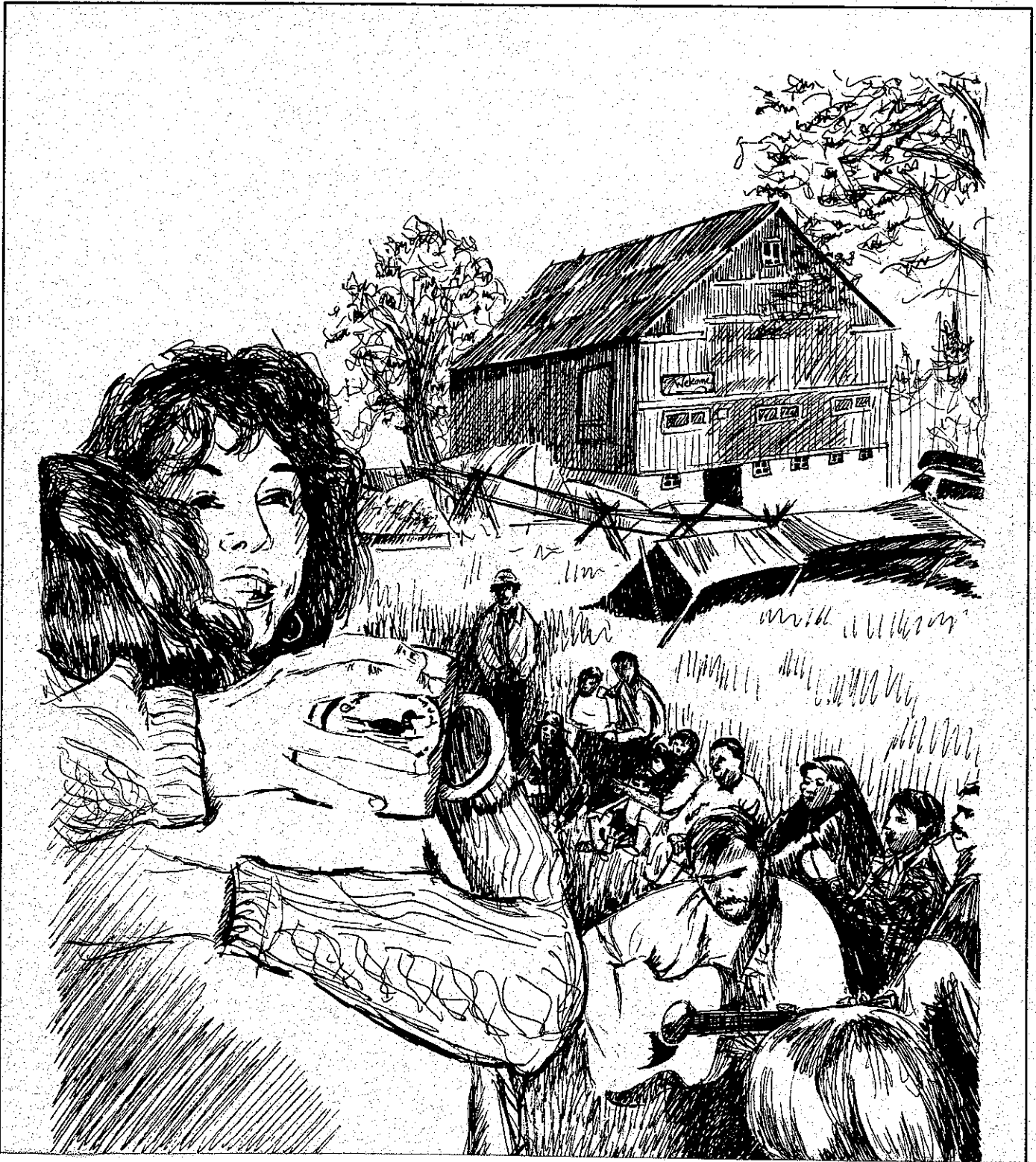
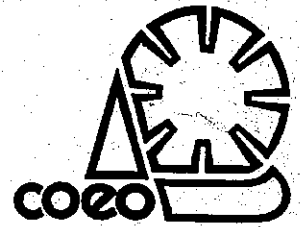


Pathways

THE ONTARIO JOURNAL OF
Volume 9, No. 2, April 1997

OUTDOOR EDUCATION



POSTS

Pathways

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2. quality people, equipment, resources or programmes.

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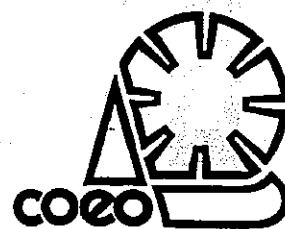
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OUTDOOR EDUCATION



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Since the fall of 1968, about 8000 teacher candidates have taken OEE courses at Queen's.

It has been 29 years since Bob Pich was hired to establish the Outdoor & Experiential Education (OEE) Unit at Queen's. Among the trappings he brought with him from Minnesota Outward Bound School was an aphorism carved into a series of signs leading into Homeplace on the South Kawishiwi River. The signs read, "Be firm ... yet gentle ... humble ... yet bold ... swayed always ... by beauty and truth."

People who knew Bob, in his role as OEE coordinator from 1968 - 1983, will remember these same words printed on strips of silver cardstock, pinned to a bulletin board between the windows of his third floor office in Duncan McArthur Hall. Although the cardstock is long gone, the message of verve and balance in these simple words lives on in a generation of Queen's OEE alumni.

Since the fall of 1968, about 8000 teacher candidates have taken OEE courses at Queen's — people who have learned through activities at the Open Country Barn, in boats on the lakes and rivers in the Kingston area, from exemplary associate teachers in practice teaching rounds, and from each other — committed people who have taken from Queen's the spirit of an experiential learning community and distinguished themselves around the world.

OEE alumni staff and administer a staggering array of schools and are affiliated with most outdoor programs in the country. They have written policy and textbooks; they have run public and private organizations; they have taught on ships and trains; they have plied their trades in India and Iran; they have driven dogs; they have climbed mountains and played rock music at the foot of the Eiffel Tower. They have fought and won; they have struggled and lost; they have sassed customs agents and run afoul of the law; they have affiliated and procreated. They have laughed; they have learned; they have sung rude songs in public places; they have howled at the moon. They have made a difference.

Much as faculty might like to claim a role in these achievements, truth be told, the strength of Queen's OEE comes principally from the remarkable men and women who comprise our classes and from the committed outdoor educators throughout Ontario, across Canada and around the world who, as associate teachers and mentors, have nurtured OEE interns.

This is another crux year for OEE. Our flagship Co-op Program is being replaced by a more streamlined Program Focus in OEE. But, as you'll see in the OEE timeline in this issue, this is just the next turning point in a 30-year-tradition of flux and adaptation. This special issue of Pathways, created by Queen's OEE folk, celebrates our main strength, our people, with wit and wisdom from a variety of voices, including a letter from the future, a piece by OEE secretary (and self-appointed Dragon Lady) Jan Carrick, and even a snippet of never-before published prose from the old master himself, Bob Pich. We hope you'll find something here to tweak your fancy.

And, if you see a likely adult who's headed for a career in outdoor education, please tell him or her that we're full up for 1997/98 but that applications will be available in October for 1998/99 OEE offerings, at the B.Ed., M.Ed. and hopefully (with final approval) at the doctoral level too. Thanks to all who have supported Queen's OEE through the years. Thanks to those who submitted articles to this special issue. Thanks to C.O.E.O. for the chance to celebrate another small part of the outdoor education whole.

Hope to see you at "Tributaries" in Gananoque in the fall.

Jim Raffan

L etters to the Editor

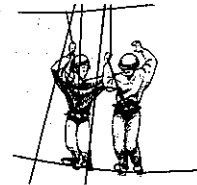
Having read the recent submissions by Lisa Primavesi and Audrey Wilson about the COEO Conference last September, more thoughts come to mind. Amidst all the backslapping, reminiscing and general good feelings at the Saturday night banquet, I feel that there was one group of participants that was overlooked. These are the people who have joined COEO and supported its activities despite dismal job prospects, curricular retrenchment, and overall uncertainty in the education field. They should be congratulated and encouraged for their zeal. When most of us who were acknowledged at the banquet joined COEO, the educational climate in this province was completely different. The newer faces deserve recognition, support, and consideration.

John Fallis

Put OCLW on your training calendar!



Main Stream



Adventure Stream



Pottery Stream



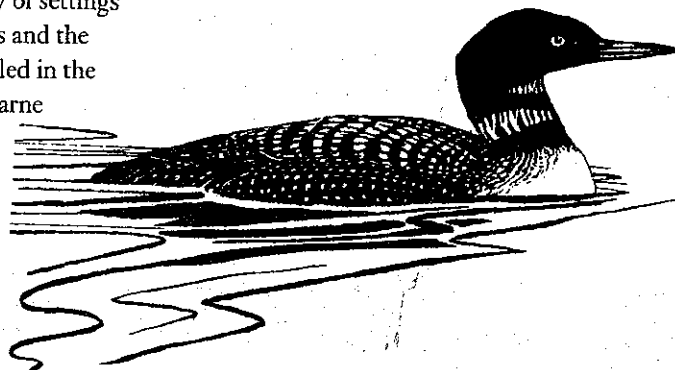
Facilitators' Exchange

Ontario Camp Leadership Workshop
Thursday May 29th - Sunday June 1st, 1997

For more information or a registration form,
contact The Ottawa-Carleton YMCA/YWCA camp office at (613) 729-6226.

S ketch Pad

The artwork in this issue is by Jan Swaren, an OEE alumnus who did her B.Ed. and parts of her M.Ed. at Queen's. Jan is an artist and teacher who has worked in a variety of settings in Northern Ontario, the Maritimes and the prairies but who has recently resettled in the Kingston area with her husband, Karne Kozolanka, and their two children.



*More than ever,
we need more folks
to help carry the
torch and facilitate
initiatives.*

Freezing rain only delayed folks somewhat as they hiked in the last kilometre to our Board meeting last month — Nature also plays with those who do come prepared! I hope you celebrate Earth Day with some year-round initiatives. May 2nd is International Schoolgrounds Day. Full colour posters with all sorts of ideas printed on the back are available free upon request from The Green Brick Road (416/465-1597 or 1-800-GREEN38

Have you checked the COEO website recently? <www.headwaters.com/COEO> This is where to find out what events are going on. The website allows us to offer a new membership service. If you run an outdoor education-related business, you can now be linked from COEO's site. E-mail Mark Whitcombe (mwhitcombe@headwaters.com) for more info. We are also in the process of negotiating member discounts at outdoor businesses. We'll keep you posted on the responses we get.

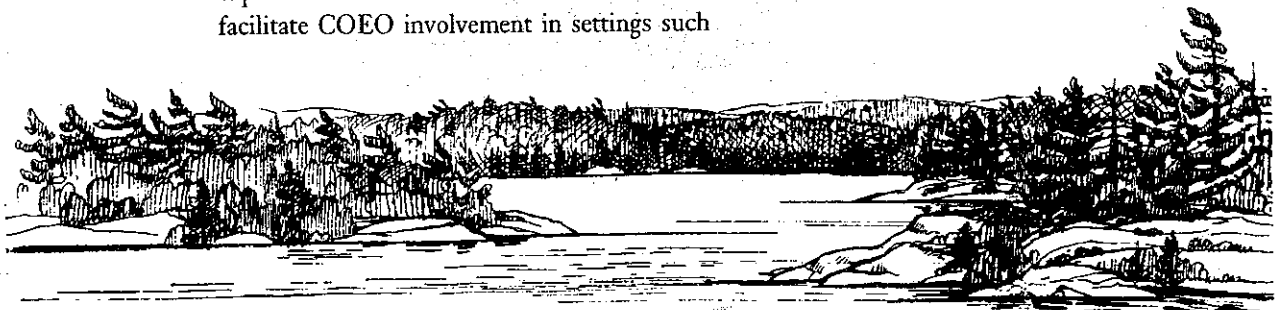
The latest COEO publication, *Inventory of Integrated Curriculum Programmes — Employing Outdoor and Experiential Education at Ontario Secondary Schools* — is now in its second printing. The *Pathways Index* is also available, as is the 1992 *Catalogue of Programmes and Personnel, Sites, and Services in Outdoor Education*. Although the latter is out of date, it can still be a handy reference. To order any of these (each \$10.00), simply mail a written request and cheque to the COEO office.

COEO is developing a database of members interested and willing to share their expertise and skill. This information will be used to help promote the the value of outdoor / experiential and environmental education and facilitate COEO involvement in settings such

as Professional Development opportunities, and Scout and Guide workshops, as well as COEO events. Please complete the following information and mail it to Judy Halpern should you wish to be included: Name / Address / e-mail address / fax / telephone / Region / Expertise/Skills willing to provide in a Workshop setting.

Government cuts continue to be deep and widespread. As the voice for Outdoor Education in the province, COEO is involved in Ministry of Education initiatives dealing with curriculum development to ensure that students are not deprived of outdoor education opportunities. We want to emphasize the integrative nature of outdoor education and see its value recognized. Go to the COEO website to see the submission to the Expert Panels dealing with Secondary education.

There is only so much a dedicated few can do. Now, more than ever, we need more folks to help carry the torch and facilitate initiatives. We all know that an organization is only as strong and active as its members. Please feel free to contact any Board member to get involved. In the meantime, celebrate Spring!





