands make light work. Projects that are supported by many stakeholders have a higher success rate due to the wider support base of people, resources and supplies.

We also include a section on Resource Gathering, which emphasizes the partnership aspect of the programme. The Watershed Report Card encourages user groups to seek out as much existing material as possible, and to link with local government and environmental agencies that may have already begun to collect information in the watershed.

In addition to the manuals for general interest groups, we have developed the Teacher's Guide to the Watershed Report Card, Bronze Level, which aims to promote the

teaching of the watershed concept within the Ontario education system. Future Teacher's Guides are planned for the Silver and Gold Levels as well. Set up in a similar format to Project WILD and FishWays, the Teacher's Guide to the Watershed Report Card uses hands-on activities to introduce the important concepts in the Bronze Level before the students go on to mapping.

The whole concept of watersheds is intrinsically integrated, and the Watershed Report Card along with the Teacher's Guide to the Bronze Level can be used in parts to teach geography, aquatic biology, language and communication, and human values, or as a holistic unit in itself. With this in mind, it is linked to the outcomes found in the Common Curriculum, and targets grades 7 - 9 (although the activities can be adapted for both higher and lower grades). The Silver and Gold Level Guides will be specifically written for and linked to current high school curriculum documents.

There has already been a wide range of interest from a number of teachers in the province. A couple of secondary teachers involved in four-credit integrated environmental science/geography programmes, have used the Watershed Report Card as part of their curriculum. Other public school teachers have adapted the information from the manuals for their grade 5 classes. Students from Sir Sandford Fleming College have been active in testing the manuals, and worked very closely with local community groups in the process. Already we are seeing the results of partnerships that can be formed when the school and the community work together toward common goals.

PARTNERSHIP IN ACTION

One such partnership is the Waring's Creek Improvement Association and the grade 8 class at Pinecrest Public School in Bloomfield. Already we have seen this group move into action, begin restoration projects that target priority areas, and use methods that are appropriate for their landscape. After mapping the

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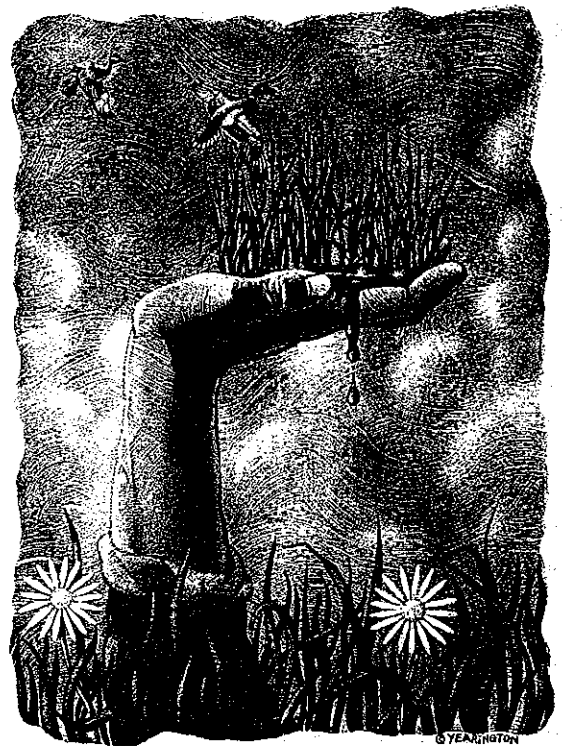
Most importantly, the group is acting as an active steward of the local environment and is forming many more partnerships to implement their vision.

areas, with input from the Prince Edward Region Conservation Authority, it was determined that Waring's Creek was full of sediment deposited over 70 years ago. This meant that remediation needed to focus on the clearing of old sediment, rather than just preventing it from entering the stream in the future.

The Waring's Creek Improvement Association now feels they have an abundance of information available on their local watershed, and they have developed professional maps for each component of the system. The group holds Watershed Appreciation Days in the spring, where the community and the local school are invited to take part in the restoration work. The teacher involved has integrated the Watershed Report Card and the Teacher's Guide into the science curriculum. Before the work begins, students are introduced to the concepts of watersheds and the importance of stewardship. When the weather turns warm, the class takes 'field trips' to work with the Waring's Creek group on the rehabilitation of various sections of the stream. Members of the group and the students now share a common vision and knowledge base about their watershed, and are seen as an informed and progressive organization by agencies which have the mandate to manage the area. Most importantly, the group is acting as an active steward of the local environment and is forming many more partnerships to implement their vision.

Financial support for the Watershed Report Card has come from a variety of sources over the years, including: the Ontario Ministry of Natural Resources, Ontario Ministry of Environment and Energy, Canadian Heritage Rivers Secretariat, Laidlaw Foundation, Copper Trust, Environmental Partners Fund 94/95, McLean Foundation, Southern Ontario and North Central Divisions of the American Fisheries Society (AFS), Canadian Aquatic Resources Section of the AFS, Ontario Cattlemen's Association, and the Association of Conservation Authorities of Ontario (ACAO).

Other endorsements come from various Conservation Authorities (PERCA, ORCA, LTRCA, CRCA, CVC, SSMCA,



NBMCA....and others), Private Lands Stewardship Initiative, Ministry of Environment and Energy - Environmental Planning and Analysis Branch, Ministry of Agriculture, Food and Rural Affairs, Wildlife Habitat Canada, EcoScope Project, Ontario Federation of Anglers and Hunters, Ontario Streams, Canadian River Management Society, Canadian Wildlife Federation, Izaak Walton League, and the Federal Department of Fisheries and Oceans.

Another level of partnership was formed with the StreamKeepers Programme (Federal Department of Fisheries and Oceans, British Columbia). After the realization that these outreach programmes are similar in nature, an agreement was made to write the new WetlandKeepers programme in conjunction with the wetland module of the Watershed Report Card. Both organizations feel it is easier to share resources as well as keep information for community groups consistent.

IN THE FUTURE

Other plans for the Watershed Report Card are to organize a steering committee to imple-

ment a support programme that would provide training workshops and a network of advisors across the province. In this regard, we are exploring partnerships with the EcoScope program, as well as others, to build on networks already in place like that of the Council of Outdoor Educators of Ontario.

To become involved in the Watershed Report Card program, all it takes is a phone call to one of the directors. Test groups are still needed for both the Bronze and Silver Level manuals, as well as the Teacher's Guide. Although the Silver Level is still in the development stages, the test draft should be available by this summer. Other areas of involvement could include joining a writing team, fundraising, development of the training workshops, becoming a local advisor and more.

Too numerous to mention are the dedicated volunteers who have provided their time and expertise to the Watershed Report Card. From that volunteer base we have gained a substantial amount of knowledge, and friendship, for which we would like to express our appreciation.

ALLYSON KELLY is currently manager of the MaCauley Museum in Picton and co-ordinates communication related to the Watershed Report Card Programme.

The Directors of the Watershed Report Card are Les Stanfield, John Parish, Robert Marshall and Allyson Kelly. Allyson can be reached at (613) 399-5065.



MAKING THE CONNECTIONS

Nicky Duenkel

For the most part, we had spent our time dealing directly with the immediacy and reality of the environmental crisis along with the role which we play in it personally and professionally as outdoor educators.

I truly believe that outdoor educators are in many ways the front line when it comes to how people perceive, understand and appreciate the world which we live. As educators, we are often blessed with a variety of opportunities in which to encourage people to make vital connections to self, to others, and to the natural world. In order to reach our full potential within this realm, however, it is crucial that as educators we develop a deeply rooted understanding of our sense of place. By 'sense of place,' I am implying much more than merely our physical habitat, but rather a sense of belonging and an understanding of our relationships in the greater scheme of things. Too often, in my experience, outdoor education/recreation students emerge from university programmes without a firm grasp on who they are and where they fit into the overall picture. My initial reaction, therefore, when approached with the idea of teaching a first year university Environmental Issues class, was one of pure joy and anticipation. What an opportunity! A chance to share with others a subject area which is so close to my heart and soul. Indeed, one which is at the very core of my being. Just imagine all of the facilitation that could take place in relation to helping up-and-coming outdoor leaders uncover and begin developing their sense of place.

