

THE

Newsletter of the

National Association of Teachers of English

VOLUME 2 NUMBER 2 APRIL 1968



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COVER PHOTO "THE SUGAR SHACK" SOUTH LAKE SIMCOE C.A.

NEWSLETTER DEADLINES: MAY 15 for the JUNE issue

AUG 20 for the SEPT issue

ANEE, the newsletter of the Council of Outdoor Educators of Ontario is published six times each school year. The publication is mailed to C.O.E.O. members only. Membership can be arranged through the membership secretary

ANEE (AH-NEE) IS AN OJIBWAY WORD USED AS A GREETING OF FRIENDSHIP, IT IS USED AS A CORDIAL SALUTATION AMONG FRIENDS MEETING INFORMALLY. OUTDOOR EDUCATION IS A DISCIPLINE WHICH HAS AS ITS FOUNDATION A DESIRE TO LIVE IN HARMONY WITH THE ENVIRONMENT; THE TRADITIONAL WAY OF LIFE OF OUR NATIVE PEOPLE CHERISHED THIS ATTITUDE. ANEE IS A MEANS OF COMMUNICATING AMONG OUR MEMBERS WHO ARE SCATTERED ACROSS A LARGE PROVINCE. IT IS HOPED THE GREETING - ANEE - IS FELT THROUGH THESE PAGES.

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WESTERN REGION

Whistling Swans, deer tracks and a sunny warm spring day greeted COEO members at the Pinery on March 5th when our planned cross-country skiing became a Spring Hike to explore the dunes along Lake Huron's shores.

Many thanks to Dennis Wendland for inviting COEO members to his workshops.

Thanks to Dennis and to Terry Knight for the planning and preparations for the Maple Syrup Festival on April 4; a terrific family experience!

Remember Western Region members, we are in the process of planning workshops for the coming year. If you have any contributions you would like to share suggestions or requests for events, write or call -

Dianne McLimont
1456 Windemere Cr.
Sarnia, Ont. N7S 3M2
519-542-2827

COMING EVENTS



BIRDING AND WILDFLOWERS - May 15

Come to Point Pelee and observe the spring migration. Also enjoy the vast diversity of vegetation which will be budding forth. For more information contact the Regional rep.

WILDFLOWERS AT WRIGLEYS CORNERS - May 17, 7 - 9 p.m.

For further details, contact Dennis Wendland, Laurel Creek Outdoor Centre, 519-885-1480



HIKING AT CYPRUS LAKE - June 11

Explore the trails and grottos of the scenic Bruce Peninsula. Camping is available. More information can be obtained from the Regional rep.



FRESHWATER ECOLOGY AT WRIGLEYS CORNERS - June 14, 7 - 9 p.m.

More details available from Dennis Wendland, Laurel Creek Outdoor Centre, 519-885-1480.





MEET DIANNE MCLIMONT

Dianne's early education was in the rural schools of Simcoe County. She carried her love of the outdoors with her when she moved to the city. Outdoor education was an integral part of Dianne's studies at Lakeshore Teachers' College. She has obtained her degree in Biology from the University of Western Ontario, and has begun her Masters in Outdoor Education from Northern Illinois University through COEO.

Having been a classroom teacher for ten years with the London Board of Education, Dianne has experience teaching grades 2 to 5, including music, choir, science and special education. Dianne has planned outdoor education field trips and programmes, involving students from K to 13, which involved day trips and overnight outings under canvas or at residential centres.

Dianne's outdoor education qualifications have been put to use on committee work also. She assisted in the development of science units and a Ministry of Education document. She has been involved in planning annual Science Fairs and was Chairperson of the Outdoor Education Committee for the London Board.

Travelling and career development seem intermingled in Dianne's life. She travelled on Field Trip '80, an educators field trip to both rugged and exciting areas of Northern Ontario and Quebec. She has enjoyed holidaying across Canada, putting her cross country skiing, backpacking and hiking skills to use. Ask Dianne about her backpacking trek on Baffin Island.

Dianne has a particular interest in pioneer skills: weaving, dyeing, corn husk dolls, broom making, bread and bannock making. In what spare time she has, Dianne knits, sews, gardens, refinishes furniture, swims and canoes at her Muskoka retreat, and continues her community volunteer work involving children.

Dianne has such an extensive and rounded outdoor education background, Western Region would do well to call on this valuable COEO resource person. After all, Dianne's the Western Region rep, and she's working hard to plan activities in each area of this vast region.

BACKUS HISTORICAL COMPLEX

Members of COEO - Western Region are invited to participate in the following events sponsored by the Long Point Region Conservation Authority at the Backus Historical Complex.

The Backus Conservation Area is 400 hectares of natural area with a wide variety of unique features. A museum complex of some 20 buildings has sprung up around the 1978 Backus Mill, the oldest continuously operating flour mill in Ontario. Stone ground whole wheat flour is ground daily by a 3 ton water wheel. A special feature of the complex this year will be demonstrations of several pioneer skills such as soap making, butter churning, working with livestock, etc. A team of 3 people have been hired on a special grant to perform these demonstrations daily.

The area also boasts the largest mature example of carolinian forest in all Canada. More than 260 hectares of this southern hardwood forest can be explored through 10 km of self-interpreting trails winding throughout it.

Camping, fishing, picnicing and other recreational activities are available in season.

