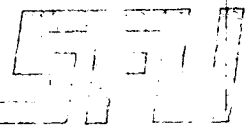


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SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6  
DEPARTMENT OF BIOLOGICAL SCIENCES: 291-4475

Milton McClaren.

March 4, 1976.

Dear Fellow Team Members,

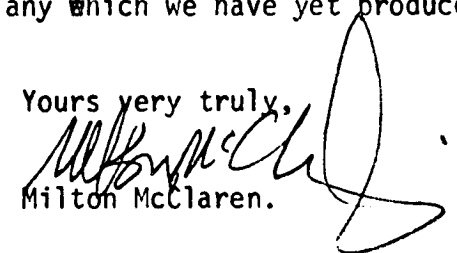
I am attaching a copy of a "Working Paper" on the Summer Institute in Environmental Education. This document has been written in the hopes that it will generate fuel for a fundamental re-thinking of many aspects of the summer institute. I think that the time is past due for that "re-thinking" to occur.

I am distributing this paper initially to those who have been most involved with the program over the longest span of time---if you like, to the "core" group of people who have conceived and shaped the program. They include Brian Herrin, Ed Jackson, Ralph Shaw, Harvie Walker, Ib Hansen, Cam Murray, Rickie Flemming, and Al Whitney. I have also given a copy to Marv. Wideen both because of his own interest in Environmental Education, and because of his position as Director of Undergraduate Programs in the Faculty of Education.

I would invite you to read it, discuss it, and by all means to comment upon it to me. After an interval of about two weeks I will convene those of us who are in the lower mainland for a meeting to discuss it. I hope that Brian and I will be able to meet with Cam, Rickie, and Ralph in the interior in the near future also.

I know that there has been a long delay in presenting this paper. The delay has been deliberate. I felt strongly that I needed to reflect upon the last five years of the course, and also that I needed to read widely in the literature related to Environmental Education. I have done that, and I am still doing it. I also felt that we all needed a "break"... a cooling period to allow the experiences of the summer to settle in our minds, and perhaps to break free from our assumptions about the way we do things.

We have a fine group of students applying for the program for this summer. We will certainly have less funding than in any year since the start. We will have no "Continuing Program", and we will have a smaller teaching team. But, I am confident that given the commitment and energy available in our group that we can produce the finest possible program, and perhaps a far finer program than any which we have yet produced.

Yours very truly,  
  
Milton McClaren.



THE SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION:  
A WORKING PAPER.

In the summer of 1971 a unique program was initiated by Simon Fraser University, in conjunction with the Board of School Trustees of School District 24, Kamloops. This program came to be known as the Summer Institute in Environmental Education. Appropriately enough, the program was the response of the university's Division of Continuing Education, and its Faculty of Education, to a request from the teachers of Kamloops for a teacher in-service education program in Environmental Education. The request was in part a result of the acquisition by Kamloops of the McQueen Lake Environmental Study Center, and of the consequent demand for training in the use of this excellent natural site.

Several things made the Summer Institute unique. First, while its development was stimulated by the acquisition of a natural site, a site ideal for all forms of "Outdoor Education", the institute was dedicated from the outset, not merely to outdoor education, but to the larger concerns of Environmental Education. This dedication was evidenced from the outset in the structure of the course, with its balance (or attempted balance) between the natural environment, and the man-made or "urban environment". The structure of the teaching team also gave evidence to this total or broad spectrum commitment: the team was interdisciplinary, being composed of biologists, geographers, architects, outdoorspersons, and outdoor recreationists. As time progressed, this commitment to an interdisciplinary, broad-spectrum approach was strengthened.

Success in Educational endeavours is not easily measured or described. In spite of this caveat, I feel that it is fair to say that the Summer Institute has been a success. Starting with 26 students in one location in the summer of 1971, the institute grew to more than 140 students in two locations by the summer of 1975, with growth in numbers being limited not by student demand, but by available sites and staff. Many of the "graduates" of the Institute have initiated programs in entire schools or districts. Some have become very influential in the development of environmental education in the province. Many others have operated programs based in their own classrooms, from their own schools, often without fanfare or publicity of any type. Many students have undertaken further education in other forms of environmental education: Strathcona, Outward Bound, and so on, while others have returned to the Summer Institutes for further course work. Some have left university or teaching careers entirely, to take up new endeavours. And of course, in some cases, students have done little or nothing with what they learned (or did not learn) at the Summer Institute. However, I think it can be shown that the Summer Institute has had an effect in the lives of many persons associated with it---staff and students alike. In most cases I think that effect has been positive.

In the summer of 1976 we will face, in common with the educational apparatus of British Columbia, a period of considerable financial constraint. Our funds will clearly be limited and as a result of these financial constraints we will have to restrict the quantity of our efforts. While in some ways these constraints are unfortunate, they provide a needed incentive to the general reexamination of the philosophy, conceptualization, and mode of operation of the program. It is my opinion that this reexamination is needed.

It may be said with some justification that success is one of the greatest dangers faced by novel educational programs. Success carries its own imperatives. It generates an almost ritual reliance upon formulae, techniques, or methods, which are made all the more hallowed by the very fact of their "success". Students come to expect the various "scenes", just as those who go to a terrifying movie go with a friendly anticipation toward the fright scene at the end. The generation of "novelty" for its own sake is equally dangerous, but truly in educational programming, "the unexamined life is not worth living."

I feel strongly that it is time that we examined the summer institute with a view to dissecting from it those concepts, events, methods, and experiences which have made it strong, while discarding the others which have distracted from its strengths. It is also necessary for us to think creatively (or laterally if you prefer) about things which might well be made elements of the program and which would contribute to the accomplishment of its objectives. I think it is time that we re-considered our objectives, and in so-doing that we also re-examined our objectives, and the objectives of Environmental Education generally.

This discussion paper is just that---a vehicle to promote examination, questioning, discussion, and affirmation. It is NOT an ex cathedra policy statement, or even a plan or proposal. It should be a catalyst. It does represent the direction and valence of my own present thinking about Environmental Education. It is not the product of a hurried consideration, but rather represents hours of reflection, consideration, discussion, reading, and general exploration. But that statement alone need not give the ideas contained in it any necessary currency--- bad ideas, or ill-conceived, can equally well be the product of reflection as inspiration.

I would invite your consideration of it. After an appropriate period I will convene us to discuss it. Feel free to comment to me in the interim.

#### ENVIRONMENTAL EDUCATION IN THE PUBLIC SCHOOLS.

Some years ago now, Harvie Walker and I generated a model of the Human Environment for the purposes of thinking about the design of programs of Environmental Education. I suspect that most of you are thoroughly familiar with that model so I shall not rehearse it here. It seemed to Harvie and I that if we were interested in generating programs of Environmental Education, that is programs designed to awaken awareness of the environment, to provide knowledge of it, and to develop skills for its exploration, then it was first necessary to have some model of the nature of man's environment. At the time that Harvie and I generated that model it included environmental elements ie. the "Personal, Interpersonal, and Chronological Environments," which were lacking from many of the then-available Environmental Education programs. In fact, this problem of the definition of the human environment is one which occupies considerable space in the literature of environmental psychology. As humanity is complex, so is the human environment. Each discipline has its own particular perspective on the term, "environment", and yet there is really no unifying field theory or conceptualization.