This initial glow of excitement began to dull, however, as I discovered how many students were registered in the class. How could I effectively share this type of experience with 127 students?! I immediately tried to imagine ways in which we could learn and reflect in smaller groups. I quickly learned that these students, as a whole, were as keen as I was to work within smaller groups and to get to know and trust each other. Although our two weekly lecture/discussion periods were informative and successful, it has indeed been the smaller lab sessions which, in my mind, have contributed the most to our personal growth.

A great deal of our time together was spent exploring various ways of releasing and express-

ing our normally repressed inner feelings. In part, we communicated through words. As useful as words are to us as a species, however, humans often use these same words to protect themselves and to hide behind. How easy it is for us to steer a conversation away from having to deal with negative or uncomfortable feelings! We have spent much time, therefore, exploring alternate ways of communicating and expressing ourselves through the use of role play, imaging with colours and paints, spontaneous writing and silence. All the while, the intent was one of attempting to draw upon our right creative brains while temporarily trying to set to rest our left, logical, thinking brains. I will never forget the students' facial expressions on the day in which we worked on imaging with paints. The juxtaposition of surprise, expressed when entering the room and seeing paints and paper spread out all over the floor, along side the peacefulness and contentedness upon leaving the room after an hour of free expression. Rumours of 'how neat it was to be allowed to paint and express ourselves just like we did when we were kids' echoed through the hallways for days afterwards!

One of the small group sessions in particular has remained at the forefront of my mind. On this day, the students were initially asked to take a few moments to gather their thoughts and focus on everything we had explored thus far in the class. For the most part, we had spent our time dealing directly with the immediacy and reality of the environmental crisis along with the role which we play in it personally and professionally as outdoor educators. I then placed an incomplete sentence on the board, asked them to put pen to paper, and to write for a full four minutes without at any point removing their pens from the paper. They were not to actually 'think' about what they were writing, but rather to put aside their inner feelings of censorship and just allow words and feelings to flow freely and playfully from the tips of their pens. We then shared our writing with a partner and

finally all were invited to do so with the entire group. Here is a glimpse at some of their unique truths....

OUT OF THE DARK AND PAINFUL STUFF, OUR TASK IS TO...

... be a guiding light for others who are entrapped in the darkness. Understanding the inner struggle involved in finding our place in the world, we should be ready to offer a shoulder to lean on, an ear to listen, a heart to sympathize, and a head to teach. We have an opportunity to change. Change ourselves, others, and the world. Change is often resisted and fled, from. This time we can't. (Carrie McGown)

... open our eyes, mind, and heart. To SEE what is around us, to let it affect us so we will make the conscious decision to do something. To take the time every day to appreciate all that we have, the power of nature, and the humility of humankind, so we can re-establish humanity's position in the scheme of the world.... To teach people to love the Earth - how can you destroy something you love? (Angela Burns)

... live. To experience life as much as we can, both the good and the bad, and to learn from it. By truly living our lives we can help, through example or through direct interaction, to make the world a better place to live for ourselves, for our friends and families, and for all non-human beings. (Tobin Day)

... bring hope. We are to be lights shining in this world and to cast our lights onto others that they might spark interest and concern towards what is happening to the world.... (Mary Walters)

Getting in touch with and discussing our negative feelings towards the ecological and social conditions of our world turned out to be a profound release for many. For others, it resulted in a very frustrating term full of questioning and inner struggles. These feelings of frustration, confusion, and dissonance created a general state of disequilibrium, which, when dealt with properly will eventually lead to both insight and personal growth. In venturing outside of our comfort zones, within a healthy and non-threatening environment, we were able to tap into the springs of our creativity and break open our capacities to care for the world and all of its inhabitants - humans and non-human alike.

NICKY DUENKEL is Assistant Professor in the School of Outdoor Recreation, Parks & Tourism at Lakehead University. The excerpts are from Outdoor Recreation students Carrie McGown, Angela Burns, Tobin Day, Mary Walters, and Nancy Featherston.

HYPOCRITE

Out of the dark and painful stuff our task is grey to me. A balance between medicine and nature must be found. Respect for you, respect for me balancing with respect for the trees. How can we not love what gives us breath? The exchange of gases. You know that stuff.

The swing back to nature must be radical, if we're to ever get balance. Hypocrite, Yep...that is me. I want to have love and respect for nature and its intrinsic bliss but I want to love medicine and science for what it does, not how it gets it. Yep! You know my name... hypocrite. It's in my nature.

GREENING YOUR ... WORLD!

Hamilton Green Venture is a not-for-profit community-based organization committed to energy, water, and waste reduction. Our education programme has focussed on delivering an environmental programme to schools called 'Greening Your School.' In 1991, the Is Five Foundation was hired by the Hamilton Region Conservation Authority to develop an environmental action plan for the three Hamilton-area school boards. The result was Greening Your School: a practical, hands-on programme to reduce waste, conserve water, cut energy use, avoid harsh chemicals, and bring natural habitats back into the school yard. Since then, the programme has been implemented in pilot schools throughout the Region. In 1995, Hamilton-Wentworth Green Venture assumed responsibility for further implementing the programme.

As an action plan, Greening Your School focuses on changing behaviour rather than curriculum. It acknowledges that teachers, custodians, and administrators have many demands on their time. It has been explained to teachers in this way: 'Every day you unconsciously teach your children hundreds of routines. They line their boots up in the hall, hang their jacket on a specific hook, raise their hand to speak, and so on. What Greening Your School asks is that you also train them to put their empty pop can in the blue box, turn off the lights when leaving the room, and use both sides of their paper before recycling it.'

In January this year, a Greening Your School workshop was hosted at Central Park School in Dundas. The workshop brought together 15 schools to implement the programme. Each school was represented by a key teacher, the custodian, and the principal who formed a green team. Many commented that this was a rare opportunity for these particular individuals to plan and work together. In this way, a powerful alliance is created in which each partner is empowered to ensure that the school's greening objectives will be accomplished.

The Is Five workshop facilitators related a story from one school in Guelph, where they were advised not to bother inviting the custodian to the Greening Your School workshop because he was grouchy and unsupportive. However, when he was approached by one of the workshop facilitators, a neutral party, it became evident that he felt overlooked and unappreciated. He attended the workshop, and the school administrator was amazed at the custodian's enthusiastic and positive attitude.

The workshop is fast-paced, and provides opportunities for the school green team to work together as well as a chance to meet with peers from other schools to exchange ideas. Green teams receive a readable profile of their school energy and water consumption and waste generation. Having this information establishes the areas of greatest concern and allows each school to set realistic goals and measure their progress over the coming months. The workshop facilitators clearly explain where each school stands in terms of consumption, and how they compared to peer schools attending their workshop as well as workshops in other communities. The facilitators walk the school green team through the task of setting practical, achievable goals for their individual situations.

Greening Your School has been delivered in over 10 communities. In Hamilton, Green Venture is able to provide follow-up to the initial workshop in the form of class presentations and site visits to ensure greening plans are proceeding smoothly. In addition, Green Venture also prepares a biannual newsletter, which enables green schools to stay connected and provides a means for sharing up-to-date on environmental happenings in the community.

Green Venture was funded through the Ministry of Environment and Energy's Green Communities Initiative in pre-'common sense' days. As we try to find a new non-funded place for ourselves in the community, by generating revenue, and developing partnerships, it is questionable how the Greening Your School programme will continue. A programme that was moving towards provincial implementation now lies in a delicate balance in Hamilton-

Wentworth. The challenge that lies ahead is finding a way, despite limited resources, to continue providing these services to the schools.

Green schools, Green Teams, Green Venture, Green Communities ... Green World!

CATHERINE KURUCZ is Education Co-ordinator for Hamilton-Wentworth Green Venture.

THE BLACK CREEK PROJECT

Planting trees, cleaning up garbage and controlling erosion are just a few of the activities that the Black Creek Project undertakes through their community environmental rehabilitation programmes. The Black Creek Project is a non-profit, community-based environmental organization. Their mandate is to rehabilitate Black Creek, returning it to a more natural state. Black Creek is a severely degraded tributary of the Humber River. It is approximately 20 km in length and flows through Metro Toronto. Much of the watershed has been developed, impacting the Creek in many ways. Chemical contamination, biological stresses, and channelization of almost a quarter of the Creek, have resulted in a watershed that is in need of assistance.