OEE Timeline

1907

Ontario Government establishes Faculty of Education at Queen's to provide professional training for teachers in secondary schools.

1920

Faculty of Education is discontinued because of government decision to create Ontario College for Teachers in Toronto.

1965

An agreement between Queen's and the Ontario government to establish a professional school known as McArthur Collège of Education.

1968

Bob Pieh is hired by Bill Peruniak, Associate Dean, and Vernon Ready, Dean, McArthur College of Education to develop outdoor and experiential education offerings. Pieh buys and develops the Open Country Barn near Sydenham.

1968

First students enrolled at McArthur which is housed in temporary building on main campus at the corner of Union and University. Assisted by John Huie, and Faye Richmond, Pieh mounts Open Country and Personal Growth courses and begins active outreach program involving weekend workshops and institutes with schools and teachers.

1969

John Huie leaves en route to becoming director of the North Carolina Outward Bound School. Pieh is assisted by British climber Colin Bolton. Open Country continues five days a week with major aquatic component involving two sail-rigged whaleboats based at Portsmouth Harbour.

1970

Margueritta Kluensch joins Pieh and Faye Richmond in the OEE team. McArthur moves to brand new buildings on West Campus, which include a carpeted room with kitchen and observation chamber for OEE and Group Process courses.

1971

"Nomads North", a 3-week canoe-based Outward Bound style mobile course, is mounted

by Pieh for teachers in the Nipigon region. McArthur College becomes Faculty of Education. M.Ed. program begins.

1972

Dorothy Geiger joins the OEE team to coordinate community service component. OEE team gets involved with fledgling Association for Experiential Education.

1973-75

OEE continuing education offerings include "Walden II: An Intentional Community" that runs at the Open Country Barn in spring. Outdoor student teaching placements at places like Boyne River are instituted. Pieh and Kluensch thinking about establishing a second Canadian Outward Bound School in northern Ontario.

1976

OEE special studies courses 207 and 208 are added to Open Country course offerings to test a future curriculum course in OEE being developed for the Ministry of Education. Personal Growth replaced by Group Process courses. Brian Richardson, Larry O'Gorman, Robert Common and Rob Chisnall appear as guest leaders. An OEE conference is convened at Queen's at which the constitution for the Association for Experiential Education is approved. Whaleboating on Lake Ontario gradually ceases.

1977

A new dean at the Faculty of Education influences administrative climate. A first OEE comparative study tour of outdoor centres and programs in the Northeastern United States is offered as an extra for interested students. Walden II is discontinued and outreach work with schools and teachers declines.

1978

Faye Richmond is replaced by Terry Hudson as OEE administrative assistant. In anticipation of declining enrolment at the Faculty of Education, Kluensch begins drafting the outline of a cooperative program in OEE to attract a new cohort of students to the Faculty.

Faculty Notes

Bob Pieh died in 1993 and continues to live on in the lives of his many students (see reflections by Chuck Luckmann in this issue).

Margueritta Kluensch continues to make her home in Kingston where she hosts a variety of workshops in the area of holistic healing.

Bert Horwood is as active in retirement as he was as OEE Coordinator. In addition to writing, canoeing, and loafing at Desert Lake, he is AEE treasurer and is taking an increasingly active role in the Canadian branch of the Institute for Earth Education.

Brian Richardson retired recently due to a disability and currently resides with shop and studio in Bewdley, Ontario, next to the Ganaraska Forest, where he and his two dogs continue to enjoy the out-of-doors on a daily basis.

1979

Bert Horwood shifts from work in science education to join the OEE team part time. Kluensch is on leave. Pieh & Kluensch open the Canadian Outward Bound Wilderness School on Black Sturgeon Lake, north of Thunder Bay.

1980

Co-op OEE Program is offered for the first time and includes Environmental Science Parts I and II as part of the package. Brian Richardson helps out with Field Camp I. Interest in Group Process courses wanes. Terry Hudson moves with Service Learning to Practicum Office. Judith Pond becomes OEE secretary.

1981

Pieh on leave. Kluensch runs the OEE unit assisted by Brian Richardson for the year. Jim Raffan OEE teaching assistant.

1982

Bert Horwood goes on leave before completing the shift from science education to full time OEE. Joe Nold joins the OEE team for a year with Raffan as adjunct.

1983

Pieh retires. Kluensch becomes OEE coordinator.

1984

Kluensch retires. Horwood becomes OEE coordinator. Daniel Vokey and Norm Frost are OEE teaching assistants. Group Process courses completely gone with exception of component within Co-op OEE. Dean orders external review of entire OEE unit. Judith Pond leaves and Terry Hudson returns.

1985

Co-op OEE suspended for a year pending review and revision. Special studies courses in OEE for students in regular B.Ed. program continue. Open Country Barn and property sold to new owner who leases back to Queen's.

1986

Co-op OEE Program returned to active status in revised & renewed form.

1987

Queen's hosts *Canexus*, a conference celebrating the canoe in Canadian culture. Miriam Howard replaces Terry Hudson as OEE secretary.

1988

Jan Carrick — aka 'The Dragon Lady' — replaces Miriam Howard as OEE secretary.

1989

The original Open Country Barn burns on September 15th. Plans are put in place to build a metal replacement structure.

1990

Raffan on study leave. Rob Chisnall and Janine Papadopoulos join the OEE teaching team for a year. Karne Kozolanka begins as occasional OEE instructor.

1992

Horwood retires. Raffan becomes OEE Coordinator. Louise Cowin accepts tenure-track OEE position. OEE reunion held at the new Open Country Barn in honour of new and retiring staff.

1993

September 18, Bob Pieh dies in his 77th year of respiratory failure brought about by Alzheimer's Disease.

1994

Raffan on sabbatical. Louise Cowin coordinates OEE unit. Heidi Mack joins OEE team as adjunct instructor.

1995

Louise Cowin leaves OEE, joining her partner in British Columbia. As budgets continue to tighten, she is not replaced.

1996

M.Ed. students Julia Morch and Sarah Wiley join OEE team as teaching assistants. An OEE web page goes online. Budget cuts force complete re-tooling B.Ed. program, including Co-op OEE.

1997

Co-op OEE is replaced by new OEE Program that begins in August and shifts extended internships in outdoor settings from summer to fall term. OEE co-hosts 1997 C.O.E.O. Conference at the Glen House, near Gananoque, October 1-3. Karne Kozolanka & Heidi Mack join the OEE teaching team as adjunct faculty.

The Last Time I Saw Bob

by Chuck Luckmann

I met Bob Pieh in 1973 when he was interim director for the Minnesota Outward Bound School near Ely, Minnesota. It was my first summer with Outward Bound; I was an assistant instructor, and that summer I don't recollect ever having a conversation with Bob. The image that remains from that time was the unusual gesture of his when talking to a group, of slightly turning his head, touching his eye with an index finger, and projecting the impression that he was on the verge of unveiling the wisdom of Ulysses.

To say that I put him on a pedestal is an understatement. I worshipped him from afar. Someday, I told myself, I'm going to follow in the footsteps of Bob Pieh. However, as far as I could tell, Bob didn't know I existed. After that summer I went on to teach for North Carolina Outward Bound School, and I spent a couple of summers as a field archaeologist with the Smithsonian Institution in Quebec and Labrador. You can imagine my surprise, then, when Bob called me one day about 4 years later and invited me to come and work for him at "Cobwebs," he called it, a new Outward Bound school he had started in northwestern Ontario.

I went, and it changed my life. I've never been satisfied in quite the same way with gainful employment again. Bob left soon after I arrived, however, and was replaced by an Australian, Alistair McArthur. But Bob and I kept in touch, and I visited him occasionally in Kingston. In 1979 I became the second program director for COBWBS when Wendy Pieh stepped down and moved to Alberta.

The last time I saw Bob was in July 1980 when I invited him back to Homeplace to be a guest instructor for one of the first educator courses at the school. That year was the first time a forest fire swept to within a few kilometres of Homeplace; the wind miraculously changed direction and saved the school, but not before we had evacuated all the canoes, food, equipment, and students to Thunder Bay. We couldn't return to our normal course sites until August; thus we were forced to run our programs in Quetico and The Boundary Waters Canoe Area. For the month of July 1980, we

based our operations out of the Lakehead University gymnasium. I didn't know it then, but I was learning how to follow in Bob's footsteps, of running a program on a shoestring.

When Bob arrived in Thunder Bay, the course had already been in the field for 10 days or so, and the plan was for Bob and me, and the course director, Ian Yolles, to paddle into a lake near the border and meet the group for a series of workshops. The only vehicle available to us was an old pickup truck which we drove to the end of the Gunflint Trail. We spent several productive days with the group, Bob transmitting wisdom it seemed without saying a word. My story begins when we left the group about an hour before dark at the end of the third day, when Bob casually informed us that he needed to catch a plane the next morning for Toronto. (The plan had been to spend the night and paddle out the next day). We were about three hours of hard paddling from the takeout, and a summer thunderstorm was moving into the area — obviously not a time to be on the water.

However, you really couldn't argue with Bob. He would smile quixotically, his eyes would sparkle, and his expression seemed to ask: "Do you have a problem with this great idea?" Of course we did, but we were with the legendary Bob Pieh who had started and run two Outward Bound schools, and initiated the fabled Outdoor Education program at Queens University. Who were we? Mere mortals, and we knew it.

Ian and I quickly took down the tent as Bob dropped our packs into the Grumman canoe, solid aluminum, and we headed off towards the approaching storm. For a while the wind blew softly in our faces, that fecund, humid summer air that comes before a downpour. In a couple of hours it was dark as a cave, but the two portages were behind us, and all that remained was crossing about four miles of open water. By now it was raining, and the thunder and lightning created awe all around us.

How admirable!
to see lightning and not think
life is fleeting.

(Basbo)

*He would smile
quixotically, his
eyes would sparkle,
and his expression
seemed to ask: "Do
you have a problem
with this great
idea?"*

*"That old codger
ate half of the food
in my refrigerator,
too."*

Ian and I mentioned to Bob that maybe this was as far as we should go tonight. When we broke our idea to him, he looked crestfallen. "Why would anyone want to camp here when they could get blown to bits by lightning out on the lake?" his expression seemed to say. "Well gentlemen, I think we can do it," he said, as he looked at us with that trademark, mischievous grin.

Now let's reflect on this for a moment. Bob Pieh is paddling with the program director and course director for the Canadian Outward Bound Wilderness School. We've evacuated the Homeplace site, and are running these programs because to cancel them would shut down the school. Alistair McArthur, the new school director, has implored us to run a safe program. Two summers before, more than a dozen students had died in another canoeing program when trying to cross Lake Temiskaming. Here stood Bob Pieh, a dean of outdoor education in North America, and he wanted to shove off and paddle across a big lake in a lightning storm, and we acquiesced.

I do remember it as an exhilarating paddle. A huge cumulus was on fire with the electricity of internal lightning bolts, and the rain pelted us as we dug deep with each stroke to gain the opposite shore. Ian was in the bow, I was in the stern, following a compass bearing for where I knew we'd left the truck, and Bob sat on top of a pack in the midsection. I can see Ian's bent back, even now in memory, pulling hard, and his arms working as fast as they could. A couple of times when the lightning was especially bright, or the thunder particularly loud, Bob would look back at me and give me two thumbs up, his white hair, though wet, standing on end with the electricity. Bob appeared to be loving it, and I've often wondered about that. Did he believe he lived a charmed life? Or like John Muir, did his spirit need the cataclysmic power of nature in order to feel whole? Or was he just crazy with a death wish?

When we hit the other shore and walked to the truck, we tried to start it; the engine turned over and over but wouldn't ignite; finally we ran the battery down. "You guys mind sleeping in the truck?" Bob asked. "I know an innkeeper down the road a bit I can probably stay with." It was around midnight when Bob hoisted his pack and disappeared down the Gunflint Trail. Ian

and I spent a fitful night; I won the coin toss and got the seat to stretch out on, and Ian crawled under the truck to find a dry spot. The storm seemed to rage around us all night; we were probably just reliving it in a dream-filled, anxious sleep.

The next morning Bob woke me up at daybreak by tapping on the window. He was dressed in a sports coat and tie, and cleanly shaven. "Just wanted to say thanks," he said.

As we shook hands through the window, I asked, "How will you get back to Thunder Bay to catch your plane?"

"I should have no trouble catching a ride in this get-up," he said, waving a hand at his polished image. The last time I saw Bob Pieh he was walking down the Gunflint Trail, a gravel road, in a tie and sports coat, carrying a Woods Pack.

I had fallen back to sleep for about an hour when I was awakened again by a middle-aged man at my window. "Are you with that old man who came in here late last night?" When I said I was, the man said, "Well, he left early this morning without paying his bill. That will be \$28."

"Twenty-eight dollars for a bed!" I exclaimed. "Isn't that a bit steep?"

"That old codger ate half of the food in my refrigerator, too."

For a moment I looked back down the road, and in my mind's eye I could still see Bob, smiling, waving good-bye, his white hair freshly combed and spiffy. That was the last time I saw him. Sometimes, though, when I'm fed up with linear-minded supervisors, rules and regulations, I think of Bob and want to follow in his footsteps down the unbeaten road.

Chuck Luckmann lives in Bellingham, Washington where he combines work at the Cascade Institute with his role as editor of the Journal of Experiential Education.