MILLING DAYS May 21 & 22, 11 a.m. - 4 p.m.

A working day in the old style. Watch the breaking of the soil with horse-drawn plough. Milk a cow. Churn butter. Make soap and candles. View demonstrations of stone-ground flour milling, log sawing and shingle making. Ride a horse drawn wagon through the museum complex.

SPRING FESTIVAL June 12, 11 a.m. - 4 p.m.

Celebrate some of the old rituals of spring. Dance around the maypole and learn of its tradition. Ladies bring a box lunch to be raffled off at the Box Lunch Social. Help with the spring planting by machine and by hand. Demonstrations of wool carding, fleece washing, spinning and weaving. Displays of coverlets and quilts. Wagon rides.



For more information, contact the Long Point Conservation Authority, 519-426-4623.

CENTRAL REGION



YEAR END BBQ
FOREST VALLEY OUTDOOR CENTRE
Tuesday June 7, 5:30 p.m.

SILVER CREEK VALLEY CONSERVATION
EDUCATION CENTRE
"LIFE IN THE POND"
Thursday May 26, 7:30 p.m.



FAR NORTH

For your information Science North is opening May 1984 in Sudbury. At the present time I am exploring the possibilities of the Far North hosting a conference to introduce teachers, especially Outdoor Education and Science teachers, to the services of the centre and other facilities available in the area for those planning school excursions.

A complete informational package of activities to introduce teachers to the centre, the outdoor education possibilities of the centre and facilities available to schools is in the initial planning stage.

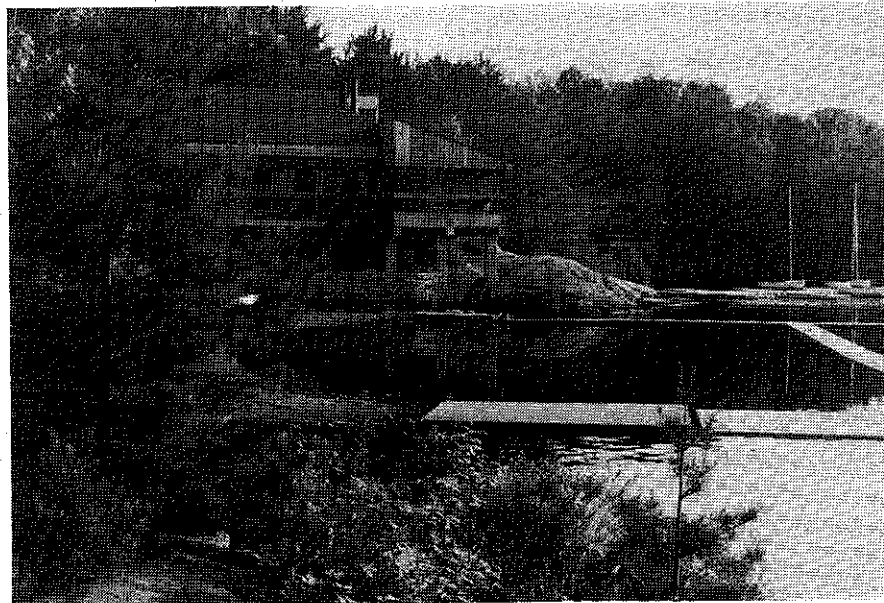
If you would like more information, or can offer assistance, or have suggestions for other COEO activities or projects please contact: Shel Lowe

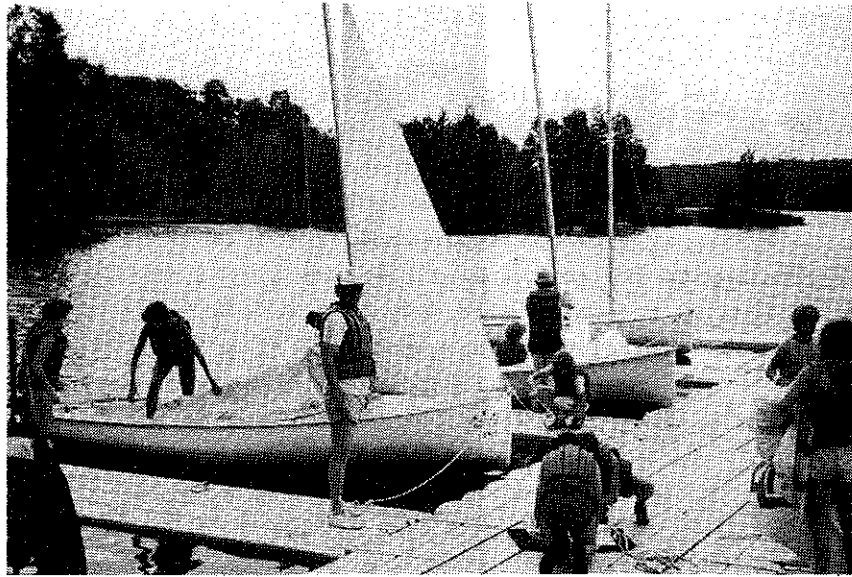
Box 249
Chelmsford, Ontario
POM 1L0

A BARK LAKE EXPERIENCE

In June, a pamphlet appeared in the staff room announcing an outdoor leadership camp for teachers to be held at Bark Lake in August. For three successive years I had taken my Special Education students on a four day residential visit and although these had been highly successful, I was concerned with my lack of skills in canoeing and orienteering. My games were becoming repetetive and generally I required some stimulation. Would a Bark Lake experience be able to provide some answers to my needs?