The rehabilitation efforts undertaken by the Black Creek Project, with the assistance of members of the public, help to improve the social and environmental climate of the communities within the Black Creek watershed. Although the Black Creek Project has been in existence since 1982, the emphasis on commu-

nity participation began in 1990 and with the help of over 2,500 volunteers, almost 15,000 trees, shrubs, and aquatic plants have been planted. Other successful projects include the creation of three wetlands which have turned into very healthy, diverse aquatic communities; the establishment of over 30 erosion control projects including the building of log cribs, bankside log jams and other structures using natural bio-engineering techniques; and extending the size of public park areas undergoing naturalization.

These watershed problems and solutions can be readily applied to other areas across the country. Whether in an urban or rural location, many of the rehabilitation techniques can be undertaken easily by schools and community groups, and are inexpensive to implement. Without these partnerships with members of the local community, the Project's activities would not have been as extensive, nor as successful, as they have been. This year, through our 'Caring for your Watershed' programme, we are expecting to have over 1,000 people plant over 1,000 trees each, a goal that will easily be surpassed with a little hard work and a lot of getting dirty!

KRISTIN GEATER is Project Coordinator for the Black Creek Project. She can be contacted through the Metro Toronto Region Conservation Authority at (416) 661-6600 ext. 364.

The rehabilitation efforts undertaken by the Black Creek Project, with the assistance of members of the public, help to improve the social and environmental climate of the communities within the Black Creek watershed.

THE STUDENT WATERSHED STEWARDSHIP PROGRAMME OF HAMILTON

Dr. George Sorger

...environmental monitoring techniques that will be applied to the local watershed.

The programme then moved into the local high schools, because it seemed that very natural local partnerships could be formed between high schools and the communities around them in order to take charge of their local portion of the watershed.

At 3:50 p.m. on Wednesday, grade 12 students and some teachers from Aldershot, Bishop Ryan, Parkside, and Westdale high schools start drifting in to a teaching lab on the third floor of the Life Sciences Building of McMaster University. They take off their coats and knapsacks and swab down the lab benches with Dettol. As soon as all 13 students have arrived, the instructor, a balding biology professor from McMaster, begins writing on the blackboard the results the students obtained last week. 'O.K. Aldershot, how many total coliforms did you observe in each of your most diluted duplicate samples from last week?' 'Do your duplicates agree?' 'Do they agree with the less diluted samples?' 'Westdale, How do your results compare with Aldershot's?' 'What is the difference between variability and mistakes?' It is the start of the second of 5 weekly lab sessions, in which the students are learning environmental monitoring techniques that will be applied to the local watershed.

In this lab course, students learn how to measure total coliform bacteria, (*E. coli*), dissolved oxygen, hardness, ammonium ions, phosphate, and toxicity in prepared samples. At the end of this part of the programme, students are informed by a local community or environmental group about a site of concern to the group. The students then monitor this site(s) for a period of three weeks, using the knowledge and skills they have learned, looking for a pattern that would either confirm or alleviate the community concern. At the end of this period, the students practice their presentation two or three times, before presenting their findings to the community group at a public meeting. The local press and the pertinent authorities are sometimes present.

Our programme was inspired by the Social Projection implemented by McMaster's twin National University of

El Salvador, in which students go into poor communities and attempt to apply what they have learned in a way that is useful to the community. They usually find that the theories they have learned need to be modified with the help of community members if they are to be of any use. The programme took shape in the form of Ms. O. Zaimi's M. Sc. Teaching thesis, at McMaster University, which was intended for University students. The programme then moved into the local high schools, because it seemed that very natural local partnerships could be formed between high schools and the communities around them in order to take charge of their local portion of the watershed. This kind of partnership, we reasoned, would be mutually beneficial. The community group would become empowered



with the scientific and technical information it needed to preserve, remedy, or demand action on the local watershed. This information would be provided by the sons and daughters of the community members themselves, who were attending the local high school. The high school students, on the other hand, would be acquiring a good scientific experience in a socially meaningful context and learning how science can benefit society directly.

In 1993, Westdale students in our programme examined a grey plume emerging from an outfall into Red Hill Creek, that was causing much concern to members of the environmental group, 'Friends of Red Hill Valley.' The students found alarmingly high levels of *E. coli* in this plume, confirming community concerns. They then presented their results at a public meeting organized by local neighbourhood groups. The local and national press became interested and published the students' findings. Local environmental authorities, confronted with this information, confirmed the students' observations and took action to correct the problem. In 1994, another group of students in our programme confirmed that the problem had been corrected to a great extent, and communicated these findings to the Friends of Red Hill Valley.

In the summer of 1994, we applied to the Environmental Youth Corps (EYC) programme of the Ontario Ministry of Environment & Energy for funds to undertake a more thorough investigation of the portion of Red Hill Creek that flows through the city of Hamilton, as requested by the community groups who attended the presentation of the above findings. Fortunately we obtained the grant and could hire three of the students who had participated in our programme to undertake this work. These students found that virtually all the outfalls emptying into Red Hill Creek from the eastern shore of the stream were constantly discharging high levels of faecal contamination. These results were presented at a public meeting to local community and environmental groups and also published as a report. The results surprised the local environmental authorities, because the above outfalls drained from separated storm sewers, that supposedly were unconnected to the sanitary sewer system. City authorities confirmed the students' findings and are now correcting the problems.

Last summer (1995) we obtained another EYC grant and continued the survey of Red Hill Creek, again with students who had taken our monitoring course. The students found that an old landfill site on Upper Ottawa Street was leaking toxic leachate from a number of places into the creek; the pattern of the leaks suggesting that the capped landfill site's containment was unstable. The results were presented at a meeting organized by the Friends of Red Hill Valley, and the local press published some of the findings. Local environmental authorities hired a consulting firm to confirm our findings and make recommendations based on them. The Regional Environmental Services' opinion of the student monitoring programme is that it is performing a function that is necessary and complements their own, which is limited by funding and resources.

At 7:30 p.m. the students swab down the benches with Dettol, pick up their coats and books amidst teen age banter and start leaving. 'Did you have a good time today?' asks the instructor. 'Yeah! see you next week!'

DR. GEORGE SORGER bears a startling resemblance to the professor mentioned in this article. He has recently been honoured as the recipient of the Dr. Victor Cecilioni Award as the 1995 Environmentalist of the Year in Hamilton-Wentworth for his work developing this programme.

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These results were presented at a public meeting to local community and environmental groups and also published as a report. The results surprised the local environmental authorities...

COOTES PARADISE

A GRADE NINE INTEGRATED PROGRAMME

David Hodgetts

Cootes provides a bounty of resources for cross-curricular integration, from the perspectives of both its human and natural history, and the current efforts to restore its ecological integrity.

Hillfield-Strathallan College is a private school in the City of Hamilton. Over the last three years, we have developed a fall programme at Cootes Paradise Marsh for our grade nine students. The marsh is a 250 ha Class 1 wetland owned and managed by Royal Botanical Gardens. Located at the westernmost tip of Lake Ontario, it was considered one of the most spectacular and rich natural areas in Canada in the early 1800s. While it has been severely degraded since then, it is now the focus of an exciting marsh restoration project. Cootes provides a bounty of resources for cross-curricular integration, from the perspectives of both its human and natural history, and the current efforts to restore its ecological integrity.

In September all grade nine students spend a week in residence at Canterbury Hills, a camp in Dundas. Working from this base, students spend the first two days of the programme exploring and experiencing Cootes Paradise. The purpose of this exercise is to have the students learn about this special environment from as many different angles as possible. The grade nine teachers and grade 13 students (who act as counsellors) guide small groups of students through a series of explorations. After the week-long programme is finished, some of the courses the students study in the fall term further integrate the Cootes Paradise experience into their curriculum.

There are many aims for this week at Canterbury. First of all, we want the programme to be fun. The students are new to high school and are nervous and excited about their new environment. We want them to socialize together and integrate into our senior school. For the week, the grade nine students mix and get to know the staff and grade 13 students in an informal, relaxed setting. Good friendships and bonds are definitely made by most students during the week, and as teachers, we get a clear picture of the tone and nature of the grade as a

whole. Another purpose is to have the students experience residential life and learn to cope and be responsible for themselves and, we hope, others. Finally, we want them to learn skills that we feel are important. This is where the two day programme at Cootes Paradise finds its place.