Bob's Totem

Editor's Note: In vintage Pieb style, Bob left Queen's Faculty of Education without fuss or fanfare of any kind. One day he was here, the next he was not. That is the way he wanted it. A bit bothered by this, I wrote to him, as much for my sake as his, to say thanks for all that he had done and to let him know how much his work had been appreciated by those of us who had had him as a teacher. In a few months, he replied with a letter that included the following story.

"The year I was a senior in high school, the Depression hit, my father died, my mother had never worked, and my sister was entering high school. We had no assets. A teacher who had been my patron through four high school years answered for me and my closest friend to secure the concession stand at the annual Wisconsin band tournament which was being held that spring in my high school. Each earned about \$100. I needed to work to earn more for the initial year at the University of Wisconsin.

There was so heat on me to pursue my athletic career, BUT the spirit climate at the UW did not appeal to me. Freshmen were required to take Physical Education. That Fall, I elected CANOEING and became close to a remarkable man who filled a major gap in my life. He knew the QUETICO. One day on our canoe trip in a remote area we took a break just after lunch. As usual we hung our food on a tree and then each selected a place to meditate. It was a lovely day. My site was idyllic. I climbed up to a flat rock

which had a ledge above it. I then stripped, used the clothing as a pad, "laid down," and drifted away in the warm sunshine. After a while, when I was comfortable and fully relaxed, I sensed a presence on the ledge above me. I looked up! There situated on the ledge above me was a bear! We looked at each other. Neither of us moved. I thought I must be dreaming. After a little while the bear grunted and ambled away. It was an experience I have never forgotten and which I have related only to my kindred friends. I was very vulnerable that year. Natural environments were and remain very sustaining to me. That includes natural people. Hence, this stationery. The University of Wisconsin canoeing instructor, gymnastic coach, hockey coach and amateur artist is still around. We see each other regularly. So it's quite a clan you are becoming a welcome part of. Thanks for your note.

Bob"



A Singular Room

by Jan Carrick

So, what kind of classroom hasn't chairs and tables?

Room A341—the OEE Room. Here are the beginnings; in here is found augmentation, confirmation and expansion of those inner drives and seekings which direct young teachers to OEE at Queen's. The room, a large and bright one, is carpeted wall-to-wall and windowed down one side; it has a chalkboard, and scattered throughout is a generous supply of small cushions. Ceiling tiles are colourfully decorated with icons and logos painted by OEE Co-op classes of previous years. The only furniture is a piano. A sign by the main door reads: "Please remove your shoes before entering Rm. 341 to conserve the rug area as a clean and pleasant place to sit and recline. The absence of other furnishings is deliberate. Your willingness to sustain these practices is appreciated."

So, what kind of classroom hasn't chairs and tables? What kind of learning occurs without shoes? My sense is that there is something just a tiny bit 'liberating' about gathering in stocking feet? Apart from the pleasure of enabling toes to stretch and wiggle, is there a symbolism, perhaps unintended, of peeling off a segment of the masks and coverings which hide our common humanness and close us off to others? We are all vulnerable — and when we begin to dispense with our defenses, a door opens to valuable learning. OEE encourages the discarding of veneers and the discovery of our commonalities of nature; more so, it places high value on individuals who contribute to the group as a whole.

Adjoining Room A341 is a small kitchen with sink, stove and fridge. OEE

students are required to buy food on a budget; each "food group" hauls in the provisions on a weekly basis, prepares an evening meal, and cleans up afterwards. This communal meal is another barrier-breaker and promotes the sharing and group life so integral a part of each class. As each weekly pot steams and simmers on the stove in the last of the afternoon light, the atmosphere is redolent of tantalizing smells and spices. Some wicked desserts are also assembled for distribution in the A341 kitchen!

Wahoo! I sit down the hall, gauging the sounds of laughter and hollering that so often precede the ritual feasting. OEEers play hard, too. It might be a game — pillow-tag, perhaps — something physical and vigorous to let off steam at the end of a day of regular classroom-sitting. And THIS classroom is, of course, a prime space for letting it all hang out, especially on the days when the rain comes sheeting down. (Not that weather ever completely kiboshed an OEE Night Hike or an overnight in Old Fort Henry.)

So often, in the early morning after a previous evening's class, an opening of the door to A341 reveals that the pillows have been set out in a ring. And of course the circle is a metaphorical key to the experience of an OEE course. It is a natural arrangement for the diverse populace of teacher candidates who come together in this space, where group decisions are formulated, concepts are explored, consensus is attained, and debriefing brings understanding. A circle is a oneness. Cast a stone or pebble into a lake—everyone knows a ripple forms. And expands. From the opening ceremony of each OEE class, whose hand-holding members "pass the squeeze" around, to closure, at the end of the academic year, the circle is a strong symbol.

Just last fall, for example, a few OEEers stripped off their clothes and jumped



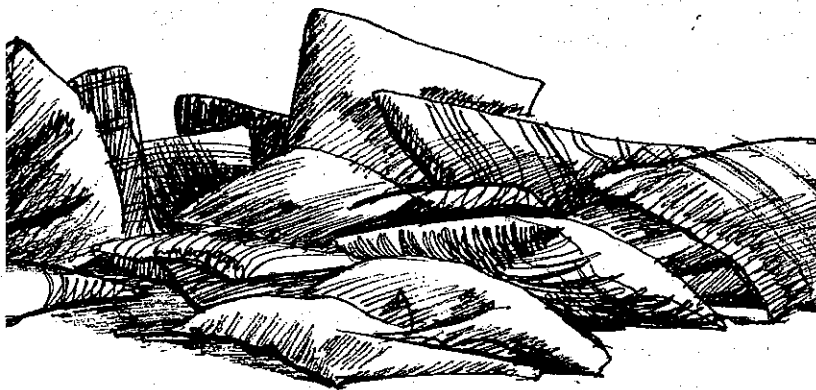
and gleefully hid them, temporarily, in expectation of a spectacular display of panic by their owners. Emerging from the waters, the bathers were indeed justifiably distraught as they discovered their clothes had walked. But the tables were turned on the two pranksters who were, themselves, to be dealt a shock. When their shivering colleagues realized that searching was in vain, they linked hands, PASSED THE SQUEEZE, and trotted off home through the streets of Kingston without disturbing the local constabulary or scaring any neighbours' canines.

Positioned down the hall from A341 in front of a computer, I spot the shoes almost daily and at all hours from the corner of my eye — one pair — three — several. For me, it's a special experience. Over the years, I have caught something of the essence of OEE that I'd like to pass on. It's not just the willingness to take off their shoes and take risks that tempers these participants, it's the variety of ways in which they are determined to discover themselves — push themselves to the limit — find a solid footing when they're landed in a swamp (with

the proverbial alligators) — that gives them an edge in their passion for teaching, and an acute understanding of what motivations, fears, desires and strengths drive their own future students. Life's not really a beach, as I see it, but a road, and my own, in recent years, has been peopled annually — one stretch at a time — with invigorating and inspiring young companions — OEE folks who have taken MY hand, passed ME the squeeze, and prompted my knees to keep on peddling. They have my all-time respect, my thanks and my affection. To them I say, "Namaste," meaning "I honour the place in you in which the entire universe dwells. I honour the place in you which is of love, of truth, of light, and of peace. When you are in that place in you, and I am at that place in me, we are one." (from an old print in a Eugene, Oregon bookstore, as recorded in a journal entry dated 28 October 1969).

Jan Carrick is a Dragon Lady in disguise who lives on a squash court and rides a bike because she can't get her paws on a magic carpet. When she is not doing that she dispenses hugs and cookies to anyone who happens by the OEE secretarial office.

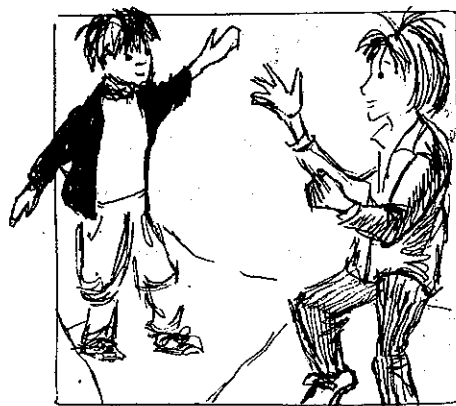
Life's not really a beach, as I see it, but a road, and my own, in recent years, has been peopled annually — one stretch at a time — with invigorating and inspiring young companions



Dancing on the Sidewalk: Reflections on working with women with weight preoccupations and bulimia.

by Heidi Mack

I can still picture Emma and me walking home after an OEE class during our year in 1991. The class had stirred dreams as close to the core of my spirit as I ever imagined possible. There I



Somehow, during my year at Queen's, I had straightened my antennae and tuned into my body, my spirit and their needs.

was, skipping backward down the sidewalk in front of Emma, hands helping me explain, completely engaged in a conversation about my five-year career plan. I told her I imagined establishing an outdoor and experiential education centre for women with food, weight and body image issues, including eating disorders. Somehow, during my year at Queen's, I had straightened my antennae and tuned into my body, my spirit and their needs. Looking

back, I see this sidewalk dance as emblematic of the fact that, through my participation in the OEE Program, the ground had firmed enough for me to clear some of the hurdles in my own struggles with self-worth that had been manifested in weight and body image preoccupation. It was a turning point in my life.

Today, as a freelance educator, I create experiential programmes for women with body image and weight preoccupations as well as bulimia and compulsive eating. My work involves writing curricula on self esteem-building for youth (especially young women) in schools and in the wilderness; counselling women on a one-to-one basis, and equipping my travelling road show (of sorts) with active and engaging educational workshop and presentation material. Getting to the place where I am emotionally and professionally has been immensely challenging, rewarding and even disheartening at times. But it has been worth it. People like Megan (not her real name), a participant in a 10-week programme called

"Inside work, outdoors" feed my spirit and affirm that experiential therapy is effective in making change in a woman's experience with bulimia:

"When you throw up, what you're doing is — first of all you're feeding, you're stuffing yourself so that you don't have to feel. And then, you release it all (by purging the food), but you haven't figured out what's going on. You're just numbing the feelings. Actually doing these experiential activities brings on feelings — and that's what bulimia has to do with — stopping your feelings. These activities help to get in touch with your feelings."

In Megan's case, instead of dealing with intense feelings of, say, disappointment, she would cover them, "numb" them, by overeating. Triggered by some event, binge eating, and purging (usually through forced vomiting or laxatives) can lead to feelings (guilt, shame, anxiety) that are unrelated to the original emotion of disappointment. None of these resulting emotions is consciously connected to the original emotion and, as a result, nothing is done to cope with the original feeling of disappointment. Instead disappointment is avoided, buried and forgotten and, in turn, this avoidance isolates women from the origin of what is troubling them, limiting their access to effective coping strategies for dealing with the disappointment because a great deal of energy is being spent on the food- and weight-connected emotions. In short, the food distracts women from feeling the original emotion. It is often women's experience that it is "easier" to get upset and down on yourself than it is to get upset and vocal about an event that requires a voice and an explanation. It is here that adventure activities can help reconnect women with their 'original' emotions in reaction to a trigger.

Processing an Experience: Familiar Coping Strategies

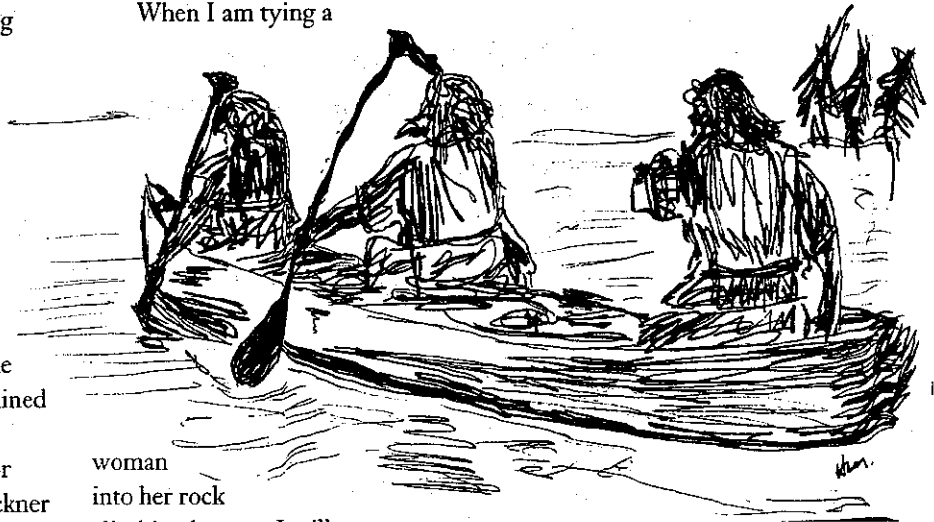
Experiential activities, especially those conducted in the outdoors, such as canoeing, rock climbing, or group-building initiatives, are highly effective in helping people stay connected to the original feeling because they tend to engage learners on an emotional level. In a sense, the process of experiential learning sets up a road block for women who want to travel down the old "familiar" route, using food to mask emotions. What began as a periodically used foot trail in the use of food to mask emotions has, through continuous use, become a super highway directly to the refrigerator. The more women use this coping mechanism, the easier it is to use; however, making change requires cutting a new trail. Experiential activities set up a road block on the super highway and provide women a chance to pull out a machete and break through overgrown territory in order to access a path to effective coping. In the absence of food, and with the support of co-participants and the facilitator, women can break new ground in identifying feelings when they are triggered.