I have said that the Summer Institute program was unique because from the outset it conceptualized Environmental Education as a generic term, including Outdoor Education, Urban Studies, Outdoor Recreation, and so on. A glance at normal university syllabus reveals that in most university faculties of education

there is no course or program in "Environmental Education" and that where they do exist, they are often revealed by their course outlines to be programs in Outdoor Education. Environmental Education is a term with no widely accepted meaning, and for this reason operational confusion often results.

In spite of this confusion, however, major policy groups do recognize the need for an eclectic and interdisciplinary approach to Environmental Education. The Man and Resources program in Canada clearly recognized the scope of the task of Environmental Education, while the recent declaration of the UNESCO Environmental Education Workshop at Belgrade reads like the course description for the first year of the Summer Institute. In short, I think that we were on the right track in terms of our wide-ranging description of the nature of man's environment and in terms of our subsequent description of the content fields to be dealt with in Environmental Education programs.

The wide-spread attention paid by the media to Environmental Problems in the mid- to late sixties has subsided. The "Environment" no longer really sells newspapers, although certainly public consciousness has been raised about Environmental matters. TIME has a regular "Environment" section (as it also has a regular WOMEN'S" section. The present hot issues are in the area of economics, and specifically the economy of the Western World. But no real connections are made between the issues of the management of the global environment, raised in the 60's and the soaring inflation of the '70's. If these connections are not made by the general public, or by the majority of the mass media, they are certainly not made by the majority of teachers. I think it is safe to say that for the vast majority of teachers in B.C. (and elsewhere), Environmental Education means Outdoor Education, Field Trips, or Outdoor Recreation. In this sense, our program has failed.

The latter statement entails several further statements. First, what is Environmental Education anyway, and second, if Environmental Education in fact is treated as I have just described it, then why is this so.

Environmental Education is that process of developing awareness of the TOTAL ENVIRONMENT. This definition entails a definition of the total environment, and for the purposes of this discussion paper I will stay with the description developed by Harvie and I. In a better sense it means the process of making man aware of his own human-ness, but this is tougher to describe. The problem with this definition is perhaps in its very global or eclectic nature. It is a difficult definition to translate into operational programs. Environmental Education is really concerned with an examination of the relationship between man and nature, including human nature.

Given this eclectic definition for Environmental Education, why is Environmental Education in fact treated as if it was Outdoor Education or Outdoor Recreation in a great many cases. In part, I think this is caused by the fact that these two elements of Environmental Education are seen as being easier to think about and to operate in than are many of the other elements. In B.C. "Outdoor Education" really still means one week at an outdoor school for a grade six or seven child. As such it is quite clearly defined as an experience. Outdoor Recreation can also be given a clearer identity in terms of experiences or programs: CR-12 classes, B.C. Quest, Outward Bound, Wilderness Challenge, and so on. This identity is strengthened by the fact that many of these programs are big winners, and they are glamorous, to say nothing of

photogenic. They excite the attention of the media and of School District Public Relations people. We all have, and have seen, photos of kids against breath-taking mountain scenery. It is all very "clean" and "active" and "healthy". Contrasted to the Minimata victim stumbling down the village street dribbling they have clear appeal to the average man (or parent). It is hardly suprising, therefore, that we have tended to concentrate on our "easy winners".

There is, however, another reason for our specific attention to the Outdoor portions of the Environmental Education spectrum. This is that some of the other areas of environmental education are controversial, or at least, not nice or proper for the consideration of school students. Many parents would far rather see their sons or daughters dangling from a cliff than interviewing welfare recipients in an urban slum project. Uneasy fathers don't want their sons and daughters probing the air pollution produced by the local mill ("they aren't old enough to understand") let alone would they be delighted if the kids were to initiate a class action civic damage suit. And yet these are probably the real priority areas of Environmental Education.

But if these facts are true for the empases of Public School programs they are equally true for our own program. We too have emphasized the "easy" and attractive components of environmental education, perhaps not to the exclusion of controversy and issues, but certainly to the point where these elements have become increasingly dominant. Let's face it, we too are human. I like being in the alpine, and being out among the birds, flowers, and forests and lakes of McQueen Lake. I can appreciate Kamloops as a city at one level, but I'm really avoiding many other aspects of the total nature of the relationship between man and his environment.

It is time that we re-affirmed our committment to a more global view of Environmental Education and that we set out to emulate that committment in our program's design and operation.

#### WHAT ARE THE TASKS OF A TEACHER EDUCATION PROGRAM IN ENVIRONMENTAL EDUCATION?

This is the key question which we must consider if we are to avoid trying to be "all things to all men" in our program. I shall discuss this question within the context of Environmental Education as I have defined it and from the perspective of the issues which I have already raised.

(1) A Teacher Education program in Environmental Education must give teachers a clear concept of the scope of Environmental Problems, of the present status of those problems in the world, and of the implications of those problems to the design and operation of public education programs.

(2) A Teacher-Oriented Environmental Education program should assist its students to develop their own personal rationalization for environmental education in the public schools, and should give them skill in defending and developing that rationalization.

(3) An Environmental Education program for teachers should emphasize creative program design, that is it should assist students to develop the skills and

attitudes necessary to create educational experiences which are designed to promote the general objectives of Environmental Education.

(4) A Teacher-Oriented Environmental Education program must give its students a "developmental perspective" in terms of Environmental Education. That is, the program must consider environmental education against the larger agenda of human development. It must address the question of which kinds of experiences should occur when.

(5) An Environmental Education program for teachers must not only make teachers aware of the inter-disciplinary nature of Environmental Education, but must also help them to develop strategies for integrating an Environmental perspective into the entire school curriculum. Only in this way can Environmental Education become a "strand" woven through the curriculum.

(6) Any Environmental Education program must assist its students to examine and to clarify their own environmental values, attitudes, and behaviours.

(7) The program should help the teacher to see himself as a lifelong learner, and should enable him to take an inventory of his own skills, knowledge, and techniques.

(8) A Teacher-oriented environmental education program should help teachers to understand the relative position and power of formal education in the total spectrum of learning-teaching forces which act upon human beings in contemporary society: the media, mass advertising, government action, etc.

(9) Environmental Education programs for teachers should help teachers to develop and to affirm their personal commitment to environmental action.

(10) Environmental Education programs for teachers should give students a lexicon of saleable, success-proven teaching strategies and program designs in Environmental Education at a variety of age/grade levels.

(11) Environmental Education programs should be powerful personal experiences for the learners involved, staff and students, and they should embody in their design the foregoing principles.

These eleven points represent the most concise statement of objectives for environmental education programs for teachers which I could develop. They are not in any particular order of importance---number eleven is perhaps an over-riding consideration or is a design criterion more than an objective.