We deal with the following skills during our study of Cootes: how to look at things in depth; how to listen; to learn to work in groups; to gather, collect, sort, hear, touch and evaluate; to judge, and to gauge. We want to provide the students with opportunities to experience their natural environment and to learn to appreciate it. We want to involve them in volunteer work, and in addition, we want to give our senior students a chance to develop their leadership skills. Most importantly, we want to connect the experiences in the 'real world' with the school's academic curriculum.

What does the programme entail? We split the grade into eight groups of about 10 students. Each group takes part in six programmes that vary from 1 to 3 hours in length. It is a bit of a challenge figuring out the logistics, transportation and equipment needs of a group this large but it can be done. The groups rotate through a number of activities, including:

- hiking on the north and south shore trails of Cootes Paradise with the Biology teacher and grade 13 biology students.

- kayaking and canoeing all around Cootes. These activities are really popular with the students and we look at many aspects of the marsh and the harbour during this extensive exploration. There is no specific course set out for the staff to follow, we simply present Cootes Paradise to the kids from many different angles as we move around the marsh.

- take part in some planting of aquatic plants as part of the rehabilitation of the marsh.

- a photojournalism activity: we ask the students to split into groups of four and share an instamatic camera. Each student is to take six or

seven photographs that will be used later in English class. One evening we give a lesson on how to look at things and have the students take a variety of pictures: a bird's eye view; a reflected shot; a close up; an internal frame shot; a dog's eye view; an animal or bird; and a photo of something that is textured.

-a music activity where students spend an hour with the music teacher listening to the sounds of Cootes and making their own rhythms with natural objects as instruments.

RBG staff have made a large contribution to the development and success of this programme. They've been a resource for all the classroom teachers involved in the programme and provided each of us with a solid base of knowledge to pass on to the students. This professional development is essential because it makes the teachers more confident and comfortable with the information, and harmonizes the messages we give the students.

Once we are back in the classroom, how do we incorporate the knowledge the students gain from the programme into their studies? Here are some examples of how teachers of various subjects integrate a common experience into their fall curriculum.

Art:

We spend an evening creating sketches of the natural environment. These drawings may become part of a student's art portfolio.

Information, Design and Technology:

In the first term the grade nine students design and make a paddle from tuliptree wood, a tree found only in the Carolinian forest (the forest type that surrounds Cootes Paradise). They may take their art design and put it on their paddle blade to personalize the work, allowing them to integrate their Cootes Paradise experiences into two of their courses.

English:

The students are given back their photos of the marsh and use them for writing descriptive, narrative and expository paragraphs.

Science:

We grow various marsh plants in the lab and give them to RBG to plant in conjunction with the Classroom Aquatic Plant Programme. The students collect many plant specimens and water samples for analysis in the lab. The science curriculum has an aquatics module in the first term that uses the students' knowledge of a marsh ecosystem.

History:

The history of Cootes Paradise fits into the

Canadian History curriculum very nicely. We study its history from the early days prior to the arrival of European settlers, to the development of the Desjardins Canal, to its present day state.

Geography:

Acquiring knowledge of the unique nature of the Carolinian forest, plus reading and using maps while hiking and canoeing around Cootes Paradise all develop geographic skills and awareness.

Phys-ed:

The canoeing, hiking and kayaking programmes all require physical effort from the students. Each one of these activities is a passive, gentle way to see, smell and hear the beauty of this environment.

Students also learn through raising funds for marsh restoration. Our ecology club runs a fund raising event, and also volunteers with the Bay Area Restoration Council in their tree planting programme in the watershed.

While visiting Cootes, we hope that for a short time the students will forget the rush of modern life and discover that it is fun and rewarding to slow down and enjoy life at a relaxed pace. We hope that Hillfield students will discover the pleasure there is in simple things and appreciate that in one of Canada's most industrialized cities, Cootes Paradise is a great place and worth preserving.

DAVID HODGETTS is the grade nine/ten academic coordinator at Hillfield-Strathallan College. A former Director and owner of Camp Hurontario, David has also taught at Gordonstoun in Scotland, and Lakefield College (where a certain Bob Henderson was among the students in his outdoor ed. programme!). Teachers interested in the Cootes programme can reach him at Hillfield-Strathallan at (905) 389-1367 x126.



FOSTERING A SENSE OF PLACE

Connie Russell

'...sense of self and sense of place are intimately connected; he suggests that 'knowledge of a place - where you are and where you come from - is intertwined with knowledge of who you are.'

Not long ago I was asked to write a 'personal narrative' for a course in holistic education at OISE. Initially I was resistant to the task as I feared it might be self-indulgent and not a constructive use of my time. After completing the paper, however, I realized that it had provided me a wonderful opportunity to reflect upon how I ended up in environmental education and nature advocacy.

As I wrote my narrative, I continually returned to the importance of the sense of place I felt in my childhood and youth. Elsewhere I have suggested that a sense of place may be one of the key motivations behind many conservation efforts; I know that my own work was borne out of the pain associated with the destruction of places and beings that had significant personal meaning to me (Russell, 1994).

Such feelings of connection are apparently not unusual in the environmentalist community. Morris Berman (1981) described such an approach to the world as 'participatory consciousness' and Neil Evernden developed a similar notion of 'fields-of-care' in which he suggests that 'an individual is not a thing at all, but a sequence of ways of relating.' Indeed, he believes that the fundamental fact of our existence is our involvement with the world' (1985, pp. 183, 46).

David Orr places a similar emphasis on relationships and proposes that sense of self and sense of place are intimately connected; he suggests that 'knowledge of a place - where you are and where you come from - is intertwined with knowledge of who you are.' It is precisely this lack of knowledge, 'wrought by people who do not know who they are because they do not know where they are,' that, in his opinion, is behind environmental degradation. He thus distinguishes between residents and inhabitants. 'To reside,' he argues, 'is to live as a transient and as a stranger to one's place, and inevitably to some part of the self.' Inhabitation requires a person be 'in an intimate, organic, and mutually

nurturing relationship with a place' (1992, pp. 102, 130). Learning to inhabit a place, then, is one of the central tenets of Orr's notion of ecological literacy.

Developing a sense of place is also central to the notion of bioregionalism. In a nutshell, bioregionalism describes the desire to live in harmony with an ecological place, usually a watershed. Basic needs like food, water and shelter are met in the bioregion and healthy relationships are fostered among humans and between humans and other life. For Peter Berg,

It involves becoming native to a place through becoming aware of the particular ecological relationships that operate within and around it. It means understanding activities and evolving social behaviour that will enrich the life of that place, restore its life-supporting systems, and establish an ecologically sustainable pattern of existence within it. Simply stated, it involves becoming fully alive in and with a place. (1991, p. 6)

Such an approach, however, does not mean that bioregionalists live out lives of blissful ignorance, caring little about what happens outside their watershed. As Orr notes,

Critics might argue that the study of place would be inherently parochial and narrowing. If place were the entire focus of education, it certainly could be. But the study of place would be only a part of a larger curriculum which would include the study of relationships between places as well. (1992, p. 131)