The eleven days that I spent at Bark Lake will be remembered and recalled as a milestone in my life, one that I will be able to draw upon many times in my future. Not only did we receive a comprehensive and practical approach to Outdoor Education - i.e. in terms of being able to improve waterfront skills in swimming, canoeing, sailing and kayaking; leadership training through discussion and co-operative games; orienteering activities and a variety of useful craft sessions - but there also progressively developed a sense of sharing, caring and interaction with colleagues all over Ontario.





My impression is that this particular group of teachers was not unique or special for the space and tone of the entire camp was established by a highly qualified staff who not only demonstrated a high calibre of professionalism and leadership qualities but exhibited limitless enthusiasm, energy, patience and understanding. These qualities were necessary, for in addition to the basic programme, the staff offered a variety of options in the early mornings and late evenings. These diversified activities included everything from night hikes, owl prowls, indoor games, photography, first aid and safety to campfires, 50's jitterbugging and massage techniques. Each staff member seemed to possess expertise in two or three different areas and the fact that we could avail ourselves of their knowledge and resources was truly beneficial. A whole new body of literature became accessible and I have spent the fall months reading voraciously.

At times, the experience was almost overwhelming and I felt a sense of anxiety as my energy and physical capacity was tested to what I perceived as its limits. Many times I questioned whether I would be able to meet the demands and be successful. I feared failure and yet in retrospect this has increased my sensitivity to how a youngster might feel when confronted with a new and unfamiliar situation. Too often as adults we forget this sensation.

The Bark Lake camp culminated in an Out Trip where we were able to apply all the skills in a practical situation. At that point, each individual experienced a feeling of success at being able to accomplish a task that had previously appeared to be elusive. Our newly acquired abilities and knowledge assimilated and it was amazing how much I have been able to use both within the classroom situation and outside it. The memories of Bark Lake - the programmes, the knowledge, the relationships and the accomplishments have become an integrated part of my professional life.

PENNY PURCELL

Hike Ontario

If you decide to explore all the hiking trails in Ontario, walking say 20 kilometres every day, how long do you think it would take? If your guess is less than 3½ months, you've missed a trail or two!

The opening of the Bruce Trail in 1967 inspired a flurry of trail building in scenic areas all over the province. Today, there are eleven different trails, each with its own personality, traversing more than 2,100 kilometres of rocky headlands, woods and farms.

Canadians took to trails to express the mood of the Sixties. It was a time when we realized how flabby we were and started to think of fitness as an important goal. Technological damage to the environment was increasing and we began worrying about the quality of life, pollution and ecology. Flower children were rejecting materialism and following a simpler back-to-nature lifestyle. Overnight, Canadians discovered that walking is not only healthy but fun.

Landowners too were moved by the spirit of the times and generously allowed trails to be built over their properties, sharing with city people the beauty and tranquility of the countryside. Hikers in return adopted a Trail Users' Code, a promise to respect private land and preserve the environment.

Ontario's hiking trails were all built by volunteers and the eleven clubs that continue to maintain them are all run by volunteers. To keep hikers from wandering off the trail and getting lost, clubs mark the route blazes -- vertical stripes painted on trees and rocks. They also offer their members guidebooks containing maps. Organized group hikes with a leader are often part of a club's program with the schedule published in its newsletter.

If you've never hiked before, you may wonder how to go about getting started. You'd be wise to join a group for at least your first few outings. You don't need lessons or expensive equipment, but some things are essential, such as waterproof boots. Without them, chances are you'll come back with wet feet, cuts from rocks or a sprained ankle. Your hands should be free to hold on when climbing, so carry your lunch, thermos and an extra sweater in a knapsack. It's smart to bring rainwear even when the sun is shining, and some basic first-aid supplies just to be on the safe side. Unless you're already in top shape, start with short hikes and increase distance with experience.

But whether you're a novice hiker, seasoned backpacker, photographer, student of natural history, or a family on an afternoon outing, you'll find something to enjoy on Ontario's trails. Write your nearest club for more information, then get out and



HIKE ONTARIO!

AVON TRAIL ASSOCIATION
Box 384, Stratford, Ontario N5A 6T3

The AVON TRAIL follows the Avon River through Stratford with a side loop that passes the Festival Theatre. Thirteen kilometres are within Wildwood Conservation Area, the rest crosses agricultural land including farms of the Mennonites near Kitchener. Links Thames Valley Trail at St. Mary's with Grand Valley Trail at Conestogo. 100 kilometres.

BRUCE TRAIL ASSOCIATION
Box 857, Hamilton, Ontario L8N 3N9

The BRUCE TRAIL, Ontario's oldest and longest trail, follows the Niagara Escarpment from Niagara to Tobermory. Geologically fascinating, the Escarpment also provides endless scenic variety: lookouts, grottos, waterfalls, caves, meadows, forests, and, for the history buff, ruins of abandoned dams, kilns and mill houses. 690 kilometres.