Another underlying statement which should be made at this point is this: The Environmental problems facing the world are serious. Time is short. If we are to reach some sort of human solution to these problems, rather than one brought about by eco-catastrophe, then we have to treat these problems as though they were in fact serious. I think that all of us share some ambivalence about public schools in terms of their effectiveness and in terms of what they do to kids and to teachers. I think that we communicate that ambivalence to our students and they in turn extend this into their own style of operation. I doubt the effectiveness of schools in their present form in dealing with any social issue---but I am committed to the idea that too much human energy and resources are tied up in public education to scrap that system. We

have to examine our own commitment, as instructors, to that premise. Revolutionaries, to be successful, must have faith in the concept of the revolution per se. Otherwise we fall into the category of persons who train people to fight in a cause that they know is lost. I am committed to the fight, and I do not think that the cause is lost, albeit that I do get discouraged.

Let us now consider how these objectives have been, and might be, translated into elements in the design of an Environmental Education program.

ELEMENTS OF THE SUMMER INSTITUTE PROGRAM: PAST & FUTURE.

Let us first review the elements which have come to compose the "typical" summer institute in Environmental Education. Not all of these elements have occurred in every program, nor have all been experienced by every student in the programs of any given year. Most of them have been major components in the experience of most students. For ease of examination I shall try to sub-divide them by location (geographically), or by relationship to the McClaren-Walker model of the human environment.

TABLE I. COMMON ELEMENTS OF THE SUMMER INSTITUTE PROGRAM.

Element	Operational Consequences.
Personal:	
Wilderness Solo.	For the past four years all students have undertaken a wilderness solo of some duration.
Physical Challenge.	Has taken a variety of forms: for some, the wilderness hikes are a new experience, and are a challenge. For others, more formal challenge experiences have been organized: rappelling and climbing, the marathon run, canoeing, etc.
Development of New Skills.	It is safe to say that most students have developed some new skills. Sometimes this development is planned, sometimes it is coincidental. It is not usually based on a personal contract, although elements of the personal contract have been used.
Development of Values & Attitudes.	Basically we have assumed that the experiential nature of the course has been a catalyst to value clarification and development.

Element.

Consequence.

Personal, (cont'd.)

Expansion of personal horizons,.

Basically we have assumed that the programs experiences will cause each student to develop some form of personal insight.

INTERPERSONAL.

Students are encouraged to work in teams or groups.

We assign students to "family" groups for living, and we form them into task groups, or allow them to select task groups. Group problems are emphasized in the wilderness and urban aspects of the program.

The development of a sense of "community" is encouraged.

We design some experiences specifically to do this: i.e. the Urban Re-Entry, the Finale. Others encourage it spontaneously: community meals, shared experiences, recreation, etc.

IMMEDIATE LIFE SPACE.

We encourage students to explore their immediate life space and to manipulate it.

We have encouraged students to design environments, through the design in process, and through the Urban Re-Entry and Finale experiences, which students create.

Students arrange their own living spaces.

By and large this has been unplanned or casual. Sometimes we have encouraged students to think about this more formally, especially in terms of wilderness shelter.



Element

Consequence.

INFORMATIONAL/ CULTURAL.

Students are given specific information-seeking tasks usually in the urban environment.

The "fifty-nifties" and the small town study all often require this movement in the informational matrix. Sometimes students have examined community issues and have attempted to sort out information from various sources.

Information-Tool Skills are developed.

Students are taught some basic sources of information about a number of subjects: Maps, Air photos, Field Guides and keys to plants and animals, etc.

URBAN/MAN-MADE.

Students are encouraged to examine the urban environment.

The "urban tour" has been the main tool used here. The fifty-nifty has been a consciousness-raiser to some extent. The aesthetics of the environment has been stressed, with some contact with urban issues.

Students are encouraged to think about urban design, planning process, and alternatives.,

The Draw-In and the Design-In have been major elements here. Some introduction of local resource people has also been attempted: planners, etc. Main theme has been in planning-architecture.

Students are asked to apply their urban tool skills to the study of a small community.

The small town study has been a major group project.

WILDERNESS-RURAL-NATURAL.

Students are encouraged to appreciate nature.

We have used the Dawn Watch,

## ELEMENT

## CONSEQUENCES.

Students are urged to develop a basic biological "literacy".

Acclimatization techniques, the solo, and sensory awareness as well as outdoor art as vehicles for this.

We have set up self test plant I.D. trails, and we've had both individual and group biology projects.

Students are introduced to conservation issues.

The hunting-ethic debates, the wilderness seminars, the-camp-and-leave-no-trace experiences have all attempted to explore these issues.

Students are encouraged to appreciate outdoor recreation and to develop some basic skills.

The emphasis has been on wilderness hiking and to a lesser extent on basic canoe skills. Some map and compass and orienteering activities have also been introduced.

All students have gone on two wilderness hikes during the course and have soloed for about two days.

## ENVIRONMENTAL ISSUES.

Main vehicle here has been the evening film series. Some visiting resource people have been invited, with mixed success.

Some attempt at modelling a "recycling" system.

Wilderness ethics have been emphasized.

Some individual projects have explored pollution or other environmental problems.

Element.

Consequences.

TEACHING STRATEGIES.

Students are encouraged to develop skill in program design.

This was emphasized more in years four and five, and was one of the competency areas in Kamloops in '75/.

Students are urged to develop new skills.

To some extent, a personal contract format has been used here, and many students have developed some new skills, but often these are coincidental.

EVALUATION.

Group Tasks.

Group tasks emphasize the application of knowledge and skills to a problem area.

Individual competencies.

In 1975 we divided these into two areas: required (basic) competencies, and optional (personal) competencies. In other years we have ranged from no evaluation, to individual projects, to final group projects.

Translation to letter grade remains a problem.

It should be emphasized that while Table I picks out the main elements, the program is always more than the simple sum of its parts. The fact that the program is a residential, total immersion program creates a critical "human mix" factor which is difficult to evaluate, or to predict from year to year. Sometimes the people get along well and are compatible---sometimes they aren't as compatible and friction develops. Some of these interpersonal elements we could control, some we create, and some we probably miss entirely.

However, as I examine Table I and then reflect back on the set of Objectives which I developed previously, I am impressed by how few of those objectives we deal with systematically in the design of the program. I think that our program model needs a basic overhaul. Some elements should be retained. Some should be discarded.

TRANSLATION OF TASKS INTO SERIES OF POSSIBLE PROGRAM ELEMENTS.

Let us now take the "tasks" developed on pp.4-5, and see if they can be systematically related to a series of possible program elements, teaching strategies, etc.

TASK I. The Teacher Education program in Environmental Education must give teachers a clear concept of the scope of environmental problems, of the present status of those problems in the world, and of the implications of those problems to the design and operation of public education programs.