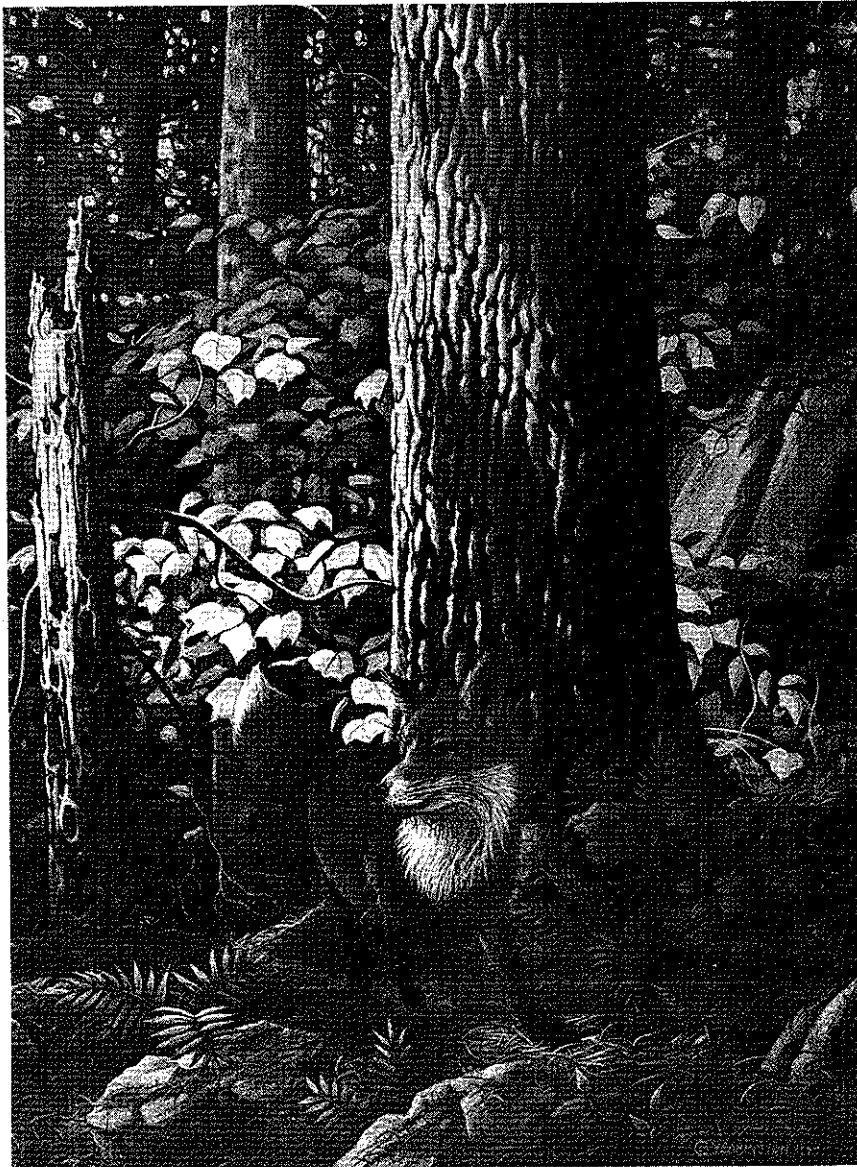
A bioregional approach ought not and usually does not imply the exclusion of concerns beyond the community for there is a recognition that many of our problems do have a global dimension. Rather, a sense of place may be seen as a first step in building a series of connections, personal to local to global.

At present, fostering a sense of place merits little discussion in educational circles. Orr thinks that 'place is nebulous to educators because to a great extent we are a displaced people for whom our immediate places are no longer sources of food, water, livelihood, energy, materials, friends, recreation, or sacred inspiration' (1992, p. 126). In my opinion, outdoor educators are an exception to this rule; outdoor education, at its best, offers students the opportunity to develop a sense of place and to ponder how their home place has shaped who they are.

Such feelings and insights take time, however, and that is one of the reasons why I consider the integrated environmental studies programmes currently operating in a few Ontario secondary schools, exemplary and deserving of much praise.

CONNIE RUSSELL is a doctoral student at O.I.S.E., University of Toronto and can be contacted by email (crussell@oise.on.ca) or snail mail (252 Bloor St. West, Toronto, ON M5S 1V6). She is spending the summer in Tadoussac, Quebec investigating the educational aspects of whalewatching.

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FIELD-TO-TABLE

Anne Bell

If the hope is to foster a bioregionally-specific understanding of our life contexts, then we must take into account, among other things, our bodies, and what sustains us.

'O'n the Land' is intended as a forum for discussing environmental issues of interest to outdoor educators. While my own contributions so far have focused on more-or-less site specific dilemmas, the 'watershed' theme of this issue of *Pathways* led me to think more systemically about what might constitute an environmental issue of interest. My thoughts turned, as they often do, to food, and so I decided to write about the desirability and possibility of eating locally grown produce.

Since my choice of topic is less than standard outdoor education fare, it demands, perhaps, some explanation. Suffice to say, I regard the environmental implications of food production and consumption to be of inescapable relevance for those who want to teach and learn about/for/with the watersheds in which they live. If the hope is to foster a bioregionally-specific understanding of our life contexts, then we must take into account, among other things, our bodies, and what sustains us.

Outdoor educators are, of course, well positioned to consider what it might mean to eat well in our respective watersheds. With our students, we can ponder the question and work towards tenable responses in light of outdoor knowledge and experiences. How does the present-day landscape reflect our eating habits? What do prevailing food production methods entail for other life in the watershed? Can we eat in ways that allow for less polluting, invasive and exploitive relationships? Answers to such questions will differ from community to community and from place to place, but as we search for alternatives to unsustainable practices we should remember Bert Horwood's suggestion that teaching from a sense of place requires a recognition of what the place affords in terms of opportunities and constraints.

I like this advice, because it means that we cannot wish away the situations in which we find ourselves. In my particular case, this means dealing with the fact that I live in an apartment in downtown Toronto. I am, in other words, one

of those city dwellers whose demands for food, according to Stan Rowe, are devastating the countryside and driving farmers from their homes and livelihoods.

Rowe argues that agriculture today is 'a city-guided pursuit with goals at odds with care of the land.' Demands for greater productivity, higher yields, more efficiency, more specialization and more technology reflect the priorities of urban society and 'lack the wisdom of constraint.' We expect a year-round abundance of fresh, cheap produce resulting in what Rowe terms 'growth-oriented agri-ecosystems, forced with subsidies of fossil-fuel energy and chemicals.' He urges us to come to terms with the ecological and social impacts of our consumer expectations and to ask ourselves: 'Can we, and will we, from our asphalt-and-glass environments support policies and programmes of sustainability out on the farmland?' (pp.171,181)

One such programme which I am happy to be able to support is the Field-to-Table initiative set up by the charitable organization Foodshare. It allows Toronto residents to order boxes of fresh fruit and vegetables from local farmers twice a month, thereby reducing not only the price of the produce, but also the amount of energy needed to transport the food, and the amount of packaging used to sell it. From the farmers' perspective, it has the advantage of creating a reliable market.

A variety of boxes is available including the family-sized Good Food Box, the Small Box for singles and seniors, the Moms-to-be Box, the Caribbean Box, and the Organic Box. So far, approximately 2,500 households participate. Ours is one of 210 households to receive the Organic Box. Twice a month, my husband and I go to the neighbourhood volunteer drop-off spot, tote-bags in hand, to pick up onions, potatoes, apples, carrots and whatever else is seasonally available. During the winter months, the locally grown fare is supplemented with a few organic treats from sunnier climes, and the accompany-

ing Field-to-Table newsletters offer recipes with which to vary the preparation of the old stand-bys. The one in March reminded us that home-grown asparagus would soon be available, creating a feeling of anticipation which, it seems to me, helps customers to better connect with the rhythm of the seasons, and thus to our bioregion.

Field-to-Table serves only the Toronto area, but similar programmes are being organized in Welland, Hamilton, and Waterloo, and interest has been expressed in Peterborough, Ottawa, and Kingston. Outdoor educators living in those areas might wish to investigate. In the meantime, Field-to-Table co-ordinator Mary Lou Morgan suggests alternatives available to many of us: we can make a point of choosing Ontario produce in supermarkets, of attending farmers' markets and of buying from roadside stands during the growing season. By doing so, we take a small but important step towards living more sustainably in our watersheds.

For more information about Field-to-Table, phone Mary Lou Morgan at (416) 363-6441.

ANNE BELL is a graduate student in the Faculty of Environmental Studies at York University, and a director of the Wildlands League chapter of the Canadian Parks and Wilderness Society.

How does the present-day landscape reflect our eating habits?

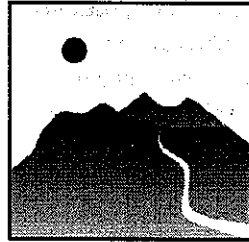
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A TREE IS A BEING

Mary Henderson

'When a tree is cut it spills its blood onto the land, as we do. A tree lives and eats and breathes and reproduces. It has a life, a family and a body as active and precious as our own.'

Tom Porter

I know many of us have had romantic ideas about Native peoples' alliance with the natural world. As an environmentalist, I envy the connection and often have feelings of guilt for the destruction of land and creation I have seen from my people in the predominant society. But even stronger are my feelings of nostalgia; wishing for that systemic connection/cultural alliance with the natural world that would support and strengthen my own strongly felt personal connection.