ELGIN HIKING TRAIL CLUB
Box 11, St. Thomas, Ontario N5P 3T5

The ELGIN HIKING TRAIL, the shortest and most southerly trail, winds northward through the valley of Kettle Creek from Port Stanley to the St. Thomas area. Rare wildflowers, birds, semitropical fruits and varied terrain are excellent subjects for photographers. 25 kilometres.

GANARASKA TRAIL ASSOCIATION
Box 1136, Barrie, Ontario L4M 5E2

The GANARASKA TRAIL follows the Ganaraska River, crosses the Great Pine Ridge and traverses the drumlin fields west of Peterborough. It passes through the Kawartha Lakes and skirts the Minesing Swamp where waterfowl, mink, muskrat and beaver can be observed. Passing through the Wasaga sand dunes, it follows the Wye River across Historic Huronia. 200 kilometres.

GRAND VALLEY TRAILS ASSOCIATION
Box 1233, Kitchener, Ontario N2G 4G8

The GRAND VALLEY TRAIL follows the Grand River north from Brantford through Paris, with its cobblestone architecture, past Pennsylvania Dutch farms near Kitchener, Cambridge and Waterloo and ends in spectacular Elora Gorge. Rare butterflies may be seen in Roseville Swamp; coyote, white-tailed deer or red-shouldered hawk in Natchez Hills. 125 kilometres.

GUELPH TRAIL CLUB
Box 1, Guelph, Ontario N1H 6J6

The GUELPH RADIAL TRAIL leads northeasterly from Guelph along an abandoned route of the Toronto Street Railway to Limehouse, where it joins the Bruce Trail. The SPEED RIVER TRAIL follows the river southwest from Guelph to Cambridge. Unusual concentration of glacial landforms, eskers, moraines, drumlins and outwash features provide unique sights. 65 kilometres.

MAITLAND TRAIL ASSOCIATION
Box 443, Goderich, Ontario N7A 4C7

The MAITLAND TRAIL follows the Maitland River from Goderich to Auburn. The trail passes through Huron County forest, Falls Reserve and Wawanosh Conservation Area, as well as Benmiller, Robertson and Morrison Tracts - all pioneer country. 32 kilometres.

QUINTE-HASTINGS RECREATIONAL TRAIL ASSOCIATION
Box 1333, Belleville, Ontario K8N 5J1

The QUINTE-HASTINGS TRAIL has linear and loop routes for hikers and skiers. The trail explores the Trent River Valley, then swings North East through the scenic Oak Hills, to end at Madoc. A Geologist's paradise. 65 kilometres.

RIDEAU TRAIL ASSOCIATION
Box 15, Kingston, Ontario K7L 4V6

The RIDEAU TRAIL, Ontario's most easterly trail system, is named after the Rideau Canal and River. Extends from Lake Ontario at Kingston to Richmond Landing on the Ottawa River. Traverses the wild and sparsely inhabited Canadian Shield - a vast territory of granite, endless forests and countless lakes. 385 kilometres.

THAMES VALLEY TRAIL ASSOCIATION
Box 821, Terminal B, London Ontario N6A 4Z3

The THAMES VALLEY TRAIL follows the THAMES River south from St. Mary's, through the heart of London, past the University of Western Ontario. Contrast between neat, flat farmlands and steep, wild riverbanks; between formal city parks and debris-covered flood plains, between old historical London and its modern skyline. 56 kilometres.

VOYAGEUR TRAIL ASSOCIATION
Box 66, Sault Ste. Marie, Ontario P6A 5L2

The VOYAGEUR TRAIL, when complete, will be Ontario's longest trail through rugged wilderness of great rocks, forests and deserted beaches. From South Baymouth on Manitoulin Island through Sault Ste. Marie to Thunder Bay. Killarney and Lake Superior Provincial Parks, Pukaskwa National Park, Agawa and Michipicoten Falls are points of interest. 350 kilometres.