The experiential setting promotes a more controlled environment for examining emotions. Because experiential activities are "briefed", they are anticipated. In many experiential activities (and most adventure activities), there is an emotional response which occurs just prior to the activity (as well as just after the activity). It is often here, in the absence of food, that emotions can be examined and change can take place. This is the time when a woman may learn new strategies for dealing with her emotions. Nadler and Luckner (1992) call the moment directly before the actual activity takes place, "success minus one (S-1)." Nadler and Luckner's research, along with my own, has shown this particular moment to be an excellent place to guide a woman through her emotions.

In a wilderness workshop, a participant got very frustrated with another woman's "pushi-

ness" during an initiative task. Later, she shared how she felt small and stupid being "bossed" around, and that it reminded her of how her brother used to speak, and do everything for her. And she admitted that "confronting" this situation was a new experience. Too often, she would avoid her frustration by heading to her favourite safety net which was food — gorging until she had forgotten the trigger situation and the resulting emotion. Through the arousal of emotion during this experiential activity she was able to address the emotion and the trigger and manage them both without food. This woman had a chance to practice an alternative coping strategy for dealing with her emotion of "feeling small". The success of this process gave this woman tools to work with when she returned to her "real life" setting. In a gentle way, at the end of a rope, or in a canoe, or solving a physical initiative challenge, women must search for new strategies to deal with their trigger emotions in the absence of food. Often, these new strategies evolve through discussions with other women which provide an opportunity to confront trigger emotions in a safe environment.

When I am tying a



woman into her rock climbing harness I will ask: "How are you feeling right now?" The response is usually, "Really scared!" I then take the opportunity to ask what scared feels like. Where does she feel the emotions of scared in her body? The response might be "My heart is pounding, I'm sweating, my throat is tight and I feel jittery". I encourage women to "stay" with

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"The turning point for me in the whole 10 week programme was that night we walked to the end of the road in the pitch black and all I could hear were the voices of women in front and behind me and the snow crunching under my feet."

these feelings as much as possible. In many women's real life experience, this is the time that they would be heading for the refrigerator or corner store in order to numb and avoid these uncomfortable emotions.

Working with emotions just prior to an activity serves two purposes. First, women can stay present in the emotion that they are feeling. They attempt to put a name to that emotion and get a sense of what it feels like rather than catering to the knee-jerk reaction of eating. Second, by identifying the physiological reaction to the emotion they may begin to learn the difference between emotional and physical hunger. Many women feed what feels like physical hunger when it is, in fact, a physical response to an emotion. After years of feeding all physiological responses women's antennae get rusty and, as a result, they have a difficult time discriminating between emotional and physical hunger. Learning to feel bodily reactions to emotion as well as feel hunger is a critical learning process for women with food and weight preoccupations, bulimia and compulsive eating.

Metaphors and Transfer of Learning from Adventure to Life

There are as many ways to wellness as there are women who want to change their coping strategy of using food to deal with emotions. Metaphors are an important aspect of feminist healing practice and have highly empowering qualities (Adler 1993).

Outdoor and experiential educators and, more specifically, adventure and wilderness therapists, recognize metaphor as an effective method for transferring participant learning into functional change (Bacon, 1983; Gass, 1993). Metaphors, used in the field of experiential education and therapy, are usually consciously built into activities (often outdoors) that have been created for women based on what the facilitator assumes is the participants' experi-

ence. It is important to create settings where metaphors can be developed *by* women (derived metaphors) instead of being created *for* them (imposed metaphors) (Mack 1995). Among other things derived metaphors are effective tools for healing because they address the difference in past, present, and future experiences with food, weight, and body image issues. The use of derived metaphors creates a space rich with potential for a woman to make choices based upon her own experiences, creating chances to become expert in her own healing rather than hearing what is best for her from someone else's point of view. Guiding participants in experiential learning to derive their own metaphoric connections can address these differences in experience among women. Metaphors have therapeutic qualities and can have powerful and lasting effects with regard to healing and change.

Starting out in this field, I planned imposed metaphors that I thought mapped nicely onto women's experience with bulimia nervosa or with weight preoccupations. Unfortunately, this mapping was based solely on *my* experience with food and weight issues. I expected that when women finished these activities they would be able to make the connections between their experiences and their lives outside the program. Instead, women in the group, during follow-up interviews, took me by surprise. They often alluded to making connections to elements of the programme that had little or nothing to do with the activities that I had planned. After an active session concentrating on who we are "inside and out" we took a night stroll. One woman said: "The turning point for me in the whole 10 week programme was that night we walked to the end of the road in the pitch black and all I could hear were the voices of women in front and behind me and the snow crunching under my feet." It seemed that one woman's turning point could be another woman's completely forgotten moment.

I have found that creating a safe forum for breaking the silence (and the secret of weight preoccupation and bulimia) through discussion has been one of the most effective tools for self-discovery and wellness. It seems that, in the end, the learning is less directed by *what* the

activity is and more directed by *how* women interpret and process what they did. A rock face, or a midnight stroll in the silence of the country, or in scratching a fountain pen across a page in their journal, or simply listening to another woman's experience — all have profound effects when women are encouraged to draw their own meaning from an experience.

"Just the way she was looking at me with tears in her eyes and just nodding — knowing I was saying something, explaining something about my experience that was very much explaining her experience. Almost giving her a voice — hopefully she will then go and be able to better explain her own experience"

(Workshop Participant)

"I think most of us have different reasons for being bulimic and, also, we come from different walks of life. I guess the programme ("Inside Work, Outdoors") was a shared journey; we were all looking for how to help ourselves instead of looking for one common solution to be given to us." (Workshop Participant)

Metaphors in the Healing Process

The challenge of programming in this area is to help participants make enabling connections that last. I have learned that the transfer of learning from wilderness programmes is facilitated by a combination of an intensive outdoor component coupled with regular follow-up programme days, physically based closer to the "actual life setting". For example, in a recently created self-esteem building programme for young women ages 13-15, for a local school board, teens will begin the programme with an eight-day intensive wilderness canoe trip, and receive a half credit at the high school level. When they return to school in the fall, they have an option of continuing the programme for one Saturday a month for the rest of the school year to receive another half credit at the high school level.

I believe that this combination of intensive

and non-intensive programming is effective in reinforcing strategies and change, because strategies learned out in the wilderness that never get a chance to be applied in the actual life setting, stay out in the woods and inaccessible. It is important to have the continuous opportunity to apply the skills learned during a program. I continue to embrace the challenges in experiential programme development for women. This work makes sense to me — so does the potential in experiential learning, for the participants and for me. Sometimes when I'm shuffling along in frustration, I turn and skip backwards, to remind me again of what's possible.

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Heidi Mack earned her B.Ed. and M.Ed. in Outdoor & Experiential Education at Queen's. She currently lives in near Westport, Ontario where she combines private practice as an adventure therapist with part-time teaching at Queen's Faculty of Education.

Life as Learner

by Jeff Hemstreet

As time-consuming and difficult as it was to peel back the layers of this experience with the five students, it was through doing this that I was, and still am, able to better understand and ultimately value my own experience.

Like many of us who have wet our feet in experiential education and who have acquired a sense of its value, I have come to appreciate that despite my title of "teacher," I might more accurately be described as a perennial learner. With this preamble, allow me to give you a snapshot of one of the most significant professional and personal learning experiences of my life.

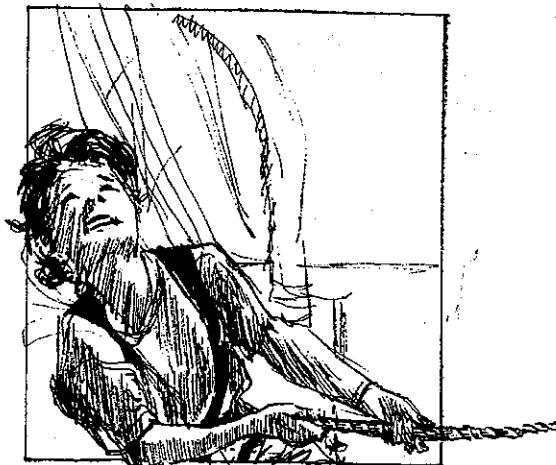
In the fall of 1992, I enrolled in a Master of Arts program in Outdoor Education at the University of Alberta. The experience of graduate school was, itself, somewhere between terrifying and intellectually liberating. My academic interests were centred around adventure education and youth.

I designed a study that would delve into the experience of youth engaged in an alternative high school program entitled *Class Afloat*. In January of 1993, I joined 48 students, 7 teaching staff, and 9 professional sailing staff and set sail from Port of Spain, Trinidad, on a square-rigged tall ship called the *S/Y Concordia*. During the six month voyage, our adventures would take us around South America, as far out into the South Pacific as Easter Island, back to Central America, and then north to San Francisco. We would stop in 14 ports along the way and cover 18,000 nautical miles. As one might imagine a

journey of this scope and distance to be, the experience was at least as rich and extraordinary for me as it was for the students for whom the trip was designed.

My research focused on the "lived experiences" of five students, the ultimate goal being to help them articulate their perspective on the value of their adventure experience within *Class Afloat*. As one might imagine, their stories were bursting with detail of first experiences with true independence, with the struggles of being held accountable for behaviours and actions (or inactions), with self-discovery and personal decision-making, and with cooperative living in a very intense, confined, and relentless social environment. I believe that my findings (Hemstreet 1995) validated and enhanced understandings of student experiences in *Class Afloat*. But because I too was a learner on this voyage, I'd like to say a word or two about my own experience as a learner/educator with *Class Afloat*.

Not unlike the perceptions of my five co-researchers, my experiences throughout the winter and spring of 1993 were both profound and everlasting. As a teacher, group facilitator, confident, researcher, watch officer, metaphorical big brother, friend, colleague, pseudo-parent and camp counsellor, my role was far from boring and far from well defined. It was this blend of richness though, not unlike that of many residential outdoor education centres, that treated the intangible significance of my *Class Afloat* experience. As time-consuming and difficult as it was to peel back the layers of this experience with the five students, it was through doing this that I was, and still am, able to better understand and ultimately value my own experience. It is this reflection and validation that brings me full circle to my earlier comment about being a perennial learner. Allow me to try to summarize the effect that this experience had on me as an experiential educator, as I presently understand the situation.



As a researcher on *Class Afloat*, I was allowed admission into the complex lives and perceptions of five young people, living at sea and going to school. This perspective taught the importance of pausing to consider the consequences of my actions. The empathy and insightfulness that I learned through these five research partnerships has and will play a significant role in my ever-evolving personal philosophy on educational methodology. *Class Afloat* was a catalyst that helped me understand what I intuitively value about adventure education and alternative learning environments. As someone who has always learned best through experience, this opportunity, among others, has strengthened my commitment to experiential learning. It's never just the planned lessons that are learned.

Lastly, *Class Afloat* reinforced my interest in alternative methods of education, namely integrated, holistic approaches to learning facilitated in novel learning environments. I feel most at home as an educator when I have an opportunity to learn *with* my students in a less formal setting and beyond the boundaries of four walls. The outdoors is my classroom. It is here where I feel the most alive, and the most capable of giving honestly to my fellow learners. What it is that I facilitate in the outdoors is secondary to the holistic classroom it offers me.

Be it on a ship, in a canoe, behind a dog-team, or tromping in the bush behind my school, I believe in personal challenge and I believe in giving value to individual perspectives. I am committed to developing positive, nurturing learning environments in which individuals can risk being themselves, and risk sharing their opinions in a forum that values what they have to say. 'If you do what you've always done, you're going to get what you've always gotten,' is a thought that echoes from *Class Afloat*. It is these thoughts that are continually re-defining my role as an educator and, on a personal level, what I hold to be important in everyday life.

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Jeff Hemstreet (B.Ed. 1990) is an OEE grad who teaches senior geography with the Carleton Board of Education in Ottawa.

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Winter Secrets: An Instant Lesson Plan

by Cam Collyer

Author's Note: Curriculum connections noted here are the East York Board of Education's Learning Outcomes as followed at Sheldon Centre for Outdoor Education, except for those noted as drawn from the Common Curriculum.

*Everything is
connected to
everything else*

Main Concepts:

- 1) Adaptation;
- 2) Animal Signs.

Introduction — Indoors

Materials:

- (if available) Stuffed fox and snowshoe hare (or any other animals)
- You could also display skulls, bones, and hides.

This intro is to stimulate interest in the adaptive strategies employed by a variety of animals and to encourage students to anticipate the various signs or clues that will provide insight into their lives. Focus the students' attention on the fox and the hare.

Question: What features do animals have that help them to adapt to their environment?

Features might include: fur to keep warm (especially fox's tail that it needs to cover its face while sleeping in winter); the camouflage of the snowshoe hare; the eye position of the snowshoe hare that allows them to see 360 degrees; or the teeth of the fox for tearing flesh of its prey. Note the students' comments on the blackboard under the heading Adaptations or Features for Survival and then ask the second question.

Question: On our hike today, what clues or signs might we find that will inform us of the presence and/or behaviour of animals?

Again, list the students' responses under the heading "Signs." This list might include tracks, scat and urine, scent marks, homes, bones, fur, scratches on trees, vegetation chewed by herbivores such as beaver, deer, or rabbit, trails, etc. Quickly review the list before going outside, encouraging the students to think of themselves as investigators or reporters trying to get the scoop on the wildlife at your centre or location. It can be useful to ask the students whether they think they will see many animals. You can then confirm that it is unlikely, but that nonetheless your enthusiasm is high for finding signs of them.