Sometimes those of us in the predominant society who wish for this turn to Native traditions, adopting what seems missing in our own; things that we feel we need for our own health and well being. Adopting what we like of another's culture, however, is tricky business. The key is respect. No one likes to see something they hold closely mocked; that is, used in such a way that the underlying message or purpose is missing, or twisted or substituted. Very often, the unconscious values and assumptions of one culture get in the way of really seeing and understanding another. It is rare to find those individuals who can help us open our eyes to another way.

Tom Porter is a well respected elder. He opens the door for all peoples to glimpse the depth of Rotinohsonmi (Lo-dih-noh-soony or Iroquoian) teachings in a way that they can take home and live them out without appropriation. Here is a story adapted from an interview with him, and a piece of curriculum he helped me develop that passes on the depths of the values, slices open predominant ways of thinking and doing, and demands practical actions that we can all take to live out the teachings.

'A TREE IS A BEING'

(adapted from an interview with Tom Sakokanionkwas Porter)

ELDER: When we are with trees, we must treat them as living, breathing beings; we must recognize that they are alive, not just leaves, or bark, roots, or fruit. It is important to talk with them, let them know you appreciate them.

YOUTH: So you're saying that trees can hear?

ELDER: You will learn that trees behave much like people do - they drink, they give off waste, they whisper too ... so why can't they hear?

YOUTH: I'm really supposed to talk to them?

ELDER: When we forget to thank the trees for doing their duty, they think it is done and return to the sky world. Many species have already left, scientists say they are extinct. These days it is so easy for us humans to forget the life around us. So often we think of trees as firewood, plywood, and hardwood floors. We've convinced ourselves that they are just stuff, standing there for 20 years until we get around to cutting them down. But the trees have their own instructions from the Creator, their own role and responsibilities, entirely outside our little two-legged projects. Scientists say that the tree is made of the materials of the same super nova as you. Its elements drifted through space right along with the elements that became you. That is their way of saying what we have always known, that we were all created from the things of the earth.

Adopting what we like of another's culture, however, is tricky business.

YOUTH: I can't imagine what I'm supposed to say to a tree.

ELDER: Then maybe you need to hang out with them a bit more. With a little time in the woods you'll be able to appreciate what they do; what it's like standing out there all night in the snow, owls scraping their bark or helpless with a forest fire blazing their way? Offer a little tobacco and thank the tree for doing its duties. Besides, you need to remind yourself of all the things trees do that you enjoy and depend on, and that you have a responsibility to take care of those relationships if you want them to persist into the future for your children and your children's children.

YOUTH: I know that I need trees, but most of the trees in my life are already chopped down by some big company far away. I don't know the tree that made my house, or my furniture, my paper, or even my maple syrup.

ELDER: One of the things the big companies have taken from us, by supplying us so easily with wood projects that come nicely packed in a box from the store, is our connection with Mother Earth. When we do not have to live with the stump where the tree once grew, we forget the connection. I bet we would hesitate to use so many wood products if we were the ones that had to burn tobacco, call the tree by its name, and explain to the leader of the trees what we needed it for. You see, trees grow in communities and villages like humans. And the big old tree in the village is the one that you would have to talk to.

YOUTH: But no one else seems to care about chopping trees down?

ELDER: In the past we cared a lot! All the trees we took came from around the villages where we lived. If we took too many trees, we would suffer the consequences of not having building material or firewood and have to move the village more quickly (which was no small task). Indians are not supposed to build big houses - 'only big enough so the raindrops won't get you wet.' Firewood was gathered from wood that had fallen to the ground, live trees were

only taken when necessary. Chances are we would be much more careful about how we used wood if each person had to negotiate with the leader of the trees for the wood that they needed.

YOUTH: Talking to a tree was one thing, but negotiating?

ELDER: That's right. You might know how to make medicine or recognize good timber, but unless you take it with the right ceremony it won't help you. Or if you try and take a tree that is all by itself and is not with its people in a village you could get sick; become a loner and antisocial like the tree. You see, the spirit of a tree can affect us deeply. My grandmother taught me that when I feel helpless, tired, or my spirit is depressed, to go to a big old tree and make an offering of tobacco and prayers. When I relax and look up into its highest branches, I feel my spirit lift.

YOUTH: Yah, I like to go to the woods too, especially when I'm mad or angry or frustrated. Somehow the world seems like a better place when I'm there.

ELDER: It's not surprising. The forest holds many sacred powers and unseen forces that live amongst the trees; a real forest that is, an old forest that still has its elders intact. Not some forest planted in rows with all young trees. Old forests are where the little people live. The forest is so powerful it can help you find your life song - your spirit song. It can teach you to sing it. You see, trees hook the Creator to Mother Earth - its branches reach from high in the sky to deep in the earth. We feel this connection when we dance the great feather dance. And when the chosen men yell three times, they recall the Creator's three breaths which brought forth human life. The three yells are a call of gratitude that is carried by the trees to the underworld, to the world on Mother Earth and to the skyworld.

YOUTH: Sounds like trees have more jobs than Mike Mitchell [local chief].

ELDER: (laughs) I guess that's why Mohawk chiefs must model themselves after the

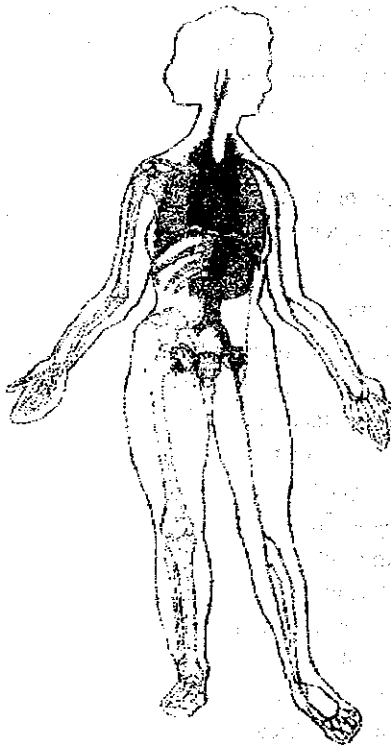
great white pine, every aspect of the pine shows him how to lead the people.

YOUTH: So we have always known how much trees could teach us?

ELDER: Trees have been teaching us for a long time. And so for as long as we can remember, every year at midwinter, the ashes of the tree are sprinkled on all life. It reminds us that one day we will die and turn to ashes and from those ashes will come new life; death to one stage of life, means birth to another. So ashes are placed on seeds, on humans, on all that lives so that it may be nourished and grow and eventually provide for the next generation.

Despite the best efforts of scientists, we know that we will never know all the duties that have been given to the trees by the Creator. We will never know all the wisdom they hold. Our job is just to thank them for all that they do so they will stay and help us, the youngest of creation. So, never wonder when your elders tell you to listen to the trees, they still have a lot to teach us.

MARY HENDERSON is a curriculum writer for the Abkwesabsne Math and Science Pilot Project near Cornwall, Ontario.



skin, fingernails
mouth
arms, hair
bones
pores, lungs (moves air)
blood
stomach (food converted to useable form of energy)
hormones, genitals
ovary, sperm, egg
capillaries, veins arteries
heart
spirit



bark, cambium
roots & leaves
branches, crown
trunk (dead wood)
stomata, transpiration
sap
leaves, (sun, CO₂, nutrients converted to sugars)
flowers, pollen
fruit, seeds
xylem, phloem
capillary action
spirit

PEEL BOARD OF EDUCATION AND ITS 'QUEST FOR WETLANDS'

As I write this article, southern Ontario is being hit with yet another (and hopefully the last) winter storm. All the more reason to sit back, close one's eyes, and conjure up visions of prolific wetlands.

As of April 1996, The Peel Board of Education's G.W. Finlayson Field Centre, near Orangeville, happily reopened its doors and wetlands to Grades 4, 5, and 6 students and teachers. After being closed 'indefinitely' four years ago, a partnership with Ducks Unlimited Canada makes it possible to reopen a valuable teaching resource centre.