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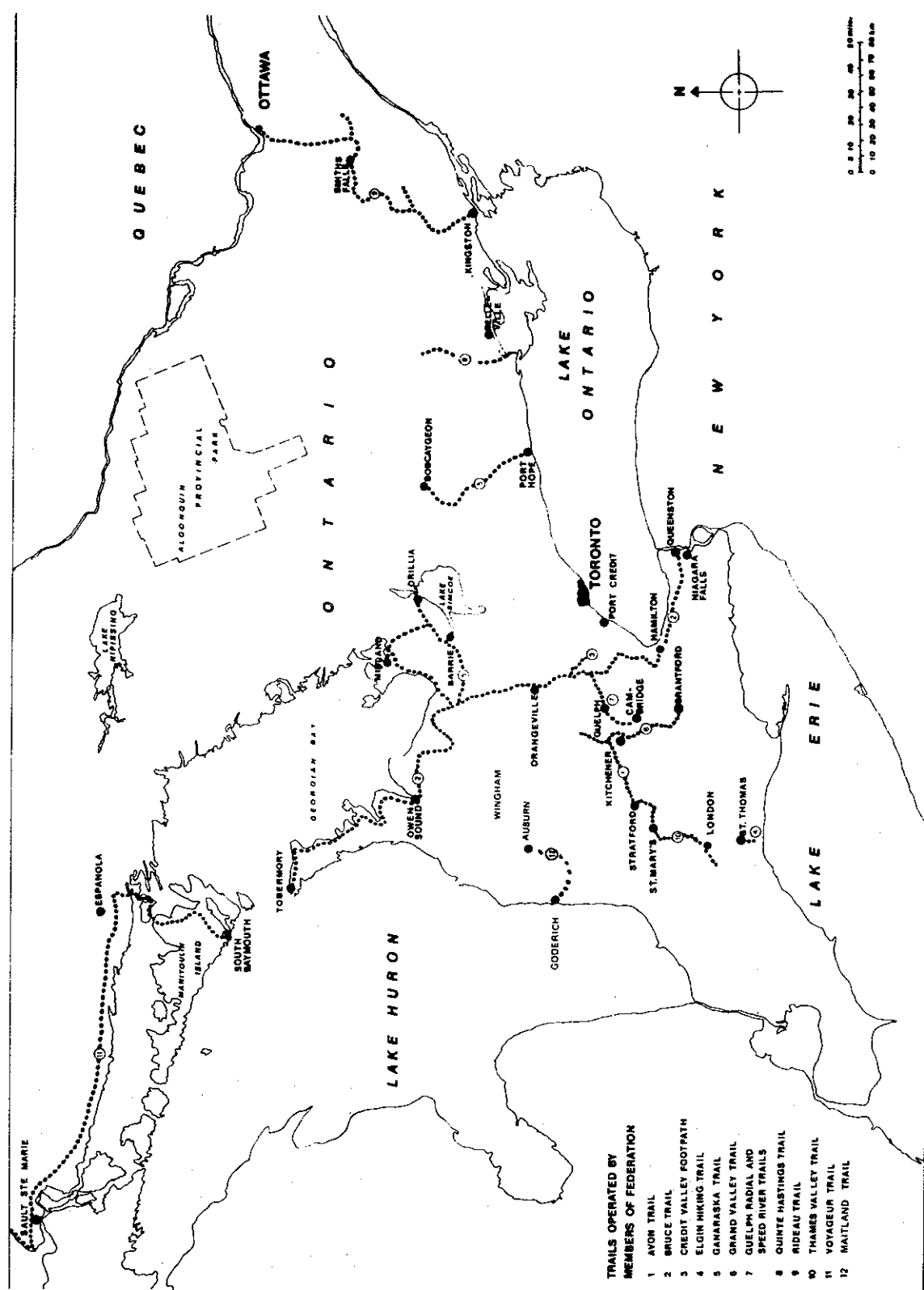
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WHERE TO FIND THE TRAILS



GO-TO-BLAZES

Last year, the Bruce Trail Association held its first annual Go-To-Blazes Day in which a record number of volunteers gave the 700 kilometers from Queenston to Tobermory a spring-cleaning.

One key section of Trail near Dyer's Bay had been closed for over a year. On this day, over 7 kilometers of trail construction were completed by the Outers' clubs from Centennial C.V.I., Guelph and Centre Wellington D.H.S., Fergus. The 8 kilometers of trail to the east of this section were polished by a group of Grade 13 Environmental Studies students from North Toronto C.I.

Again this year, another Go-To -Blazes Day is being held on May 14, sponsored by F.O.H.T.A., the Federation of Ontario Hiking Trails Association. Its purpose is twofold: to improve the quality of hiking trails in Ontario and to communicate the outdoors ethic - a respect for the land and a responsibility for caring about its quality.

During the preceding week, and especially on Saturday May 14, it is planned to clean up every kilometer of hiking trail in the province. No major construction projects are contemplated, merely light maintenance chores of touching up blazes, picking up of litter, and the clearing of winter deadfall.

It is a job with which any school group - a classroom or a club- could assist. Your students will enjoy the fellowship of working together while assiting in a worthwhile project.

It is hoped that your group may be interested in participating in this years Go-To-Blazes Day. To obtain further information or to volunteer your group's servives, please call or write

Mr. Ross McLean
Centre Wellington D.H.S.
Fergus, Ontario
N1M 1Y7 telephone 519-843-2500



OUTDOOR EDUCATION:

RETROSPECT & PROSPECT

REVIEW

Before considering the challenges of the 80's, let us return for a few minutes to the description of the present situation in Ontario OE and recall the main points. It is probably safe to say that the period of rapid growth and bold innovation is over and that we have entered a period of consolidation or stabilization. OE has become institutionalized. No one knows how many school boards now have sites, programs and full-time people but there are hundreds. Programs are diverse, public acceptance and support is broad, every curriculum document revised in the last fifteen years has a direct requirement of outdoor experience or an indirect encouragement of OE where appropriate. The Council of Outdoor Educators of Ontario is strong.

Many thousands of students are benefitting from some form of OE. There are countless opportunities for the development of expertise in our community colleges, universities, faculties of education and post-graduate work. However, lest we become smug and complacent, let us realize that profound changes are taking place. There are many things we did not do and did not finish and there are new challenges to be met in the 80's. I would like to identify some of those that I see.

THE GAPS

Permissive legislation and Ministry encouragement which has resulted in present strength and diversity has also permitted almost total lack of programs and services in some areas. Frustrated teachers who have energy, concern and capability but no support whatever from their boards and administrators can do little more than the sporadic occasional field trips that I had as a student.