Curriculum Connections: ENG 3.2 — Apply skills of "active listening": to discussion, literature circles, and presentation; ENG 3.12 — Participate in class discussions and apply conversational rules appropriately; ENG 3.11 — Pose and respond to questions to clarify understanding and learning; ENG 1.8 — Infer meaning from pictures, photos, simple diagrams, charts and maps using talk, writing or drawing skills; SCI 4.5 — Investigate and describe the adaptation of plants and animals to their environment (i.e. structure and function); SCI 1.17 — Identify the plants and animals found in specific environments and explain their survival in terms of adaptation.

On the hike

Materials:

- blindfold and bandana - for Stalking game
- laminated guides to animal tracks - for tracking activity
- a few plastic bags - for collecting interesting specimens along the way

Once outside, attempt to move the group into an area of fresh tracks away from the building as soon as possible. This will help to turn them on to the huge number of animal signs that there are. Encourage them to think about what areas will be busiest with animals. These will be transition areas: where field meets forests, along the stream bed, etc.

If there is an untracked snowy patch nearby, take advantage of the opportunity to have kids examine their own tracks. One option is to have them all find a location where they have an untracked patch of snow in front of them. Then have them take a few steps at their normal pace, STOP! Then have them walk as if they were scared and trying avoid being noticed, STOP! Then have them run as though chasing another animal for food, STOP! Now have them return to their first walking tracks without stepping on their own or anyone else's. Walk through each stage with them, stopping to make observations on the tracks and see how the different simulations changed the look of the tracks. Draw out some of the more obvious distinctions like the distance between the steps, the relative disturbance of the track (high in the run, low in the stalk), and how large the tracks look in comparison. If interest is high, you may encourage students to note the track patterns when someone turns or when they stop, look around and then start again.

Next, move to a wooded area. Take note of tracks and signs using laminated guides and as many senses as possible (*smell* this fox urine, *feel* the bark that has been scratched by porcupines, *hear* the alarm calls of birds, *taste* the bark of the poplar that is the beaver's favourite food, *see* the woodpecker holes). As much as possible, let the students guide this investigation.

Curriculum Connections: Common Curriculum Arts 6 — Describe aesthetic qualities of things they perceive in the world around them; Common Curriculum M, S, & T 40 — Describe in some detail the aesthetic qualities they perceive in natural objects, products, processes and systems; SOC 6.1 — Investigate what it means to be a Canadian; SCI 5.2 — Follow established safety procedures as part of all investigations.

Key Question: For what does your observation provide evidence?

Curriculum Connections: SCI 2.2 — Determine, given several choices, the most likely explanations for a given phenomena, event or action; ENG 3.11 — Pose and respond to questions to clarify understanding and learning.

This question will encourage students to create a reasonable scenario of what might have been happening. Ask them to connect their story of the animals with their surrounding environment: the plants, the terrain, proximity to food and water, possible presence of predators or prey, etc.

Key Concept: Interrelationships in the natural world.

Curriculum Connections: SCI 5.6 — Use examples to illustrate the interdependence of living things; SOC 4.1- Apply the three laws of ecology to investigations and actions: 1) Everything is connected to everything else; 2) Everything must go somewhere; 3) Ecosystems are always changing; SOC 3.13 -Illustrate the web of relationships among people, places, and environments

Ask students to think about an animal's daily patterns. Does it run around most of the time, hang out in the open areas, travel during the day or the night? Help them see that the majority of any animals' movement is walking. A key idea to communicate here is energy conservation. Once they know that, then they can begin to recognize characteristic patterns of some animals tracks. If you are in a location with an abundance of tracks, follow different sets of tracks and identify locations where the animal's standard pattern is broken. Guess why this has happened. Ask on what evidence the guesses are made.

Curriculum Connection: SCI 2.27- Make an educated guess based on observations from a simple experiment!

Make an effort during the hike to find evidence for a variety of animals; this will help to keep interest high. Both beaver and porcupine

*Everything must go
somewhere*

*Ecosystems are
always changing*

provide especially interesting evidence for their behaviour.

Curriculum Connection: SOC 2.6 — Systematically observe the physical characteristics of places (e.g. soils, landforms, vegetation, bodies of water, wildlife, climate, natural resources).

Hike pace can be altered by sharing a story about a particular animal. Knowing some of the details of a particular animal's behaviour can sometimes galvanize student interest.

Games

These no-fail games can be used to change the pace, illustrate a concept, and bring the group together.

The Stalking Game

Sit one blindfolded person in the middle of a group circle with a bandana on the ground in front of them. By pointing, ask individual students to stalk towards the sitting student and attempt to retrieve the bandana and return to their original position. If the blindfolded person detects the presence of a 'stalker' then they can point, but they must keep their elbows into their body so a close stalker is not poked. To discourage rapid unprovoked pointing, set a limit of two mistakes before the centre person is switched.

One can introduce the game by suggesting that the person in the middle represents a smart fox who is waiting in the rabbits' favourite eating patch. The rabbits, also smart, would like to eat their favourite food while remaining undetected by the fox.

A variation on the game is to have all rabbits stalk at once. As they are pointed out by the fox, they must sit down and wait for the next round.

The Camouflage Game

This game is best played where there is good cover and lots of hiding places. Here all the students represent prey except for one who is the predator. The object is for the prey to hide as close to the predator as possible, while still being able to see the predator's fingers. The logical reason being that the intelligent predator

is waiting in the prey's favourite eating area. The predator counts while prey hide. At a count of one hundred, the predator turns around slowly displaying a number of fingers. At that point the predator, never moving off his or her spot, tries to locate prey by pointing and calling. Caught prey rise and sit out. After a brief search the predator yells "Stand up" and all prey who have not been seen stand up. The goal is to be the closest prey to the predator who can identify the correct number of fingers.

Curriculum Connections: SCI 1.18 — Simulate the relationships between different organisms (e.g. producer/consumer, predator/prey, parasite/host); SCI 5.2 — Follow established safety procedures as part of all investigations; ENG 3.4 — Follow complex oral directions to complete a task; ENG 3.5 — Listen for information and apply ideas gained to suit the purpose; PE&H 3.1 — Follow the rules of fair play in games and activities; ENG 3.11 — Pose and respond to questions to clarify understanding and learning.

Follow Up

Questions:

What did you see or learn that was new or of interest to you today?

What was enjoyable?

Leave time at the end for a reflection from each one of the students. You might end by providing latex animal prints and encourage students to stamp their favourite prints onto a sheet and label them. If you don't have access to latex tracks, then consider having the students draw a few of the tracks that they saw on the hike.

Curriculum Connections: ENG 3.2 — Apply skills of "active listening" to discussion, literature circles, and presentation; ENG 3.12 — Participate in class discussions and apply conversational rules appropriately; ENG 3.11 — Pose and respond to questions to clarify understanding and learning; Common Curriculum Self & Society 27 — Describe the pleasure they experience when visiting natural areas.

Cam Collyer is a member of the 1996/97 Co-op OEE class who developed this activity while on practicum at Sheldon Centre for Outdoor Education.

Five Uncommon but Useful Knots

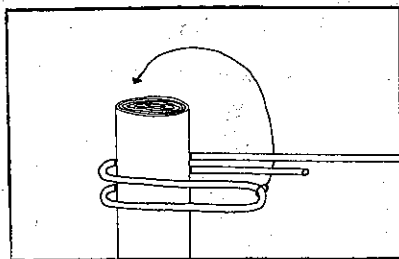
by Rob Chisnall

Most outdoor enthusiasts and leaders know some basic knots — usually the standard Boy Scout knots: bowline; clove hitch; round turn and two half hitches; and the reef knot. However there are many simple, extremely useful knots that are not widely known, many of which are superior to the old standards, and many of which have unique applications. Here are five examples.

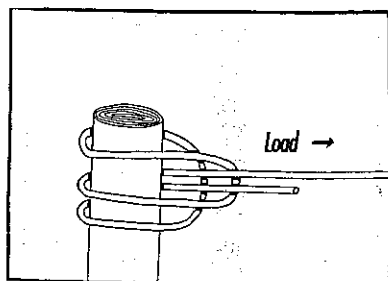
Mooring Hitch

The Mooring Hitch does the same job as a Clove Hitch. It can be used to secure a line to a stump or post. But it's easier to learn and teach, and it's easier to untie when it has sustained high or prolonged loads. To tie:

1. Make a bight in the end of the rope.
2. Wrap the bight around the post or stump.
3. Bring the bight under and around the standing part and working end.
4. Pass this bight over the top of the stump or post.
5. Tug the standing part to secure the hitch.



Mooring Hitch 1

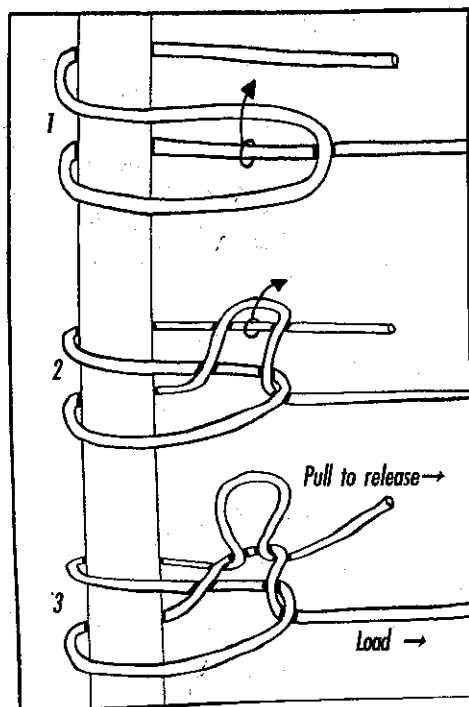


Mooring Hitch 2

Highwayman's Cutaway

This is a nifty hitch for securing canoe painters or horses' reigns. It's like a Boater's Chain Knot in that it is comprised of slip loops. Once secure, the standing part won't move. But a tug of the working end quickly releases the hitch. To tie:

1. Make a bight near the working end.
2. Pass this bight around or through the anchor cleat or ring.
3. Make a second bight in the standing part and pass it through the first bight.
4. Make a third bight in the working end and pass it through the second bight.
5. Pull on the standing part to secure the configuration.
6. To release, pull on the working end.

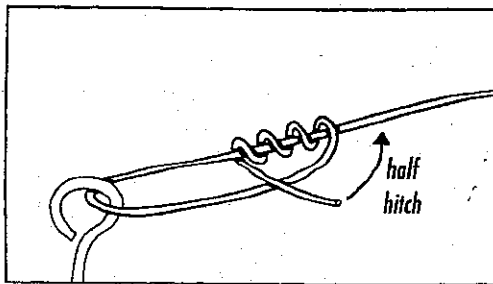


Highwayman's Cutaway

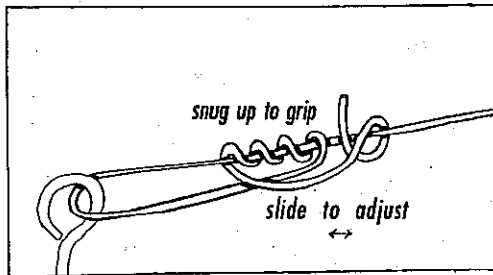
Taut-Line Hitch

Of the five knots presented here, the Taut-Line Hitch or Midshipman's Hitch is probably best known to folks who hike, canoe and camp a lot. It's a great knot for tent guys because it replaces those plastic or aluminium devices that usually slip, break or get lost. The Taut-Line Hitch is, essentially, a slip loop. Slide it up or down the standing part of the tent guy to adjust the tension, then snug it up so that it grips and holds fast. This hitch works best with supple, thin nylon cord. It's not so good with polypropylene line. To tie:

1. Pass the working end through the eye of the tent peg.
2. Wrap the working end at least three times around the standing part, working toward the tent peg.
3. Working in the same direction, pass the end around all of these wraps and secure the knot with a half hitch on the standing part above or outside of the loop.



Taut-Line Hitch 1



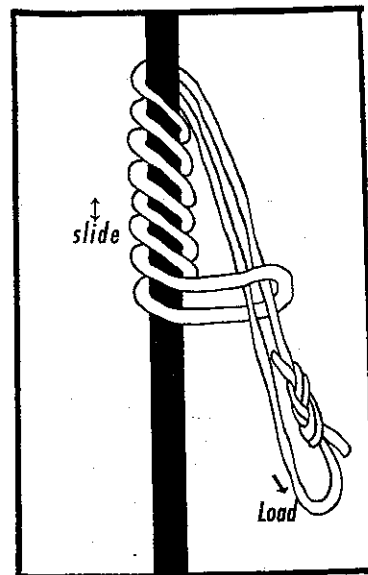
Taut-Line Hitch 2

Hedden Knot

The Hedden Knot or Hitch is known to many rock climbers and mountaineers. It does what a Prusik Knot or Hitch does - i.e., you can slide it along the rope, but it grips when you load it. The Hedden Knot is like a Taut-Line Hitch except that it is tied around the standing part of the rope with a separate piece of tape or cord. It works best with tape or webbing, however. The Hedden is very useful in haul systems like Z-Hauls, Inverted Piggybacks and Pig-Rigs - the sort of thing required in white water, cliff and aerial course rescues.