- ELEMENTS:
- (1) Students should be given an adequate set of resource papers in ecology, conservation, geography, psychology, etc. to provide them with a basic set of readings in the area. The set of papers should be distributed as early as possible in the summer semester and some of them should be systematically reviewed in the course in the evening "beer seminar" format. Not all the papers should be so reviewed, nor should we expect that students will have read them all, but the important thing is that they have this resource in their tool kits and understand its potential significance.
  - (2) Certain books should be suggested as "Pre-Reading". Included in this would be: Mankind at the Turning Point: The 2nd Report of the Club of Rome", the "Eco-Spasm Report" by Toffler, or several other similar books.
  - (3) During the course we should organize several film forums. The emphasis at these forums should be on certain themes: ie. Energy and Natural Resources, Pollution, Man vs Nature, etc. There should always be a discussion of the films after the showing and the emphasis should be on what do these films mean in terms of teachers in public schools.
  - (4) A common conceptual theme should be developed in all of the above: Man is out of harmony with nature and a re-adjustment of the earth ecosystem is inevitable, whether gradual or catastrophic. Alternatives to our present global life-style DO exist. Human values and attitudes must be changed if these alternatives are to be attained. Time is critical. A decision to do nothing IS a decision.
  - (5) Group leaders should use spontaneous opportunities to stress these themes within their groups as they are presented. For example, during wilderness trips the theme of man and nature, and conservation should be systematically developed by each group leader.

TASK II: A Teacher-Oriented environmental Education program should assist its students to develop their own personal rationalization for

Environmental Education in the public schools and should give them skill in defending and developing that rationalization.

ELEMENTS: (1) This task is probably one of the unifying themes of the course and its attainment should probably be woven into virtually every activity. It is quite possible that this is one of the required competencies which should be asked of all students.

(2) Each group leader should continually move his/her group back to the consideration of this particular task. All course activities should be de-briefed in the context of the question, "What does this have to do with Environmental Education" and "What implications does this have to my activities as a teacher."

(3) A debate, a simulation, or a role play might also help this: ie. "Imagine that you are faced with a group of parents who think that you should be spending more time on the three R's and less time outdoors in field studies, what will you say to the group?"

TASK III. An Environmental Education program for teachers should emphasize creative program design, that is, it should assist students to develop the skills and attitudes necessary to create educational experiences which are designed to promote the general objectives of Environmental Education.

In this area we have made the assumption that, "Students who live in creatively designed programs will learn to design creatively." I think there is some merit in this assumption, but that we have not been nearly systematic enough in giving our students some tools in the design of educational experiences and in the opportunity to attempt to create programs.

ELEMENTS: (1) During the course we will have a series of task-oriented sessions which deal with the process of program design, or curriculum development. For example, we might give each group a problem: "You have been asked to design a five day program for a group of 50 children, grade 6 level, for a residential outdoor school in a coastal setting. You don't have to worry about logistics (you can assume that provision for transportation, rental of the site, etc. has been made) so you can concentrate on the educational experiences. Create a design for the one week program."

(2) While each of these task-sessions wouldn't be formally evaluated, this type of task should probably once again be considered as one of the basic competencies which we ask students to demonstrate.

(3) We should emphasize process as much as outcomes: techniques such as "brain-storming" should be employed. Devices to attain input from kids and parents should be used. Formulation of objectives should also be stressed.

**POSSIBILITY:** The course might assemble samples of these plans into a booklet which every student would get, but which would also be made available province-wide as a course product, through the Outdoor Educators, etc. The final version of the book, photocopy ready, would be assembled before the course end.

(4) The design of the course itself should be subject to much more scrutiny during the course. The morning community meetings should stress feedback with an emphasis on how things might be done better. It is difficult to change a course of this type en course, but students should be made more a part of the development of the course.

**TASK IV.** A Teacher-Oriented Environmental Education course must give its students a "developmental perspective" in terms of Environmental Education. That is, the course must consider environmental education against the larger agenda of human development. It must address the question of which kinds of experiences should occur when.

- ELEMENTS:**
- (1) The de-briefing of all activities should stress the relationship between the activity and the age/grade level of student which it suits.
  - (2) Some seminar-discussions should focus on specific age-grade problems in environmental education.
  - (3) Some activities should be developed especially for the secondary students who take the program. In the past the program has been virtually totally focussed on the elementary school.

**TASK V.** An Environmental Education program for teachers must not only make teachers aware of the inter-disciplinary nature of environmental education, but must also help them to develop strategies for integrating an environmental perspective into the entire school curriculum. Only in this way can environmental education become a strand woven through the curriculum.

- ELEMENTS:**
- (1) The theme of integration should be found throughout the curriculum of the program.
  - (2) As many curricular vehicles as possible should be used in the activities of the program: not just science and social studies as has been the case for most things in the past. Art, music, and the language arts should get more attention.
  - (3) Secondary students should get special assistance in thinking about alternatives to the normal "block" structure of secondary education/.

TASK VI. Any Environmental Education program must help students to examine and to clarify their own environmental values, attitudes, and behaviours.

- ELEMENTS:
- (1) All students should be encouraged to take an inventory of their own values and attitudes early in the course. A lot of this might occur in the personal journal format. This inventory might be one of the features of both the first wilderness experience and of the solo.
  - (2) Value clarification will be a feature of all de-briefing.
  - (3) Opportunities will be sought to allow students to examine subtle value messages in media, environments, and language.
  - (4) The identification of contemporary environmental values will be a theme of the course, especially during the environmental issues seminars, and in some of the course activities which are designed to examine the relationship between behaviour change and value/attitude change.

TASK VII. The program should help the teacher to see himself as a life-long learner, and should enable him to take an inventory of his own skills, knowledge, and techniques.

- ELEMENTS:
- (1) On the basis of student questionnaires the course should publish and distribute a total inventory of the human resources at the course, (staff included). This would be distributed to all participants on the first day of the course and would emphasize the experience, background, and stated skills of the people.
  - (2) The competency evaluation scheme should be based in its optional sections on a personal interview between each group leader and his group members performed early in the course. This interview will help each student to get the most possible from the course, and will help them to identify their needs.
  - (3) Students should be encouraged to see themselves as a "learning exchange" and at least one evening/week should be left as a learning exchange night for students and/or staff to offer "pet" seminars, mini-courses, etc. The theme of the learning community should be constantly reinforced.

TASK VIII: A Teacher-Oriented environmental education program should help teachers to understand the relative position and power of formal education, in the total spectrum of learning-teaching forces which act upon human beings in contemporary society: the media, mass advertising, government action, etc.

- ELEMENTS: (1) The course should include activities which emphasize

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- (1) On the basis of student questionnaires the course should publish and distribute a total inventory of the human resources at the course, (staff included). This would be distributed to all participants on the first day of the course and would emphasize the experience, background, and stated skills of the people.
  - (2) The competency evaluation scheme should be based in its optional sections on a personal interview between each group leader and his group members performed early in the course. This interview will help each student to get the most possible from the course, and will help them to identify their needs.
  - (3) Students should be encouraged to see themselves as a "learning exchange" and at least one evening/week should be left as a learning exchange night for students and/or staff to offer "pet" seminars, mini-courses, etc. The theme of the learning community should be constantly reinforced.

TASK VIII: A Teacher-Oriented environmental education program should help teachers to understand the relative position and power of formal education, in the total spectrum of learning-teaching forces which act upon human beings in contemporary society: the media, mass advertising, government action, etc.

- ELEMENTS: (1) The course should include activities which emphasize



an examination of the "hidden persuaders": advertising, environmental design in supermarkets and malls, product identity in packaging, etc.