Thousands of students are missing what should now be basic to an education and the right of all. The often used cliché that each teacher and each school does their own OE is little more than empty rhetoric. Twenty years of experience has shown that to develop a solid, continuing and comprehensive program the support of recognized sites, buildings, and specialized support people are essential. Thus, I would urge that the Ministry of Education reassert its leadership role now dusty from disuse and ensure that areas of deprivation be required to establish some recognizable form of OE for their students.

Dr. J. R. McCarthy who played an important role in the Department of Education prior to 1973 stated recently; "I recognize the economic and financial problems that exist today but I remain unconvinced that there could not be a greatly expanded program given proper organization and the will to see that it is implemented."

There is no need for the late starters to reinvent the wheel. We have a great amount of accumulated experience in this province which brings me to my next point.

A MODEL OF OE AND A CLARIFICATION OF VOCABULARY

A second task for the 80's should be the development of a sophisticated model of OE which could be a model for late starters and a standard against which established programs could assess themselves so that they too can continue to grow and improve. As part of this process we need a clarification of vocabulary so that we have a common understanding of terms such as outdoor education, environmental education, environmental studies, conservation education, nature study and field studies. Such a model would only result from a comprehensive survey of what is going on in Ontario OE from some good research so that we know whether or not we are doing what we say we are doing. Late starters should be encouraged to use a master planning process so widely used in business and industry. Master planning ensures that we do not stop short of our goals but that we achieve them in rational, manageable stages, constantly assessing the value of what has been achieved and revising the distant and elusive targets as we go. Late starters might also utilize the concept of external consultants in order to benefit from the successes and avoid the weaknesses of those with experience. I am sure that a joint effort by the Ministry and COEO could now develop such a sophisticated model.

A RESEARCH BASE

In a recent article by Claude Cousineau published in Anee and the Journal of Outdoor Education, Claude speaks of "doers" and "thinkers" in OE. A third challenge of the 80's must be to develop a good research base in Ontario so that we do not all become "doers". It is very easy once going and busy and reasonably successful to let one's time and energies get dominated by the necessary and mundane. Remembering to order new string for the tetherball, towels for the washrooms and thermometers for the weather kit demands time and energy once applied to innovation and program development. Even in a time of restraint, we must reassert the importance of reflection, dreaming, sabbaticals, seminars, conferences, journals and graduate work. I would hope that in the 80's we could find financial support that would permit some experienced outdoor educators to leave their jobs for periods of time to do research, reading, study and writing that is essential to the development of a strong philosophical and theoretical base. Along these lines, I commend the work of Claude Cousineau at the University of Ottawa, Jim Smithers, the former editor of Anee at Lakehead University, the York University Faculty of Environmental Studies with their excellent graduate programs and Bud Weiner and the University of Northern Illinois who have added so much to encourage "doers" to be "thinkers" as well.

THE ROLE OF THE COUNCIL OF OUTDOOR EDUCATORS

My fourth challenge for the 80's is directed at the executive and board of COEO. I would recommend that COEO return to its primary objective of service to regions and members. I sense in recent years a trend toward perpetuation of the executive and the continued support of a few large visible projects such as Anee, the NIU contract and the MEI conference. These are extremely important projects which must be continued. However, there were three regions in Ontario that were not represented on the board for a whole year. It is inexcusable that an executive would permit this condition to exist for so long. Also, there are now many people and OE centres never seen at conferences. I also sense a change in the balance of membership. Where are the people from the camps and parks that added so much vitality and diversity to this organization? I challenge COEO in the 80's to apply some vigorous energies to maintaining early strengths - the pioneering spirit, the sharing, the flow of ideas, innovation and cross fertilization - COEO in cooperation with the Ministry of Education can provide assistance to those areas of deprivation mentioned earlier and COEO in cooperation with the universities can work towards a research base and adapt new objectives to meet new needs.

I would like to propose to the executive a few strategies which I think might go part way toward remedying these weaknesses:

1. COEO must examine its role in a changing society and educational system and decide whether it is going to remain as COEO or evolve toward a CEEO. If we are to remain as COEO we must identify the Outdoor component of Environmental Education and emphasize the unique features of outdoor learning and teaching. If we are to evolve into a CEEO it will be necessary to carve out new relationships with other existing organizations. The decisions will not be easy since there are strong arguments for each.
2. Regions need to be strengthened and regions only exist as they have people or projects as focal points. Therefore, I would suggest that COEO try what STAO did a few years ago when it became a large organization. That is, that in odd numbered years we have provincial conferences and in even numbered years we have several regional conferences - ideally a conference in each region.
3. To re-establish our early support from outside the educational community let us co-sponsor an upcoming provincial conference with the Ontario Camping Association and the Park Interpreters.

POLITICAL SUPPORT FOR ENVIRONMENTAL EDUCATION

A fifth challenge for the 80's is the need for EE to gain some integrity and recognition in the eyes of the politicians and public. Such political recognition and integrity could result from many factors but I think that we need one large visible organization to represent the case of EE. Such an organization should represent all branches of government with stakes in EE - Energy, Education, Agriculture, Environment and Natural Resources as well as business, industry and all levels of education. I hope that the negotiations presently going on between Trent University and the Ontario Institute for Studies in Education might result in the formation of a Canadian Association for Environmental Education which could serve this purpose.

I have sensed that people with environmental sensitivities, knowledge and commitments tend to be idealists - they want to do "right", hesitate to recognize that education goes on in a political arena where money, power and recognition often get things done faster than rationality does. We may have to compromise idealism a bit in order to ensure a sound foundation and future for OE and EE.