You need a sling measuring at least 50 centimetres in length or 100 centimetres in circumference. You can get pre-sewn 10 millimetre Spectra slings, or you can tie your own using 25 millimetre tubular nylon tape — in which case you'll need about 2 metres of tape and the ends should be secured with a Water Knot (not shown). To tie:

1. Wrap one loop of the sling around the rope three times, making sure the tape is flat and neat.
2. Pass the knotted or sewn loop through this first loop.
3. Snug the Hedden up and test it.
4. If you tie it upside down, the Hedden becomes the Klemheist Knot or Hitch.

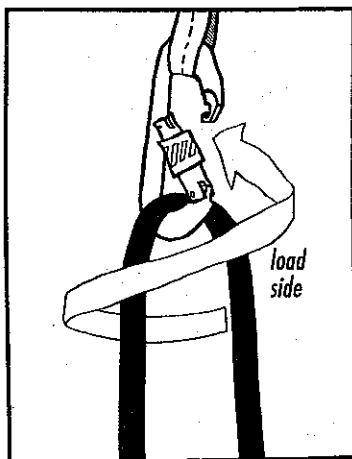


Hedden Knot/Hitch

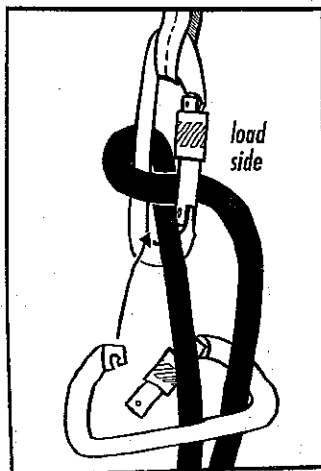
C&F Belay Hitch

The C&F Belay Hitch can perform the same function as the Stuflesser Hitch and Garda Knot (Gardaknotten). All three require two snap links or carabiners — locking carabiners are required in vertical work. The C&F is an adjustable, one-directional hitch. Pull on the rope one way and it feeds through the carabiners. Tug on it in the opposite direction and the rope locks. This can be very useful in rescue haul systems, replacing ratchet knots and secondary belays. To tie:

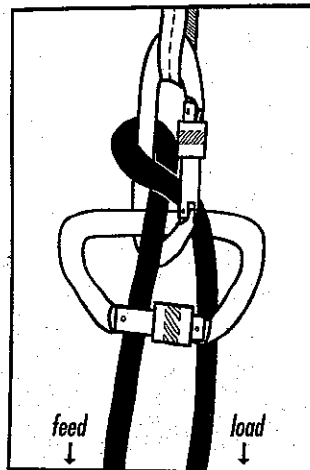
1. Make a bight around the major axis of the anchor carabiner, ensuring the load side of the rope is on top.
2. Clip a second carabiner into the lower apex of the anchor carabiner, under the crossing point in the bight.
3. Clip the second carabiner around both strands of rope, and orient the second carabiner so that it is at right angles to the anchor carabiner.
4. Secure and check the sleeves of the carabiners. Check the action of the hitch.



C&F Belay Hitch 1



C&F Belay Hitch 2



C&F Belay Hitch 3

Using the Hedden and C&F in Haul Systems

The illustration of the Inverted Piggyback Haul system shows the location and function of the Hedden and C&F Hitches in a simple rescue haul system. The C&F serves as the belay or ratchet. The Hedden is employed as an attachment point for the haul system proper. These two hitches can be similarly applied in more complex hauls.

A Note About Learning and Using New Knots

When you learn new knots, extra effort is required to turn tentative skills into habit.

Make a conscious attempt to apply new knotting skills whenever an opportunity arises. In time, you'll be acting automatically.

Rob Chisnall is a B.Ed. and M.Ed. OEE graduate from Queen's Faculty of Education. Based in Kingston, he divides his time amongst a great variety of professional projects from work as a forensic knotting expert and climbing writer to roles as ropes course instructor and adventure education consultant.

Lessons From Rushing Rivers and Meandering Streams

by Mike Morris

*Rushing rivers
can be viewed
as both the process
and the result.*

The metaphor of a river and its flow as an example of how life can encounter and react to a variety of obstacles has long been a favourite of outdoor educators. The whitewater flowing around and over rocks, the eddies interspersed with stretches of calm, smooth water, all suggest the wonderful diversity of what life can offer. I've done many things with rivers: paddled them, contemplated them, studied them, fished them, swam in them, shared them with others, and sought their peace. Perhaps it is time for me to take stock in what I've learned from the rivers I have met since I left Queen's University ten years ago.

In the geomorphic sense, rivers rarely flow in circles. They interact with the surrounding geography in a rather restrictive and economical fashion, as they progress inexorably towards their goal, usually another river, a lake, or an ocean. Rivers can flow almost linearly or, more commonly, they can meander in a series of sinuous loops, or a combination of the two. Rivers can be small enough to be waded or so wide that we can hardly see the other side. A first river lesson reminds me of the infinite variety of types.



Sometimes rivers don't meander at all. They appear to be in a hurry, rushing along. During the summer of 1993, I observed several such impatient rivers during a journey I took through the Rockies. There are lessons from these rivers too. Despite the speed at which the water is flowing, that same water and rock have been interacting for millennia. Rushing rivers can be viewed as both the process and the result. Water has the advantages of time and relentlessness. Rock can rely on its initial durability. Rock will eventually yield to the water but sometimes slight differences in rock types can result in deflecting the water to an unexpectedly new course.

In the Rockies, the river water has the added advantages of containing both glacial silt and a slight natural acidity that helps to wear down the underlying bedrock. However, these features are largely invisible. Perhaps we also can learn that our limited senses cannot always perceive the agents of change and their power to literally wear down the rock on which they flow.

Many river canyons have been worn so deep that it is a challenge to see the bottom. The smoothest rock is that which the river has most recently exposed. The upper, older layers have started to be broken down by the action of ice and frost. In the Rockies, water can typically wear down rock at the rate of about one centimetre per year. Now, one centimetre of just about anything doesn't seem like much, especially rock. Our idea of surficial geomorphology has to be expanded vertically.

In the summer of 1994, I travelled to Canada's east coast where I again saw the effects of rushing water. The summer of '94 was a very dry one in that area. Many of the normally vibrant rivers and streams were reduced to trickles or were completely dry. Many of the

living creatures in those streams were severely stressed or they perished due to the drought. That situation brought to my attention the transient nature of river flow and how many living creatures are dependent on water for their life.

It seems intuitive that water also nourishes and sustains life. But now, when I prowl a local river in the early summer, I can really see how many of the countless ephemeral insects nourished by the river become food for the trout as they try to avoid the mink and kingfishers and flyfishers that patrol the shoreline. The circle of life can be seen in the microcosm of the river.

I also saw the effects of the incomparable Bay of Fundy tides, perpetually advancing and retreating and changing the entire character of the shorelines and the rivers that flowed into the bay. Salt water combines with fresh water to form entirely new habitats in the zone of mixing, and nourish specially adapted forms of life.

The few rivers of the arid southwest United States impressed on me how the scarcity of water in that area meant that every drop of water is so important that none can be wasted (with the possible exceptions of lush golf courses). The exception to that seems to be the massive Colorado River, still carving the Grand Canyon. Descending into that parched canyon

reminds me that supposedly reliable springs can quickly vanish, and how we humans and our health are so utterly dependent on water.

Conger Beasley described how, as all rivers flow from point to point, they have a certain predictability to them. Nevertheless, there is always the possibility that around the next turn in the river is something entirely astounding. This dichotomy is what makes rivers irresistible. Rivers also suggest a strong sense of freedom, a sense that they will always be free, never be controlled - for most people, admirable qualities. Being part of a river experience gives participants an all-too-brief glimpse of freedom. It is also impossible to see any of the great rivers of our nation without appreciating the role that they have played in our history.

Holmes Rolston theorized that rivers flow under the force of gravity, and that the river of life moves under a similar inner urge. Nevertheless, our personal metaphorical rivers may occasionally transcend such physical constraints and return us to a time long past. Since my time in the Queen's OEE program, I have spent much time around many rivers. They have comforted me, challenged me, scared me. Our challenge will continue to be to recognize the lessons rivers can provide and how we can benefit from them.

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Mike Morris (B.Ed. 1987) is an OEE grad who has worked as an outdoor educator for the North York Board of Education for a number of years, first at Mono Cliffs and now at Bolton Outdoor Education Centre.

There is always the possibility that around the next turn in the river is something entirely astounding.



Environmental education: Do we provide students with personal ownership?

by Craig Morton

The big question for me is how as educators can we personalize students' connections to nature and environmental problems?

In the last year of my undergraduate degree, I travelled to Panama to study rain forest ecology. For three weeks, we spent almost every day researching under the thick forest canopy, but on the last day we visited a logging zone and experienced the magnitude of deforestation. A clear cut is a powerful image whether it is in Ontario, Borneo or Brazil, but this one had a particularly striking impact because I had just spent every minute of the past month in a forest like the one we were watching being levelled. All we saw was a landscape peppered with stumps and a once-green horizon replaced with brown soil. For three weeks our senses had been filled by the constant chatter of the wildlife, the collage of colours and the humid smell of the earth. But now, in the clear cut, everything was quiet, drab and windy. It was the first time environmental degradation had affected my personal enjoyment of nature. Strange that I had to leave Canada and travel thousands of miles to learn this, even though our country has many of the same environmental issues.

As outdoor educators, making powerful connections between the natural world and students' everyday lives is critical. The majority of students live in urban centres where concrete and taxi cabs are more familiar than forest or pond. At best, contact with nature is a planned event that requires a journey and subsequent detachment from our daily lives. We drive to our favourite place in the outdoors, such as a cottage or beach, spend time relaxing and enjoying nature and then drive home to our normal routines. Similarly, our contact with environmental problems is just as detached. These problems are items on the news filled with graphic pictures of fallen trees or oil-soaked birds with little or no direct connection to students' daily lives? The big question for me is how as educators can we personalize students' connections to nature and environmental problems?

The experience in Panama directly connected the problems in the environment to my life because I saw a threat to something to which

I was personally linked. Bird watching was a big part of my life; it was my way of enjoying nature.

This interest in the environment, and specifically birds, led me to take many environmental courses in school to help make myself more informed. However, the end result was that I became somewhat fragmented: I knew on paper the global threats to our natural world but rarely did I recognize this in my everyday life. Consequently, I felt little responsibility to help stop environmental problems that always seemed to happen somewhere else. What ownership did I have? When I saw what was happening to the birds, everything became real.

This fragmentation between outdoor life and everyday routine carries over into our teachings about the environment. We show students nature through the eyes of wilderness enthusiasts at outdoor centres with pond studies and forest ecosystems. These topics are vital to environmental education and provide a solid foundation of awareness but how many students have interactions with nature in this form? For example, where is the personal ownership for an urban student in a beaver ecology walk? A child might not see a beaver pond again for 10 years and therefore has little need to care about it. We have to take our message one step further and touch kids at their level and tie directly into their everyday lives. We must include children's special places and favourite activities in the outdoors in our lessons. What regular contact does an urban 11 year-old have with nature, and what is his/her favourite place in the outdoors? These are questions we need to be asking our students prior to lessons.

So how can we reach students at a level that will affect their everyday lives? Unfortunately, I was near the end of my degree before I fully made the connection. But I believe this link can



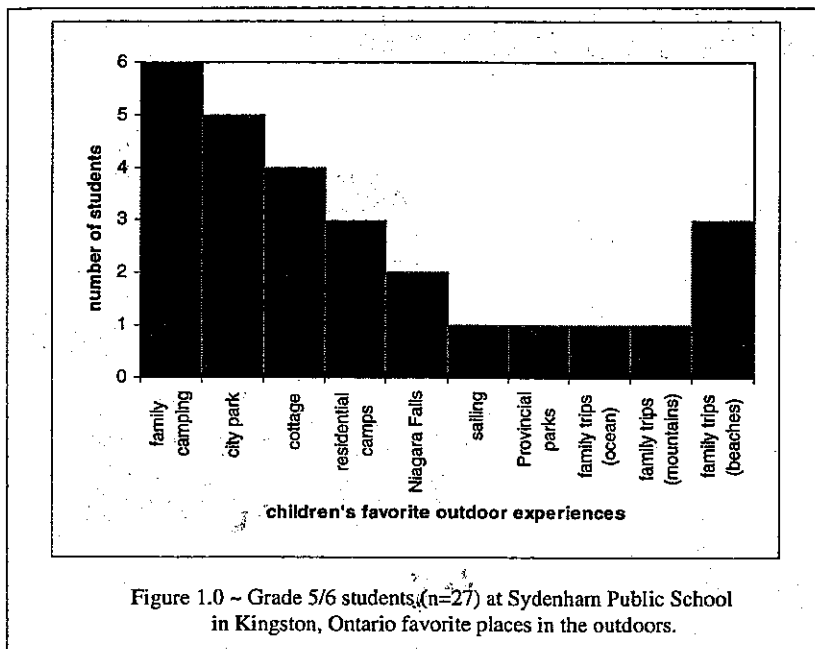


Figure 1.0 ~ Grade 5/6 students (n=27) at Sydenham Public School in Kingston, Ontario favorite places in the outdoors.

be made earlier. We can connect environmental problems to the aspects of nature that most influence our students (i.e., the beach, sailing, cottage, etc.). By knowing about students' past enjoyed experiences outside, teachers can then channel their lessons through these experiences. We will then provide students with motivation and ownership into the issue of environmental awareness. The concept of nature will be brought closer to home.