- (2) The course should reflect upon the implicit and the explicit messages of schooling.

TASK IX: Environmental Education programs for teachers should help teachers to develop and to affirm their personal commitment to environmental action.

ELEMENTS: (1) The course will model good environmental practices in ALL its activities. Recycling preparation will be a requirement for all waste disposal for students and staff.

- (2) The course will encourage students to examine alternative habits in food consumption: ie. no junk foods, provide a list of ecologically sound foods, will arrange alternate food experiences, vegetarian days, baking clinics, etc.

- (3) Each student will develop a personal fitness goal for the period of the month: weight loss, smoking stop, change in food habits, improvement in cardio-vascular fitness, acquisition of new exercise skills, etc. These personal "targets" will be part of their initial contract developed with their group leaders.

- (4) No disposable containers will be used or allowed in the course.

TASK X: Environmental Education programs for teachers should give students a lexicon of saleable, success-proven teaching strategies and program designs in Environmental Education, at a variety of age-grade levels.

Here we are dealing with the public or social expectations of students who have attended such a course. We have an obligation to attend to these expectations. If our students cannot do certain expected things then we lose credibility and they lose personal effect.

ELEMENTS: (1) Each student will develop a basic literacy in the common flora and fauna of B.C. and will know what resource materials are available,

- (2) Each student will develop proficiency in wilderness hiking, packing, route-finding, trip planning, equipment, and basic safety.

- (3) Each student will have a repertoire of basic techniques in outdoor education appropriate to the age/grade level of their interest.

- (4) Each student will develop a knowledge of the basic sources in Environmental Education: people, books, programs, government departments, films and other media.
- (5) Each student will be encouraged to develop at least one fairly specific skill in the outdoor recreation-outdoor education genre as part of their optional competencies.
- (6) Each student will have experience in the process of program design, as well as knowledge of a number of different basic program structures in outdoor education and urban education, as well as a concept of the developmental sequence of environmental education.

I will not deal with Task 11 in the format used above. Task 11 is really a design goal for us in the detailed designing of the overall program. Some other issues do present themselves however:

ISSUE I: The urban portion of the program has tended to focus on architectural aesthetics. While this is important as a means of developing awareness, there are many other ways of looking at the urban environment. I think that we need to become more issue-oriented in our examination of the urban scene. What about poverty, unemployment, urban crime, urban recreation, health services, race, status and power, etc. We've touched on these in the fiftynifties, but the approach is patently superficial. Perhaps we need to replace the small town study with a series of urban problem task force studies.

ISSUE II: We haven't spent anywhere near enough time looking at the economic aspects of the environment. We've worked in Kamloops for five summers and we've yet to organize a tour of the pulp mill, or Balco Forest products, to visit a ranch, a cattle sale, a feed lot, or a slaughterhouse. We don't spend anywhere near enough time looking at the city as a system or as a "organism" in terms of its impact on the region.

ISSUE III: We really haven't tackled the major environmental problems of population, pollution, resource use, etc. Perhaps we need at least one day devoted to the review of the local environment through a series of task force studies of air, water, environmental health, population trends, etc. in the Kamloops area.

ISSUE IV: Perhaps we need a "community project" of our own....something that we can tackle and do as a course during the course period. It might be something as simple as devoting one day's labour to a local lot cleanup, park project, etc. Can we do, instead of always "studying".

ISSUE V: The canoe course has been popular, but it completely destroys the evening time period for other activities and it really torques the whole course. Do we teach canoeing at all? Do we offer the canoe course as a pre- or post-course option to those who want it.

ISSUE VI: I think the "mass hike" is becoming dysfunctional of what we're trying to do. How about having the first excursion start from three different points on the Tranquille Plateau (or similar area) with three smaller groups, with a central "rendevous" for all groups as a climax, but only after the smaller groups had hiked for a few days?

ISSUE VII: I'm no longer convinced that the "project" method is the best way of studying the outdoor education section of the course. The students simply don't have the skills. I think that a task-force clustered study of about three discrete communities would be better: 2 days in pond study, two days on land flora and fauna, 1 day on nature awareness and challenge, and two days on solo might be a better structure. It would give a better guarantee that all students got some basics. A two day project on ants may be nice, but I'm not sure it isn't a luxury that we can't afford in a course like this.

ISSUE VIII: Should the outdoor education week be offered totally at McQueen with no urban return, or should we move to the McQueen region for the solo only, with that being the climax of that week.

ISSUE IX: Should the Urban Re-Entry be replaced by the wilderness rendezvous on the first hike.

ISSUE X: It is my opinion that we should concentrate on a specific and limited set of outdoor skills. These skills should be those which teachers are most likely to use in work with kids. I'm convinced that that set of skills is wilderness hiking, backpacking, trip planning and basic safety and equipment. We should use the first trip much more systematically for that type of skill development and for the teaching of basic biological awareness.

ISSUE XI: For all that it is a hassle, I'm quite convinced that we should organize our beer pool. If we don't we end up with a lot of recreation being sucked out of the community, and with those who have money going to the Bavarian Inn, and with the have-not's sitting around the school. Surely we have enough talent to organize the recreational aspects of our own community.

ISSUE XII: Is there any alternative to the multi-bus mode of transport. How about a school bus plus driver for the month. It might be cheaper, and it might keep the community together more.

ISSUE XIII: How can we keep the course on some kind of a sensible daily schedule. Maybe we need some sort of total course, pre-breakfast reveille activity such as Tai Chi, Yoga, etc. which would get us all moving at 7:00.

ISSUE XIV: Last summer we made considerable progress in organizing the evening program, but it was always still seen as an "option". I think we need to see the evening program as a requirement, but we also need to make certain that it is as good as the day program. Some nights should clearly be left completely clear of organized activities.

These are some of the planning issues which I have identified in addition to the task-related things. I am not going to suggest a sequence for any

of these elements or activities, simply because I would prefer us to think about the questions which I have raised here free from assumptions about sequence, amount of time, etc/. Because of the placement of July 1 this year, we have the option of lengthening the course if we wish, without going beyond the confines of the month of July. We may wish to consider this and other options.

In conclusion, I wish to say that I am firmly convinced that we have one of the best Environmental Education programs in North America, if not in the world. However, we cannot afford to rest on our laurels. For this reason I have written this paper in order to challenge our assumptions, to generate discussion and controversy, and to give us a focus in our planning. I welcome your comments.

\*\*\*\*\*

March 4, 1976.  
Milton McClaren.