With the financial support and professional guidance of Ducks Unlimited, the Field Centre staff will be educating approximately 240 children a week, over a ten week period, about the value and importance of wetlands. Consequently, should this pilot programme be a success, the Peel Board of Education and Ducks Unlimited will continue to offer the Wetlands Quest programme in the Fall of 1996.

Teachers visiting the site receive a 164 page resource package with information on wetlands, what they are, why they are important and what we can do to preserve and enhance them. The package also contains over 49 classroom activities for the children to do before and after their visit to the Field Centre.

The full day visit to the Centre focuses on hands-on activities that reinforce eight environmental concepts. The goal of each visiting class is to complete their 'quest' and obtain eight puzzle pieces that form a treasure map leading them to a buried treasure that they can take back to their classroom.

Wetlands Quest is an exciting venture and the first such partnership for the Peel Field Centres. Hopefully, this partnership will continue and expand into the 21st century, taking with it the spirit and success of Outdoor and Environmental Education from the past 25 years in Peel. Projects such as this one instill hope in the staff and students of the Peel Board

of Education that the Field Centres will continue to deliver valuable educational programming.

CATHY PUSKIN is a facilitator at the Outdoor Education Centres, Peel Board of Education.

CENTRAL REGION EVENING WORKSHOP A SUCCESS

A group of teachers representing C.O.E.O. met at the Hobberlin Museum on Thursday, February 29. Hedy and Christine Hobberlin run this unique centre in alliance with the North York Board of Education. Housed in the Avondale Centre just northeast of Yonge and the 401, the dynamic duo educate groups of students in a five classroom setting.

Highlights of their enormous collection of more than 15,000 items include a geology focus, space room, energy section, dinosaur era, and endangered species unit. We were amazed at the variety of authentic articles. A mammoth tusk found on a fishing trip when Hedy visited Alaska was most intriguing. Christine's stories about her animal skulls were very entertaining.

Numerous teaching tips were revealed in Christine's skull analysis.

-pack three skulls in your bag of tricks; one herbivore (H), one omnivore (O), and one carnivore (C)

-many teachers distinguish between each skull by dentition

-try determining the category by eye sockets

-H-animal can look sideways and backwards to maximize peripheral vision to see its predator and avoid being killed

-O-less peripheral vision, higher in the food chain

-C-to maximize forward vision in stereo, eye sockets are mostly facing forward to enhance depth perception

Many of us walked away with the lower jaw of a deer for our walkabouts. One visitor actually is in possession of a fur sample compliments of Hedy.

It was a great opportunity for the group to catch up on news of the past term. Current concerns at each Centre were expressed. At the end of the evening, each individual felt motivated to share new ideas with staff and students.

CINDY LASSALINE is a Professor at E.A. Smith Education Centre in Bradford, Ontario.

HALIBURTON SOUNDSCAPE WORKSHOP

July 29-30-31, 1996

Haliburton, ON Canada

The Haliburton Soundscape Workshop (HSW) is a meeting of the acoustic ecology community (sound artists, acousticians, academics, researchers, etc.) at the Haliburton Wildlife and Forest Reserve (located just south of Algonquin Park, 200 km (2 1/2 hours) north-east of Toronto. The HSW is for all 'soundscape'ers to exchange ideas, listen to each other's work, do soundscape exploration, discuss the future of the World Forum for Acoustic Ecology (WFAE), participate in workshops, give lectures on their work, tell stories by the campfire, make contacts, etc. The Haliburton site is an exceptional natural environment for listening and for informal meetings. The HSW is a personal initiative by R. Murray Schafer and Claude Schryer as a follow-up to the Tuning of the World meeting at The Banff Centre in 1993 and in on-going planning process for the WFAE. This will not be an academic conference, but rather a soulful meeting of 'ear-minded people.' We encourage people to attend because they care about the soundscape and are interested in sharing their experiences, ideas, and recent works. Our plan is to make things as simple, friendly, and inexpensive as possible. We hope you can join us.

COST: The cost for attending the event is \$200 per person. Registration is limited and will be accepted on a first come, first serve basis.

Send your application to and/or for more information contact (in English or in French)

Claude Schryer

259, St-Viateur West #1

Montreal QC Canada H2V 1Y1

Phone (514) 277-5021

Fax (514) 987-1862

Elmail cschryer@web.ap0c.org

WFAE WWW page:

<http://interact.uoregon.edu/MediaLit/>

WFAEHomePage

SCHOOL COMPOSTING HITS 15% IN ONTARIO

Congratulations Ontario school composters! Preliminary results from a recent survey conducted by the Recycling Council of Ontario reveal that 15% of Ontario schools have a composter at their school, and are using it regularly; considering that there are more surveys to be returned, this is an impressive statistic!

The survey also asked schools about their composting problems and how they found solutions, how their programmes are funded, and if they are diverting their organic materials in programmes other than composting.

The results of this survey will be released in a book this spring. *Composting at Schools in Ontario* will serve as a manual for teachers, school board environmental coordinators, municipal waste reduction staff, and community organizers.

The manual will be geared towards the special challenges that schools face with regards to composting, and will include suggestions for overcoming school composting difficulties, integration of composting into school boards' waste reduction plans and into the common Ontario educational curriculum, organics recycling options (on and off-site composting), steps for setting up a successful programme, strategies to improve participation in the programme, funding and fundraising, and tips for handling the unique challenges faced by primary/junior vs. senior schools, and rural vs. urban schools.

The RCO has also written a short handbook for schools wishing to start composting, *How to Start a Composting Programme in Your School*, which will be distributed to every school board in Ontario in March 1996. The short handbook will be available in French and English.

Both of the above-mentioned books are available from the RCO. Call (416) 960-1025 for details.

JANE SNYDER is the Composting Coordinator for the Recycling Council of Ontario

A RESIDENTIAL TRAINING IN APPLIED DEEP ECOLOGY

July 19-28, 1996

Whidbey Island, Washington

- Expand your role as a catalyst for social change
- Explore the root causes of the global environmental crisis
- Translate ecological principles into action
- Reawaken your connection with the natural world

For a brochure, call:
The Institute for Deep Ecology
Phone: (707) 874-2347

SECONDARY SCHOOL INTEGRATED CURRICULUM INVENTORY AVAILABLE

'An Inventory of Integrated Curriculum Programmes Employing Outdoor Experiential Education at Ontario Secondary Schools' is now available for distribution.

The inventory is a project of the C.O.E.O. Research Working Group. It contains 24 programmes, a 28 item bibliography, and a brief historical overview.

The inventory is a working document which we hope to expand with the growth of such programmes. Perhaps this inventory can

serve to promote this end.

To purchase, contact:
C.O.E.O. Secretary/Office
1185 Eglinton Ave. East
Toronto, ON M3C 3C6
(416) 426-7000 (voice mail)
PRICE: \$10.00
(make cheques payable to C.O.E.O.)

For more information, contact by mail:

M.J. Barrett
Mayfield Secondary School
5000 Mayfield Rd.
R.R.#4 Brampton, ON L8T 3S1
Fax: (905) 584-9823

EECOM'S 2ND ANNUAL MEETING HELD IN ALBERTA

EECOM (The Canadian National Network for Environmental Education and Communication) held its second annual meeting April 24-26, 1996 in the foothills of the Rocky Mountains, at Bragg Creek, Alberta. Through the unstinting efforts of Jim Martin and the staff at FEESA (Federation of Environmental Education Societies of Alberta) along with Nestor Kelba at Kamp Kiwanis, the conference was an overwhelming success.

The event was opened with greetings from the past Chair, Anne Camozzi, as she challenged all members to take the opportunity to share and network over the next few days. It was noted that, with the exception of New Brunswick and Quebec, there were EECOM members from all provinces and territories. Following Anne's address, Heather Walter and Eric West held the group spellbound with their hands-on, interactive musical celebration of the environment. Before we knew it, Lucy O'Driscoll (Newfoundland), Gary Martin (Ontario), Anne Camozzi (Nova Scotia) and more were up in the front, dancing with puppets and impersonating Lilly Lobster, Sally Starfish, Clarence the Crab, and Syd Squid!

As usual, following the opening, there was a wine and cheese, and chance to meet with

friends from afar. Then we ventured across the property to a log building where we had a roaring fire in the fireplace, Christmas lights dangling from the ceiling for ambiance, and the music and singing to carry us on through the wee hours.