To begin figuring out how this might be done, I asked a grade 5/6 class to describe their most enjoyed experience in the outdoors (Figure 1). As answers refer to places other than those we teach out about in outdoor education, it raises important questions of what components of the natural world have an impact on children. The outdoor places that children seem to find most meaningful are areas teachers need to become aware of. We must find ways to use these students' experiences in our outdoor lessons.

Environmental lessons can and should be modified to incorporate students' experiences with nature. For example, natural history lessons can incorporate the plants growing around very disturbed areas such as the parking lots, buildings and roadsides - semi-urban areas with which students have personal contact. This would expose the students to similar wildlife that is present in the cities such as dandelions, Shepherd's purse and witch grass. The biology of popular holiday destination sites, like beaches

or ski hills, could also be added to the ranks of the common ecosystems such as marshes, forest and fields. We might also link outdoor education centres' flora and fauna to that found near cottages, city parks and school grounds, thereby breaking down barriers and allowing children to make personal connections to the natural world. By doing so, our

lessons would illustrate that nature is not some distant place but an integral part of daily life.

Stapp et al. (1969) wrote "Environmental education is aimed at producing citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution." We have provided the knowledge but I don't think that we have fully motivated students. We can motivate by teaching about nature through a medium that will reach into the daily lives of students and help them see a direct contact of nature to their own lives. By channelling our lessons through experiences that children love and enjoy in the outdoors, we will be able to motivate and give them ownership into the concerns for the future of the natural world. Every student should be capable of having a Panama experience without travelling thousands of kilometres. We give students pretests in geography and math to find out their experience in the topic so we can customize our lessons to be the most effective. Why don't we do this with environmental education?

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What I Learned in Science Class

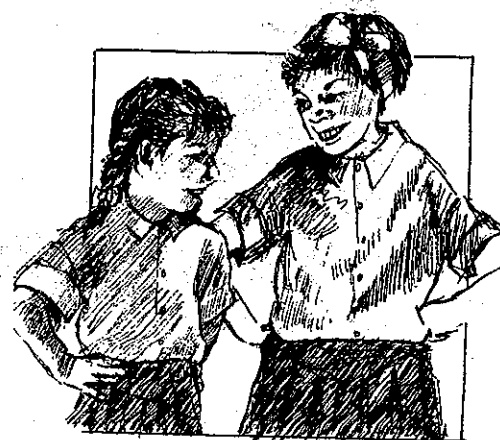
By John Kaandorp

He paused mid-sentence, put his chalk down and, said, "Miss Jones, do you have a chrome fetish?"

The process of learning is a strange thing. As educators, we like to think we can control when learning takes place, but we know, despite our best intentions, such is not always the case. My own experience as a teacher, and reflecting back on my experiences as a student in high school and university illustrates this. Occasionally, our best lesson plans are forgotten by the students as they are supplanted by new and broad insights into human nature, insights that are precipitated by the strange elixir sometimes created when students and teachers share a room and try to pursue a common goal.

When I think back to my high school science classes in Ontario, two significant events come to mind which have little to do with science. The first and most memorable involved a pair of brown stockings. At the separate school I attended (where Catholics were segregated from the rest of the world), a strict dress code was enforced. The young ladies were meant to wear white blouses, green tartan skirts and black stockings, while the boys were forced to leave their much-loved jeans and work boots at home and wear collared shirts with dress pants. I am happy to report that most of us conformed to these rules day in and day out for five long years.

Then, during biology class, a student named Margareth walked in late. Worse than that, she was sporting a pair of sheer brown stockings. This was scandalous. Even the pithed frogs lying on the tables quivered from overstimulation. There was a tense silence as all present focused on the shimmering stockings and then on the face of our slack-jawed biology teacher. Margareth and her stockings had touched a threshold. She was testing new waters with toes wrapped in sheer brown nylon. She had barely sat down and she was asked to leave. The frogs groaned (as I did), and few among us were sensitive enough to note that neither Margareth nor biology class would ever be the same again.



The second "scientific" breakthrough occurred in a chemistry class overseen by a teacher who was fond of saying, "The world is going to be quantised and you better get ready." Indeed, he said many puzzling things about chemistry and life in general that went somewhere over my head, but none more beguiling than the day he reacted to a student who had a habit of running her hands across the stem of the sink's goose-necked faucet. This annoyed him to no end. There he was, revealing to his wards the wonders of the periodic table, and she persisted in this confounded caressing behaviour. He paused mid-sentence, put his chalk down and, leaning over the elevated desk that separated the learners from the learned, said, "Miss Jones, do you have a chrome fetish?" Not having a dictionary handy, I quickly noted "fetish" in my chemistry book and at the first opportunity looked it up. After this incident, I took great care in chemistry class to keep my hands away from the chromed taps and faucet of the sink.

So, there you have it. Despite the best intentions of my teachers, I recall the wonders of stockings far more easily than the symmetry of the periodic table. Learning in its broadest sense then, is wonderfully out of control at times. I wouldn't want it any other way.

John Kaandorp (B.Ed. 1990) is an OEE grad who teaches in Chesterfield Inlet, Northwest Territories.

A Letter From the Future

by LL Louis

Editor's Note: This letter from an "outdoor educator" practising in 2046 marks another Pathways first! The decision to attempt to communicate with the past in this way was made by COEO oldtimers of 2046 as part of the 75th Anniversary celebration.

Dear Ancestors:

My name is Long Lake Louis II. I was led by my grandfather's example in the 1980s to become an outdoor educator. Some of you may know him through his invention of the "Loecycle," a radical canoe which finally solved the asymmetry problem in watercraft design, (see "Loecycle — Whitewater Trials" *Cineews* 5(1) Winter 1986, p. 25). Granddad, as was the custom in those days, worked for money at Rowanton Whitewater University, and sometimes took my mother, as a girl, to visit his workplace. Her stories of the great LL inspired me to consider devoting time to serving learning, and here I am, at the famous Deadfall College and Outdoor Centre.

Deadfall College is a lively place. We are located in the Ny-aw-ga-raw district and the name refers to the crumbling rocky cliff nearby which, legend tells us, used to contain a waterfall. Since the alleged river dried up as a result of the violent changes in the rebellion years of 2010-15, the old falls (if there ever were any) are dead. Hence our name.

Also, to explain another old survival term, outdoor education really doesn't have too much to do with that obscenity, the outdoors. As some of you ancients predicted, it's not safe to go out from shelter any more. There is nothing out there, anyway, but weird mutants and the risk of serious burns and cancer from the unfiltered rays of the sun. We find that it's a lot more fun to stay inside our nice shelter. We have a saying, "Ohantim! There's no place like dome!"

Our day begins with the staff bringing to the centre a morning snack we call cawvee and dimbids. We eat these and plan for the day's instruction, deciding who will greet the visitors,

who will fit the helmets and suits, and who will do the follow-up. We find that virtual instruction so vivid that major emotional follow-up is needed so that the visitors return home happy and well balanced. In fact our modern goal, of which we are very proud, is to give visitors their best possible day. There is usually a contest to see who gets to fit the helmets and run the instructional program because it is such fun to watch the little rascals squirm and jerk during the instructional sequences.

What are the instructional sequences? We have a large menu of offerings from which the visiting pod members choose. There is a thrilling one called "Pond Study" at the end of which a person feels like they have actually been in a pond and seen up close all the old creatures that might have lived there in your day. An old-time dragonfly nymph or leopard frog in virtual reality is enough to make anyone twitch. "Ponds Now" is almost as scary, only there are fewer organisms and, most of them being deformed, they don't work very well. But the stink of "Ponds Now" stays in your nose, long after the helmet and suit have been removed.

We also have virtual action programs. There's a trip over the old legendary Ny-aw-ga-raw Falls in a kayak and there's one for climbing our namesake dead fall. No one gets hurt or rope-burned or anything, believe me, but they



Our day begins with the staff bringing to the centre a morning snack we call cawvee and dimbids.

It is common for a sex training program to be chosen for the afternoon.

sure do sweat and pant in horribly realistic ways. Safety is still something of an issue. A pod of seniors had one very old survivor from your day, I think his name was Ravinn or something like that, who had a heart attack during this virtual rock climbing program. Luckily we had plug-pullers on-call to deal with him. Our centre has also taken over sex training services, and we have a wonderful collection of programs in that field, from which we instructors derive deep satisfaction from watching students grapple

inside their heads with the images and sensations that are being brought to them through the helmets and suits. It is the clearest possible evidence that they are having a truly Deweyan experience.

Pods arrive, and are greeted and fitted with suits and programs of their choice. The first program is run until mid-point break.

Then there are visits to the pee pits, followed by nutrition. Our philosophy is to promote self-reliance in our visitors. Therefore, they are expected to work the nutri-synthesizers themselves. Today, for example we had a great run on the aromatic and esters cycle which used up most of our stock of low molecular weight ingredients. A staff person will have to restock. It's hard to get younger pods to go for the larger polymers, unless they are heavily loaded with red and yellow pigments. Unfortunately our dome has run out of pigs.

It is common for a sex training program to be chosen for the afternoon. Usually this is one of the popular Gofer WILD series, such as "Muskox Manures" or "Barely Bare." When afterbreak program ends, and the pod has had a chance to resume normal breathing, we hold a deplanning psychosession and see them on their way.

Then the staff does maintenance chores. Sometimes the suits and helmets are a little messy and need washing. (We're working on getting participants to clean up after themselves). And today, a computer sequence in the

Extinct Animals series went buggy. The honey bee sting sequence did not produce stings, but made people seasick! Cleaning up the suits is even more challenging than usual today. Our interner, Kate Kataraqui, is unbugging this bug even as I write. We're trying to ignore the retching sounds she's making.

I, myself, am working on a new program trying to duplicate my father's famous Looeycle trials with a radially symmetrical watercraft paddled solo in what we think Tucker Rapids

must have looked like. This will be part of our growing "Adventures in History" collection. If any of you can send word forward in time to me, I'd sure like some help about how the craft actually looked and what the water was like around Rowanton when the trials were held.

We leave the Centre before third meal, just as the

next crew arrives. At that time, our crew is free to attend to other aspects of our lives until our turn to serve in the centre comes round again. And so, as we slip away from another eventful contribution to learning in our community, we rejoin our own pods and say a fond farewell to Deadfall. Many thanks to you all for getting us started in this wonderful world of outdoor ed.



Original signed by "L L Louis," a close personal friend of R.H. "Bert" Horwood, former OEE coordinator, now pony-tailed and ear-cuffed Professor Emeritus at Queen's Faculty of Education

Kate's recipe for a Career in Outdoor Education

By Kate Ottnad

Ingredients

- lots of flexibility
- much time (months, years)
- healthy dose of perseverance
- healthy dose of tenacity
- dash of faith
- dash of good luck
- First, start with a big mixing bowl.

Measure in lots of flexibility. Finding a job might require moving to another region, province, or country. As school boards in some regions of Canada are "downsizing" their outdoor education facilities and programs, other regions are increasing the availability of such programs. Also, you may not start out with a full-time position; teacher-on-call positions are sometimes a way to get a foot in the door. Or, work on summer programs at the outdoor education facility to get to know the administrators and the facility.

- Add lots of time; sometimes you need to add years, sometimes only months. For those of us who are not independently wealthy, it is often necessary to work at other jobs until a position in outdoor education becomes available. Classroom experience will always stand you in good stead. It will help you to gain the respect of the classroom teachers who bring their students to the outdoor education facility that you end up working for. Classroom experience will also give you respect for classroom teachers and the constraints of time and curriculum that they face.

- Next, mix in a healthy dose of perseverance and tenacity. If you are not willing to continue to contact facilities and keep open lines of communication with the administrators of those facilities, you will not be the person that comes to mind when a position is available. Keep in touch with national and provincial

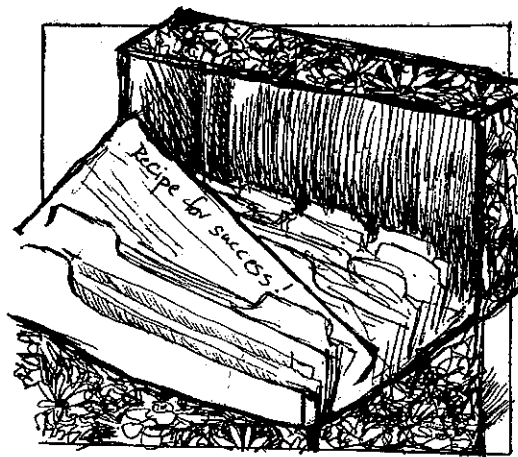
associations related to OEE. The members of those associations not only know what is what in the field, they are also often the people who do the hiring.

- Blend in a dash of faith and a dash of good luck. A belief in outdoor education as a necessary and valuable part of a student's education will help to keep you going when the job situation looks bleak. You can always remain involved by doing volunteer work for schools or outdoor education facilities. A little luck is always a good thing. Being in the right place at the right time is sometimes a result of a bit of luck. This is not something that you want to rely on, but it adds a bit of seasoning to the recipe!

- I believe that, with these ingredients blended together, there is a good chance that you will reach your goal of a career in outdoor education.