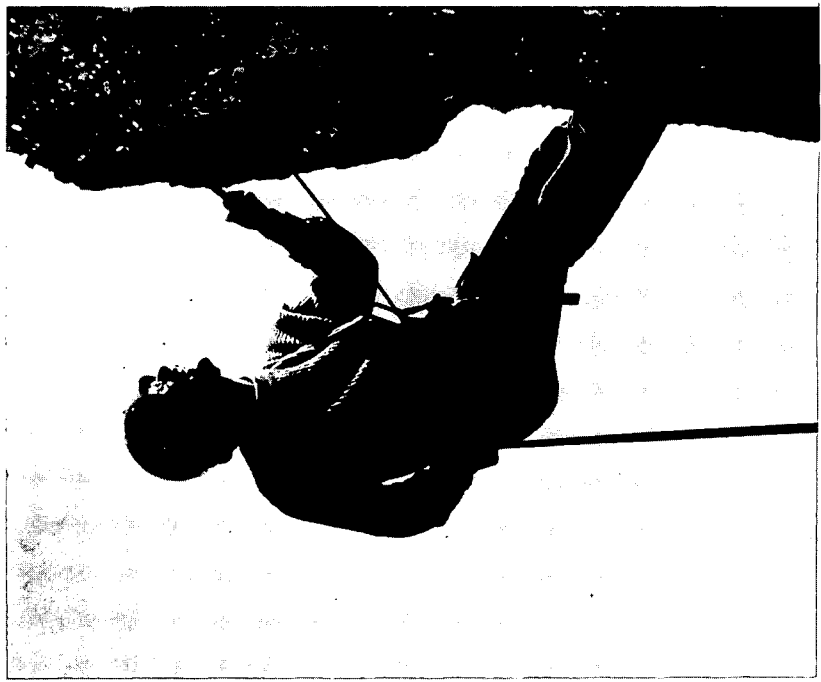
## STRATHCONA PARK LODGE

### What is it?

Strathcona Park Lodge is an Outdoor Education Centre which seeks to develop personal growth among its staff and students by exposing them to a wide range of outdoor skills and cultural activities, ranging from Art to Alpine Mountaineering, carried out in a beautiful wilderness area.

Students and groups attending the centre learn to increase their understanding of the natural world, and of the need for its conservation. The instruction is experiential and programs are unstructured and informal.

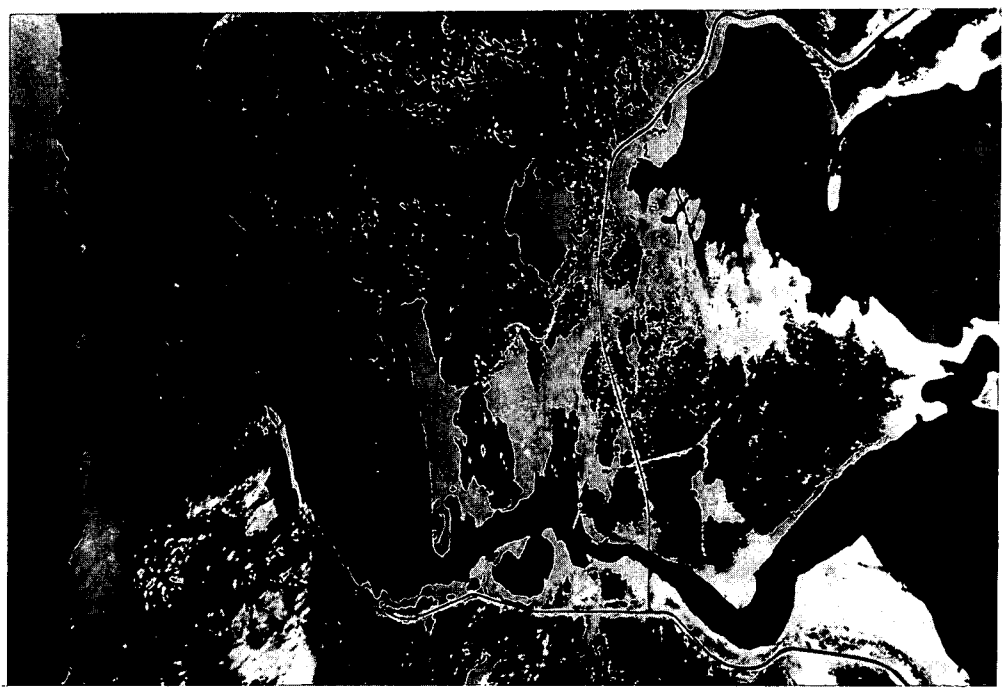
People attending the centre have been found to develop an increased self confidence and ability to relate to others through close personal inter-action with a wide variety of people. The lodge is run as a community and those attending its courses are fully integrated into this community.



### How about Expedition Areas?

Strathcona Park Lodge is the gateway to huge Strathcona Provincial Park with its 858 square miles of spectacular lakes, streams, forest and mountains. Trail hikes . . . hikes varying from the easy to the mountain-peak challenges . . . are carefully planned to teach environmental consciousness, backpacking and outdoor survival, and to reveal the grandeur of a magnificent wilderness in summer and winter.

Nootka Sound on the West Coast of Vancouver Island is used in the summer for west coast survival courses, and camping and fishing trips in boats owned by the Lodge. The area is one of North America's last surviving wilderness coastlines, and offers magnificent scenery, and superb fishing. Groups from the Lodge are able to explore the inter-tidal zones, and study the culture and way of life of the coast Indians.



### What can be done?

Individuals and groups attending the centre may run their own programs or have their instruction conducted or assisted by the staff of this centre. Opportunities, equipment and trained resource personnel are available for the following activities:

- *Back Packing*
- *Boating*
- *Canoeing*
- *Creative Writing*
- *Cross Country and Downhill Skiing*
- *Fishing*
- *Educational Visits*
- *First Aid*
- *Environmental Art*
- *Kayaking*
- *Map and Compass Orienteering*
- *Mountaineering*
- *Nature Walks*
- *Photography*
- *Pottery*
- *Skin Diving*
- *Water Safety*
- *Weaving*
- *West Coast Adventures*
- *Wilderness Survival*
- *Woodcarving*

### The Staff

The resident staff are trained and experienced in the activities being taught. The centre is under the direction of Jim and Myrna Boulding. Ray Preece, formerly of Outward Bound is in charge of outdoor activities. A number of visiting lecturers are used extensively by the Lodge as resource people. These have included Roderick Haig-Brown, George Clutesi, Hilary Stewart and Paul Presidente.

## What about Accommodation and Facilities?

Groups are accommodated in two large buildings which are complete with kitchens and sleep roughly forty in each. There are also four smaller cabins each sleeping between four and ten people. Two large meeting rooms are available for discussions, films, dances, etc., and there is a reference library. All accommodation is carpeted, has bathrooms and is more extensive than most people expect of an outdoor centre.



Instructional equipment includes canoes, kayaks and motor boats, including one rubber Zodiac and one 24' cruiser. There is a ropes course, a 1,000' Borer Star Handle Ski Tow, downhill and cross country skis, snowshoes, mountaineering equipment, two vans for transporting groups on local journeys. Art materials, movie and slide projectors are also available.