The workshops and formal papers were excellent. The programme was filled with sessions on adult environmental learning, sustainable forestry, national air issues, threatened species, and other critical issue themes. Also included were half day and day long workshops of Project WET, forest education activities, a watershed study, rock climbing, a sustainable community case study, and even a rafting trip on the Bow River!

There were many highlights from the presentation and workshops. Brenda Hans, NWT Renewable Resources, shared with EECOM members some of the educator and student environmental camps that have been held outside of Yellowknife, to examine the natural area and investigate traditional ecological knowledge. Gary Martin and Susan Gesner from the Ministry of Natural Resources in Ontario conducted a hands-on introduction to a national Sustainability Education Project being coordinated by the Canadian Wildlife Federation. Liz Nicholls, from Saskatchewan Environment and Resource Management hosted a workshop on Project WET, a water education programme that has just been introduced in Saskatchewan.

Non-formal learning opportunities abounded as well. A night in Bragg Creek brought out a good number of otherwise unknown 8-bar players, and when the quarters were all played, Tom Steele from Mushkegowuk Education in Timmins ruled the pool table. And for those of us who were runners, the scenery was breathtaking - but so was the altitude. Somehow, the Alberta contingent of the EECOM running team excelled over the Ontario portion, who found their lungs were working overtime to just keep up!

The conference was scheduled to overlap with the Environmental and Outdoor Education/Global Education Programme Conference, and EECOM participants were also able to share sessions and programmes over the weekend held at the University of Calgary.

The opportunity to meet, to share, and to network with many that we might only see once or twice a year was wonderful. The enthusiasm

and energy coming out of both the Annual General Meeting and the Steering Committee meeting proved to all that EECOM is moving forward and opening new doors in environmental education.

If you are interested in learning more about EECOM, please feel free to contact Scott Slocombe, the new Chair, at 519-884-1970, ext. 2781 (email at sslocomb@mach1.wlu.ca) or Susan Gesner, 519-927-9595 (email at gesnersu@epo.gov.on.ca). Both of us would be delighted to answer any questions regarding membership, programmes, or network opportunities. The next annual meeting will be held in Vancouver, coinciding with the North American Association for Environmental Education, August 15 - 19, 1997. Look forward to seeing you there!!!

SUE GESNER is the Ontario representative for EECOM. The former Provincial Education Specialist for the Ministry of Natural Resources, she is now consulting in programme and curriculum development and coordination, facilitation - and music!

WORLD CONSERVATION CONGRESS TO BE HELD IN MONTREAL

'Caring for the Earth' takes place at the Montreal Convention Centre, October 13-23, 1996. Sponsored by the IUCN and Parks Canada, this congress will focus on the sustainable use of resources, with 2,000 guests expected from 130 countries.

The public is invited to workshops taking place October 17, 18, 20, and 21, and a major exhibition October 17-21. Prior to July 31, the fee for workshops and special events is \$65 (\$130 after July 31).

For information, contact:
World Conservation Congress (WCC)
1410 Stanley Street, Suite 609
Montréal, PQ H3A 1P8
Phone: 1-800-691-8426
Fax: 1-514-287-1248
email: jpd1@netaxis.qc.ca

NIGHT LEARNING

Bert Horwood

There is a strong trend in our culture to shun darkness. Whenever we are active at night, it is almost always with the strongest available lights. Otherwise, the dark hours are the hours for withdrawal from the world. It seems unreasonable to allow this trend to proceed unchallenged. Human persons are well able to function in natural darkness. Indeed this unsuspected ability is a model for the latent potential in many other situations where people submit to self-imposed limitations. It is tremendously valuable to learn to identify fear of the dark and to deal with it in a healthy natural way. It is liberating to know that one can perform many tasks and even have fun in the darkness. Being active at night gives students and teachers access to a unique and untapped source of experience, beauty, and adventure. Almost every outdoor education programme has great potential for expansion and development by implementing night learning. There are times when it is most effective to simply plunge students into the heart of an activity. 'Throw 'em in, then dry 'em out,' as Kurt Hahn is alleged to have said. But in the case of night learning, the progressive approach seems to be preferable. Activities at dusk make excellent warm-ups for activities at night. The darkness is so gradual that participants will be fully engrossed in an activity in full darkness that would never have been able to start 'cold turkey' without lights. Activities at dusk, short activities in the dark in familiar surroundings, and songs and stories in the dark are examples of warm-ups which are essential to initiate students into night learning. It is also very important that participants be made to feel comfortable, to have fun, and to be able to express their feelings. Night fright games should be avoided at first, if not always.

Flashlights are the single greatest enemy of successful night learning. Yet flashlights are an important psychological aid enabling the hesitant person to take part. A classic way to resolve the problem is to provide brown paper bags into which each student staples the 'safety and emergency flashlight.' In this way, some security is available, but a specific need is required to stimulate tearing open the bag and ending the night learning. In my own practice, I have also found it useful to have students tape masks of red cellophane over the lens of the flashlights. This helps preserve night vision after a light is used and is only a disadvantage when

trying to read topographic maps ... obviously a very advanced night exercise.

It is important at all times to radiate a healthy response to natural fear and trepidation. I like to think of this as appreciation of fear. Fear is a proper mechanism that ought to promote care and caution in our affairs but should not be allowed to become paralyzing. The trick for the teacher is to set the tone for the night learning so that the natural fears and uncertainties of beginners are accepted, enjoyed, and acknowledged. Certainly they must never be laughed at or belittled. In a climate of recognition the group proceeds, with care, to its activities.

It is sometimes useful to treat the night as a new territory to be explored. This is a sensory awareness approach. How does food taste in the dark? Can you tell brown bread from white? Peanut butter from honey? What happens if you crunch down on a mint life-saver while other people watch your teeth? What are the names of the brightest stars? Every thing that can be named in the dark is a friend. Listen to sounds and try to identify them. This can be made into a game with a staff member and about 20 from the group making a series of sounds which students try to guess. How does tree bark feel? What do your feet tell you about the surface you are walking on? And so on.

Groups which are more experienced and mature in night activities can become more adventurous, trying night hikes on trails of increasing difficulty and length. Night games are also possible. 'Sardines,' the organizational reverse of 'Hide and Seek,' works very well. So does the well-known 'Streets and Alleys.' Strong groups in a reasonably open, grassy area have successfully played more vigorous games like 'Predator-Prey' and 'Capture the Flag' at night. Where major movement is involved, safety control factors increase in importance.

To introduce night learning in an outdoor education programme is to open an entire new world of learning and appreciation for staff and students. As comfort and competence increase, night aquatic activities become possible. Few people will ever forget the incredible beauty of canoeing at night. Students will become able to move over controlled land routes alone, enjoy short solo experiences, and undertake the ultimate in night learning, the 24-hour experience.

*As part of
C.O.E.O.'s 25th
anniversary
celebrations, we are
reprinting 'oldies
but goodies.' This
first appeared in
the May 1986 issue
of Pathways'
predecessor, ANEE.*

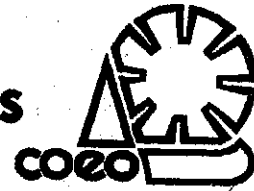
Pathways

THE ONTARIO JOURNAL

OF OUTDOOR EDUCATION

Call for Nominations

COEO Board of Directors



Nominations (and/or volunteers) are invited for the COEO Board of Directors for the year 1995-1996. Any member in good standing may submit a nomination. A list of the Board of Director positions can be found inside the front cover of *Pathways*. Nominations, in writing, must be received by the nominating committee at least 14 days prior to the annual general meeting.

COEO Awards

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

The Robin Dennis Award is presented to an individual or outdoor education programme or facility having made an outstanding contribution to the promotion and development of Outdoor Education in the province of Ontario. The award was created in tribute to Robin Dennis, one of the founders of outdoor education in Ontario in the 1950s and 1960s, and is presented annually by the Boyne River Natural Science School and the Toronto Island Natural Science School.

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

The Dorothy Walter Award for Leadership was created in 1986 to give recognition to

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

Send all nominations to:

Awards Committee
c/o Glen Hester
20 Linn Cres., R.R.#3
Caledon East, ON L0N 1E0
H (905) 880-0862
B (416) 394-7860
Fax (416) 394-6291