Blend in a dash of faith and a dash of good luck

Kate Ottnad (née Keogh, B.Ed. 1992) is an OEE graduate who found a teaching job that suits her fancy and is living and working happily on the West Coast.



A Response to *The Imaginary Indian* by Daniel Francis

by Holly Bickerton

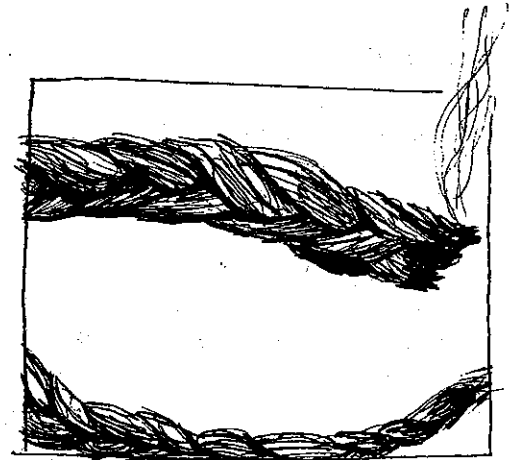
Francis' book forces environmentalists and outdoor educators to start asking some hard questions

As outdoor educators, we are faced daily with native imagery. The list of our native-indebted activities is long: we tell legends, we smudge and sweat, we canoe, we make snowshoes, we learn medicinal uses of plants to complement our guided hikes. In our earnest desire to come to know our adopted home place, we tell ourselves that we do all this very well, and that we do it fairly. Daniel Francis' book, *The Imaginary Indian: The Image of the Indian in Canadian Culture*, suggests to me that we are kidding ourselves.

Francis traces a history of Euro-Canadians' imagery of the native peoples since contact. He contends that, historically, our images have been dualistic, contradictory and imaginary: they present noble savages and bloodthirsty warriors, wise elders and irresponsible alcoholics, environmental stewards and wanton killers. With one set of stereotypical images no more accurate than the other, such portrayals ultimately prevent us from better understanding native peoples. Francis buttresses his argument with a wide range of examples through art, literature, and popular culture. Notably, he examines the early paintings of Paul Kane and Emily Carr, the poetry of Duncan Campbell Scott, and the spectacle of "performing Indians" of the early 20th century.

Of particular interest to outdoor educators is a chapter entitled "Indians of Childhood," in which Francis critically examines the early camping movement in Ontario. Through Ernest Thompson Seton's League of Woodcraft Indians, to the Scouting movement, and of the scores of Indian-sounding camps across the province, our history is steeped in highly selective images. Writing of the early 20th century, Francis notes:

"Few children in Canada had any direct knowledge of Native people, who were pretty



much confined to their reserves at the margins of society. Instead, White kids were exposed to images of the Indian created by various White writers and educators" (Francis, 1992), p. 145).

And honestly, how much has really changed? While our intentions may be good, Francis shows that the dangers of romanticism loom large. Let's face it: in outdoor education programmes everywhere, we remain highly selective about our uses of native symbolism, and our "native content" often stops at this imagery. Of 19th century curiosity shows, Francis writes:

"Fairs and exhibitions represented a manipulation of nostalgia. They allowed non-Natives to admire aspects of aboriginal culture, safely located in the past, without confronting the problems of contemporary native people" (Francis, 1992, p. 102).

Francis' book forces environmentalists and outdoor educators to start asking some hard questions about our relationships with these images. How do our legends, smudging, and sweats really differ from the "fairs and exhibitions" of old? How do they differ from the teepees and Redmen that most camps have now rejected? How is the notion of the "environmental steward" any more accurate than the now-

rejected stereotype of the "noble savage?" How much do we really know about contemporary Native peoples and their daily lives? And most importantly: Does our use of imagery in school and camp programmes contribute to a genuine understanding of current First Nations peoples?

Francis powerfully concludes:

"Non-Native Canadians can hardly hope to work out a successful relationship with Native people who exist largely in fantasy. Chief Thunderthud did not prepare us to be equal partners with Native people. The fantasies we told ourselves about the Indian are not really adequate to the task of understanding the reality of Native people. The distance between the two, between fantasy and reality, is the distance between Indian and Native. It is also the distance non-Native Canadians must travel before we can come to terms with the Imaginary Indian, which means coming to terms with ourselves as North Americans" (Page 224)

So for each ceremonial smudging, campfire legend, and classroom dreamcatcher, it is time to commit to presenting and confronting the serious social and political challenges facing First Nations peoples. Francis' book is an incisive challenge to confront our imaginings, and to start learning and teaching the complex and difficult reality that is our responsibility.

Reference:

Francis, D. (1992). *The Imaginary Indian: The image of the Indian in Canadian culture*. Vancouver: Arsenal Pulp Press.

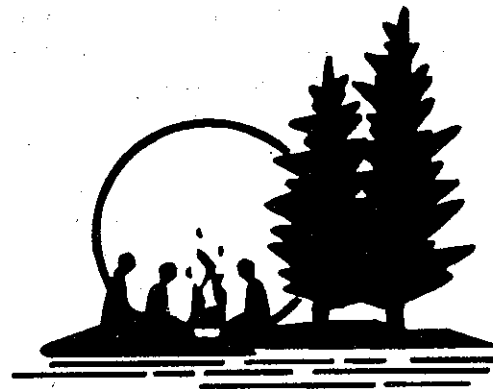
Holly Bickerton is a member of the 1996-97 Co-op OEE class and a member emeritus of the Gananoque Secondary School Outers Club.

Ontario Camp Leadership Workshop

Held at Camp Gay Venture in the Haliburton Highlands

Four Activity Streams:

- Main Stream •
- Adventure Stream •
- Pottery Stream •
- Facilitators' Exchange •



Thursday May 29th - Sunday June 1st, 1997

For Info: 613-729-6226

Mystery Canoe Paddle Down the Grand River — A Central Region event open to all!

Saturday June 21, starting at 12:30 p.m. in Cayuga. Please register by June 5th by calling Joan Kott at 905/957-3208 in the evening or leave a message after 6 rings on the answering service. Bring your own canoe, lifejackets and paddles. If you need to rent a canoe, let me know and I will hopefully be able to arrange this. We will need to arrange a shuttle run for the vehicle pick up. Following this event, a potluck dinner will be held at our home. There are some GREAT PRIZES for the winners who solve the 'Mystery' on the Grand! If the weather is unsuitable, the raindate will be the next day.

Killarney Congregation May 16-19, 1997

Join us in Killarney Provincial Park for a weekend of paddling and hiking in one of Ontario's most beautiful settings. Ridge trekking, night paddling (in the full moon!) and magnificent solitude. Activities will focus on the inter-relationships between the terrestrial and aquatic environments in this special landscape. Water chemistry testing, temperature profiling, soil analysis, rock and mineral identification, geological interpretation, and more — lots of good information and ideas to take back to your school. This will also be an opportunity to strengthen your outdoor skills while having a lot of fun at a relaxed pace. Meet in the Park Friday evening May 16; event finishes mid-afternoon on Monday, May 19.

Cost to COEO members: \$65.00 (\$57.00 for college/university students). Through participation in this event, join COEO or renew your membership for the discounted rate of \$32.00 (regular yearly fee is \$40.00). Cost includes canoes and paddling gear, meals and all associated gear, park fees and programming. Participants will be asked to provide all shelter-related gear (tent, sleeping bag, etc.) and personal gear (packs, water bottles, rain gear, binoculars, etc.) Limited to 16 participants. For registration

information, please call John Etches at 705/766-2451 or write c/o Frost Centre, RR#2, Minden, Ontario, K0M 2K0, or e-mail etchesj@epo.gov.on.ca

This event is organized by COEO Northern Region with the assistance of the Ministry of Natural Resources.

Second Annual COEO Photographic Contest

The terrific response and high quality of submissions during last year's contest have left us with no choice but to do it again! We have some new categories and new possibilities. Submissions may be print, slide, colour or black and white except as indicated. Prize winning photographs will be published in Pathways.

This year's categories are:

- Outdoor Education in Action: students gaining insight into the natural world.
- Doing It Outdoors: people participating in outdoor activities
- Landscapes, Colour: the land, no geographic restrictions
- Landscapes, Black and White
- Wildlife: critters, any size, shape, or nationality
- Shadow Prints: enter your own or your students
- People and Negative Impacts On The Environment
- People and Positive Impacts On The Environment

Photographs will be displayed and judged at the COEO Annual Conference, October 3-5, 1997 in Gananoque. Prizes for 1st, 2nd, and 3rd place entries in each category to be determined. Please limit submissions to three photographs per category. Clearly indicate the category(ies) being entered. Submit entries by September 26 to John Etches, c/o Frost Centre, RR#2, Minden, Ontario, K0M 2K0. (Please do not submit photographs entered last year.) For more information, call 705/766-2451.

Conference 1997

Tributaries

"Where the waters meet"

- Where:** On the St. Lawrence River east Gananoque
Glen House Resort & Landon Bay Environmental
Learning Centre—Reasonable prices
- When:** Friday, October 3 to Sunday, October 5th
- Features:** Great Location/Excellent Speakers
Concurrent Sessions Saturday and Sunday
Presentations in four 'streams'
Floating Campfire Friday Night
Voyager Dinner and Dance on Saturday Night
LIVE MUSIC/Loads of fun/Costumes/Prizes

Watch for your registration package in the next issue of *Pathways*.



Members of the Tributaries Committee pose with symbolic paddle after a successful planning meeting in Perth. Back Row (L-R): Kathy Lajeunesse, Michelle Richardson, Gina Bernabei (Co-Chair), Sue Hemstreet, Jeff Hemstreet (Program Chair); Middle Row (L-R): Ron Williamson, Sheila Silver, Erin Callaghan; Front Row (L-R): Brian Swan.

Join the flow with C.O.E.O.



The Times they are a-Changin'

(A polemic on the Economics of Outdoor Education)

by John Fallis

When the Bank of Montreal unveiled its new high-tech banking system to a Bob Dylan 60's anti-establishment anthem, it was obvious to me that the times were a-changin'. Take outdoor education for example. The situation is changing fast. First, there was Ralph Klein. Pre-Klein, the Calgary Board of Education had one of the most respected, comprehensive and creative programs in Canada. With the introduction of educational cutbacks in Alberta came the reduction of programs. Outdoor/environmental teachers were placed back in the classroom and the number of students directly involved was reduced.

Closer to home, there was the Peel Board's decision to close centres and place teachers back in the classroom. Despite a co-ordinated and exhaustive barrage of presentations (both written and oral) Peel opted to close the centres after its Task Force meeting on March 10th, 1993. The Task Force chair, an elected trustee, was almost apologetic as she announced the decision. Her message, crudely condensed, was that the Task Force had no problem with the quality of the work being done at the centres but somehow the Board couldn't afford it at this time. This was a telling message about the place of outdoor 'ed' in the grand scheme of things.

Now the biggies face their challenge. With the election of Mike Harris and the announcements of mega-week (January 1997) the programs of Ottawa-Carleton, and the six boards which comprise Metro Toronto are in jeopardy. Under the guise of equity and accountability, the province is poised to take over funding and administration of education. As a result of a study commissioned by the Ministry of Education and conducted by Ernst and Young, the province has determined an average cost per pupil for education in Ontario.

Metro Toronto spends approximately \$1,300.00 more per student than the provincial average. If the province ignores the unique needs of large urban communities and goes to a fairly uniform funding model (i.e., take money from Metro and spread it out in the province) Metro Toronto could lose \$530 million, a reduction of 24%. Under these circumstances, will Boyne River, the Island School, Pine River, Sheldon Centre, Kearney, Forest Valley, Mono

Cliffs, Etobicoke, Albion, Noisy River, Albion Hills and Boyd, to name a few, survive these cuts? The very existence and success of out-of-classroom programs in these large boards was based on the premise that taxpayers wanted/needed these programs and were prepared to pay for them through their taxes. By taking over the responsibility for education funding and denying boards any ability to apply a local levy, the province will render these boards of education powerless to mount outdoor education programs, even if they wanted to.

At the present time, the Ministry is in the process of determining a funding model for the entire province. A base rate per student will be established, and then additional grants will be available depending on the specific needs of each board. With the expressed purpose of saving money, it is doubtful that additional grants will come close to addressing the real student need and socioeconomic differences between boards.

Where do we go from here? The elected provincial politicians are making all the decisions. How these decisions will be made is not clear. What is clear is the vulnerability of the outdoor education programs and personnel that have been celebrated in this journal for 25 years. We already know that we are dealing with a new breed of politician. We will also be facing a new breed of trustee. They have to be made aware of what we do and why we do it. Our former trustees were generally supportive. They ultimately approved the establishment of many of the fine programs previously mentioned. The new breed of trustee will need to be educated along with their provincial taskmasters. Their commitment and understanding of what we do must be questioned. It's our job to let the politicians know that outdoor education matters. We must shake their windows and rattle their halls and let them know that the times they are ...

John Fallis received a degree in Economics from Queen's in 1972, studied with Bob Pieb in the 1973 Queen's B.Ed. program, and is presently trying to make high school meaningful for students in the west-end of Toronto. Prior to becoming Vice-Principal of Western Technical-Commercial School in Toronto, John was a teacher and Vice-Principal at Boyne River Natural Science school for about 20 years.



*It's our job
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know that outdoor
education matters.*