CURRICULUM FRAMEWORK

The sixth challenge for the 80's will be in the area of curriculum. Recent curriculum revisions by the Ministry of Education have provided excellent support for outdoor education. I hope that this trend continues and the pattern of organizing curriculum into core, optional and locally developed units continues. This system permits the inclusion of new units of study as new environmental problems and concerns emerge. The next significant change required in the present curriculum structure should ensure that all students are provided with a sound well-designed program of EE from the primary through the senior grades to the post-secondary level. Such a structure must be based on a well-informed definition of EE, make extensive use of OE components and use content and methods resulting from our accumulated experience and a sound research base.

Thus, I find no fault in present curriculum support for OE but would like to see the development of a umbrella document - perhaps called "Environment Across the Curriculum" which would a) identify the need for EE; b) identify the major societal and global issues; c) summarize present curriculum guidelines which contain OE and EE section; and e) urge that school boards, administrators and teachers ensure a well co-ordinated program of EE with OE components for all students.

ENVIRONMENTAL EDUCATION FOR THE GENERAL PUBLIC

The seventh challenge for the 80's must be to extend OE and EE to the adult population and the general public. I have sometimes said in a cynical moment That too much good education is wasted on the young. I do not really mean that but I do think that good education now available to the young that was not available to their parents should somehow be accessible to those parents. I do not have a solution to propose for this challenge. However, we do have agencies which could reach the general public with interpretive programs namely the Provincial and National Parks and Conservation Authorities. I was disappointed to see in a recent publication of the Ministry of Natural Resources - "The Southern Ontario Coordinated Program Strategy" that in their plans for the next 20 years they propose specific policies and programs for forestry, mineral aggregate, minerals and fossil fuels, fisheries, wildlife, provincial parks, general recreation and land administration but there is no mention of education or interpretation except as a sub-heading under provincial parks. Even there the statements of intent are very soft -

"to provide opportunities for exploration and appreciation of
the outdoor natural and cultural heritage of Ontario"

and further we find,

"to maximize opportunities for unstructured individual exploration
and appreciation of the outdoor natural and cultural heritage of
Southern Ontario through a wide range of interpretive and educational
programs."

Such plans are commendable but when we see their rank in relation to the other priorities mentioned, one wonders if much will be done.

But the potential is certainly there. In 1981, there were 2 million visitors to Ontario Provincial Parks. During the summer, at a park near where I live, 4167 visitors attended programs conducted by the visitors service staff, but 1030 of those or almost 25% were campfire programs. Even so there were 3000 who were exposed to some aspects of natural and cultural history. Park staffs although dedicated and enthusiastic about their work are usually seasonal employees with very little background and experience in the techniques of interpretation and education.

A great deal more could be done by these agencies in public education. As well outdoor education centres if adequately staffed and with suitable organization could very well provide weekend and summer programs for people no longer attending school.

TWO OTHERS

There are two minor concerns that all of us who are involved in full-time outdoor education and leadership positions must bear in mind too. We must keep in close contact with what is going on in the regular schools or we will find that we are isolated from the main stream of education. There are exciting new findings in education of the gifted and in the areas of classroom management and learning theory. Do not let your colleagues in the regular schools eclipse or surpass you.

My generation of outdoor educators must also be aware that we are aging and we may not be as resilient, energetic, adventurous or as much fun as we once were. We must search for strategies for providing opportunities for young, energetic but less experienced teachers to make their valuable contributions to this important work.

CONCLUSION

I would like to quote from a letter I received recently from Dr. J. R. McCarthy who was with the then Department of Education from 1944 to 1973.

" At the present time there is a great need for people in education who have a vision for the future rather than people who look for solutions to educational and societal problems by looking in the rear view mirror. We are in need of those who are risk takers on behalf of children and who will be their advocates in councils where they have no voice. Fortunately, many people in Outdoor Education meet these requirements. I am optimistic that the future will be bright if the views of these people are able to overcome the lethargy, ignorance and expediency of those that have forgotten the real purposes of the educational system. Then we may be able to provide the "great education" which research has already made possible but which we are so far from having achieved. Best wishes to you and your colleagues in your endeavours on behalf of children."

And finally, quotes from two posters which my daughter keeps on her bedroom wall

" I am not afraid of tomorrow for I have seen yesterday and I am enjoying today" and,

" If a man does not keep pace with his companions perhaps it is because he hears a different drummer.

Let him step to the music that he hears however measured or far away".

Henry David Thoreau

Let us continue to step to the music that we hear. It is no longer so far away and there are many more that have joined our pace but we have not yet reached the destination. Let's quicken and strengthen our pace, refocus our sights on the next distant goal and proceed with vigour as we have done in the past.