## We'd bolder mention:

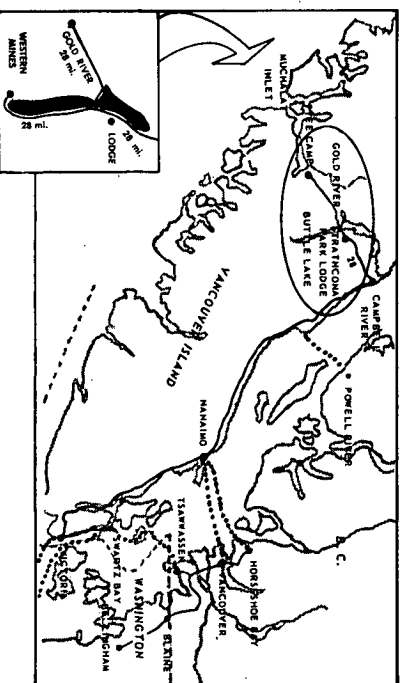
Our facilities are used mainly by schools for environmental and outdoor education programs. But other groups like Scouts, YMCA, YWCA, Cadets and Church groups are also welcome. Over five thousand people have attended courses here during the past three years.

The lodge is also available for conferences, retreats, seminars and special courses.

In the summer of 1974 we ran a series of environmental education courses for the Department of Education involving teachers from all over the province.

There are no age limits and our rates which are quoted on the attached sheet are very reasonable.

The lodge is located 30 miles west of Campbell River on Highway 28.



WRITE TO US  
 AT STRATHCONA PARK  
 OUTDOOR EDUCATION CENTRE  
 BOX 2160, CAMPBELL RIVER, B.C.  
 OR PHONE  
 CAMPBELL RIVER RADIO OPERATOR  
 (Area Code 604)  
 ASK FOR STRATHCONA PARK LODGE

## STRATHCONA PARK LODGE Outdoor Education Centre

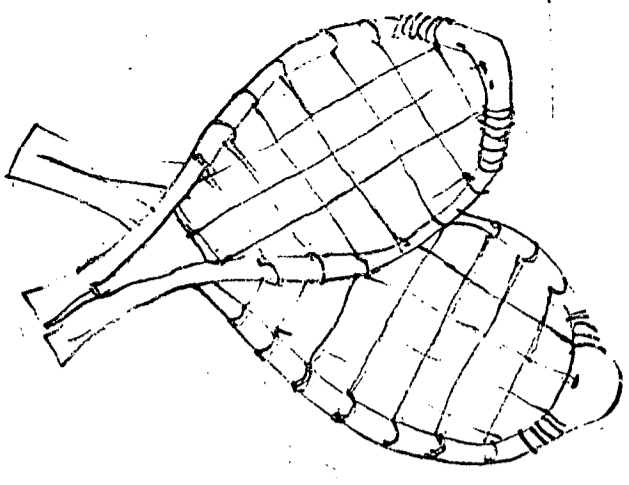


*"Rise free from care before the dawn and seek adventure. Let the noon find thee by other lakes and the night overtake thee everywhere at home."*

Henry David Thoreau

SL 5 Strathcona Christmas Adventure Dec. 28 - Jan. 2 1975  
 This course is open to anyone, \$11.0 per person (couples \$24.0)  
 Children under 14 - half price, under 6 - Free

A neo-renaissance experience for people of all seasons. - Get off the cocktail circuit this Christmas and feel refreshed and awakened. The Christmas Adventure involves a wide range of indoor and outdoor activities which are sustained and enhanced by the unspoiled wilderness. Those attending can choose from the following activities: cross-country skiing, West Coast Indian culture, creative dance, home-made music, snowshoeing, poetry and myths, winter over-nights, natural food cookery, photography, environmental conservation, pottery, various hand crafts, games and a costumed masque on the evening of the thirty first. This course is intended for all people who wish to broaden their experience of the out-of-doors, and for educators who wish to increase their competence in this area. In keeping with the season, the week will have a free-flowing and festive atmosphere with fine food and comfortable accommodation. Families are welcome and supervised activity will be available for children.



SL 5A School Principals Workshop

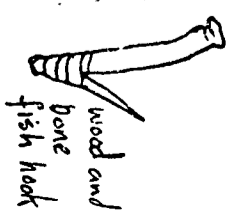
Jan. 16-19 \$75

This workshop will enable School Principals to develop a greater understanding of the educational opportunities available through outdoor and environmental education, especially during the winter months. The experience will help them to provide direction to outdoor education programmes within their schools, & to better assess safety standards and leader competence. Principals will be given the opportunity to discuss possible programmes and to experience some of the activities first hand, including cross-country skiing, environmental skills, and wild life observation, including Elk, & Trumpeter Swans. This course was requested by the Victoria School Board.

Handwritten notes in Chinese characters, including the characters '中子' (Zhongzi) and '中子' (Zhongzi).

SL 6 Strathcona Midwinter Workshop Jan. 27 - Feb. 2  
 \$120

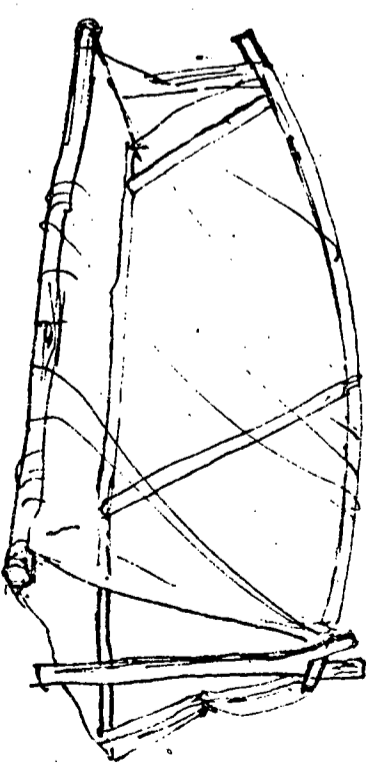
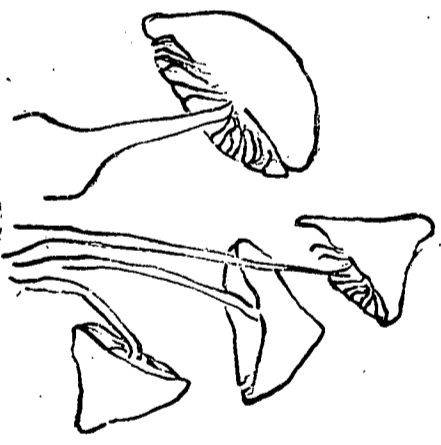
The most flexible part of the school year - and the most inadequately used from an outdoor education viewpoint is the winter season. This course is designed to give teachers a practical introduction to winter outdoor activities including cross-country skiing, snowshoeing, winter camping and survival skills, and the care and safety of students in beautiful but potentially dangerous conditions. Activities involved will be fairly strenuous and an overnight will be involved. Applicants must supply their own equipment although cross-country skis and snowshoes are available at the lodge. An equipment list will be sent to all applicants.



wood and bone fish hook

SL 6A Trustees Workshop Feb. 6 - 9 \$150

This course will enable School Trustees to become more aware of the educational opportunities which exist in outdoor and environmental education, and become better able to assess plans and priorities in this area. Trustees attending will be given the opportunity to discuss possible programmes, and the chance to experience some of the activities at first hand. Instruction will be given in the appropriate safety standards, training of leaders, and on planning programmes within a School District.



SL 7 Conference Feb. 28 - March 2 1975 \$60

An Evaluation of the Summer Environmental Education Pilot Project held at Strathcona OEC during the Summer of 1974. The conference will be open to all who attended courses at this centre during the Summer of 1974, and will examine the question "What have teachers to say about their professional growth." Guest speaker to be announced.

SL 8 Easter Experience, Alpine to the Ocean March 31 - April 6 \$120

Following the success of our Alpine to the Ocean course in July last year, this programme will again emphasize "Leadership training", in the field of Environmental Education. Course participants will be exposed to a broad range of ecological areas, from the Alpine regions of Strathcona Park to the marine environment off the West Coast of Vancouver Island. Teachers who successfully complete this course should be able to involve their students in complex environmental projects.

Strathcona Park Lodge Outdoor Education Centre will run environmental and outdoor education courses for any organized group. Most Vancouver Island School send groups here every year and all the main Universities and Community Colleges make use of our facility.

For further information write: Ray Preece  
Strathcona Park Lodge  
Box 2160  
Campbell River, B. C.  
Call: C.R. Radio Operator

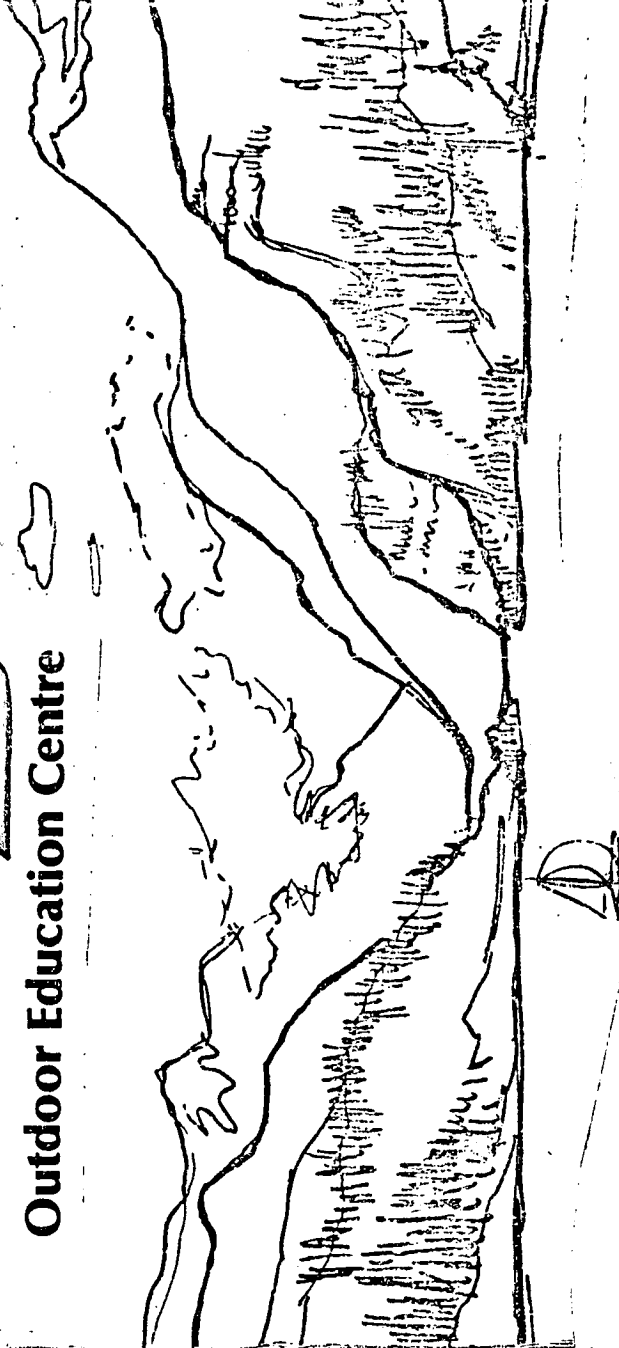
APPLICATION FORM

Course No.	From	To
NAME	Number in Group	
ADDRESS	Phone	
SCHOOL OR PLACE OF WORK	Age	

STRATHCONA  
PARK LODGE

Outdoor Education Centre

Course List

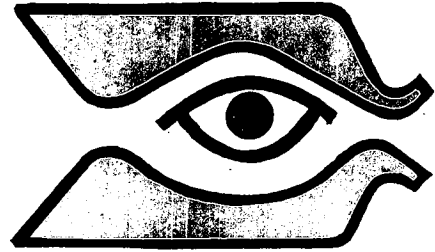


COURSES FOR EDUCATORS - WINTER & SPRING 1974 - 75

The following courses are offered during the Winter & Spring for the "in service" training of teachers. "In service" funding should be available within School Districts to help teachers with course fees and travel costs. These courses are also open to University faculty and students.



VANCOUVER ISLAND'S  
**STRATHCONA**  
PARK LODGE  
& OUTDOOR EDUCATION CENTRE



M. S. O'Connell  
Dept. of Education  
Faculty of Education  
Simon Fraser University  
Burnaby, B. C.  
V5A 1S6

Our educational philosophy at Strathcona has four main thrusts:- folk art and culture, the life styles of the Coast Indians, the benefits to be derived from healthy outdoor activities, and conservation. We seek by these means to increase individual resourcefulness and help people to become better able to function in wild country, close to nature, without the physical and mental stimuli of an urban community.

The need for man to live without the support of a highly organized and largely synthetic urban society, is brought into focus by the threatened collapse of that society. We at Strathcona believe that our survival as a civilization depends on our being able to find answers in a simpler life style, closer to nature, and closer to the tribal and village associations of our recent past, through a more open educational system.

The universities located as they are in the main centres of population find it difficult to relate to these ideas, and are unaware of the opportunities that they present. In short, the universities lack roots in the countryside, and are in danger of becoming sterile, irrelevant institutions where musty professors produce pallid replicas of themselves.

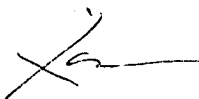
In our search for a more meaningful educational philosophy we are seeking input and direction. We would like you to come and have some fun with us this Christmas and have a look at some of these educational alternatives. We hope to have Roderick Haig-Brown and Dr. George Clutesi as resource people. We are calling the course the Strathcona Christmas Adventure.

Details of the experience are on a separate sheet. We hope very much you can come. We are running several other courses this Winter which you may find of interest and all these courses are listed in the enclosed folder.

CONTACT CAMPBELL RIVER & ASK FOR RADIO TELEPHONE  
STRATHCONA LODGE OR WRITE JIM BOULDING  
P.O. BOX 216, CAMPBELL RIVER, BRITISH COLUMBIA

We will accept organized parties from schools, universities or other groups at any time. Groups may run their own programme here, or make use of our facilities, equipment and staff. We have a beautiful location which is ideal for outdoor activities and expeditions on foot, or by canoe, and for environmental field studies. Many groups from universities have been here and many more are coming but we still have room for more. Our rates are extremely low, and the quality of our accommodation and food is second to none.

Yours truly,

A handwritten signature in dark ink, appearing to read 'Jim Boulding', written over a horizontal line.

Jim Boulding  
Director

JB/gh

Enclosures