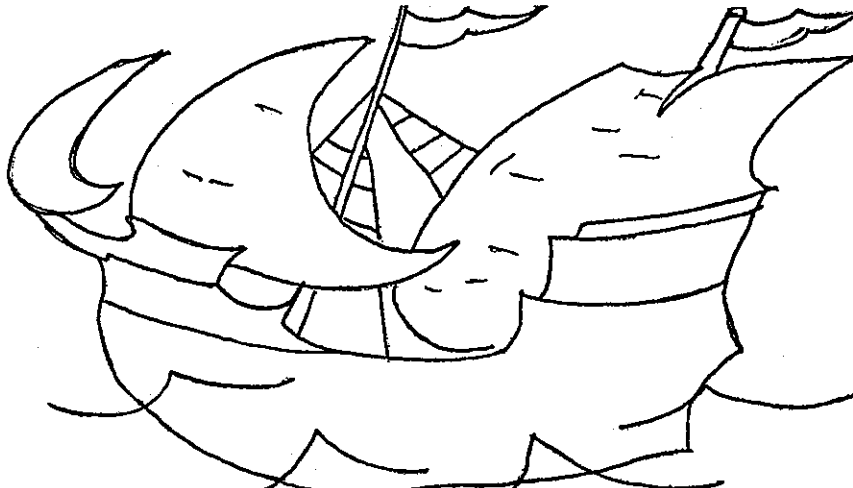
CLARKE BIRCHARD

WEATHER FOLKLORE

Weather is all around us, we can't ignore it especially when teaching outdoor education. Although weather studies can be most interesting, the study of folklore, in addition to the scientific studies, can make weather more exciting.

Many of these sayings have a basis in fact, some have no truth whatsoever. The best source I have found for sayings such as these is:

The Weather Book by Reuben A. Hornstein, published by McClelland and Stewart in co-operation with Environment Canada and the Canadian Government Publishing Centre, Supply and Services Canada.



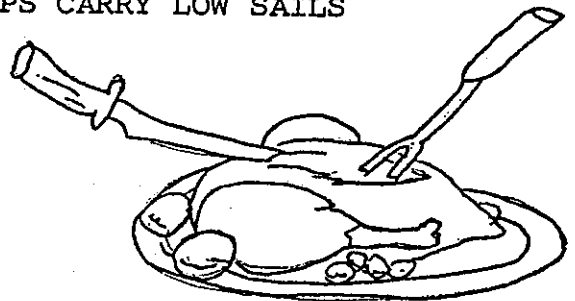
MACKEREL SKIES AND MARES TAILS,
MAKE LOFTY SHIPS CARRY LOW SAILS



RAIN BEFORE
SEVEN,
FINE BEFORE
ELEVEN.

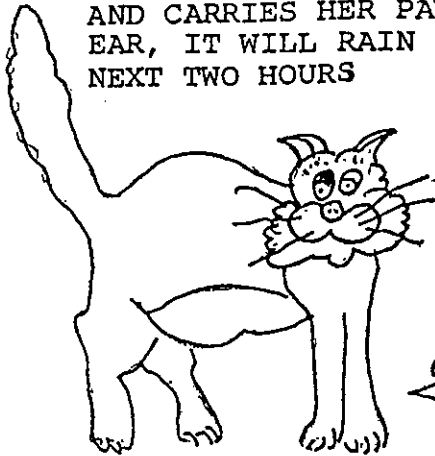
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	32	33	34

WHEN IT
STORMS ON THE FIRST
SUNDAY OF THE MONTH,
IT WILL STORM EVERY SUNDAY.

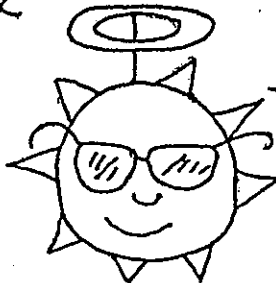


IF HALF OF THE BREAST
BONE OF A COOKED TURKEY
IS BROWN AND HALF IS
WHITE,
THEN WINTER WILL BE COLD
AT FIRST AND THEN WARM
UP IN JANUARY OR
FEBRUARY.

WHEN A CAT WASHES HERSELF
AND CARRIES HER PAW OVER HER
EAR, IT WILL RAIN IN THE
NEXT TWO HOURS



IF THE DOG EATS GRASS,
IT WILL RAIN THE NEXT DAY.

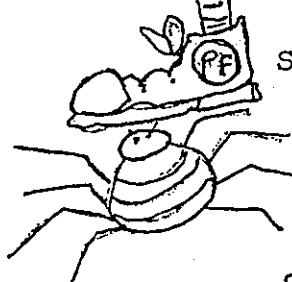


WHEN A HALO RINGS THE
MOON OR SUN,
THE RAIN WILL COME UPON THE RUN.

WHEN THE SWALLOWS
FLY LOW,
THERE WILL SOON
BE RAIN.



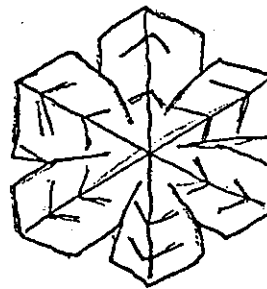
IF A FIDDLE
WON'T STAY
IN TUNE,
THERE'S GOING
TO BE A
STORM
REAL SOON



STEP ON A SPIDER
AND IT WILL
RAIN.



WHEN THE
LEAVES
SHOW THEIR
UNDERSIDES,
BE VERY CERTAIN,
THAT RAIN
BETIDES.



LITTLE SNOW, BIG SNOW;
BIG SNOW, LITTLE SNOW.



WORMS COME UP
FROM THE EARTH
BEFORE A RAIN.

Drawings
by Williams
Dan Williams
Prof. E.A. Smith
Natural Resources
Educational Centre,
Bradford,
Ontario

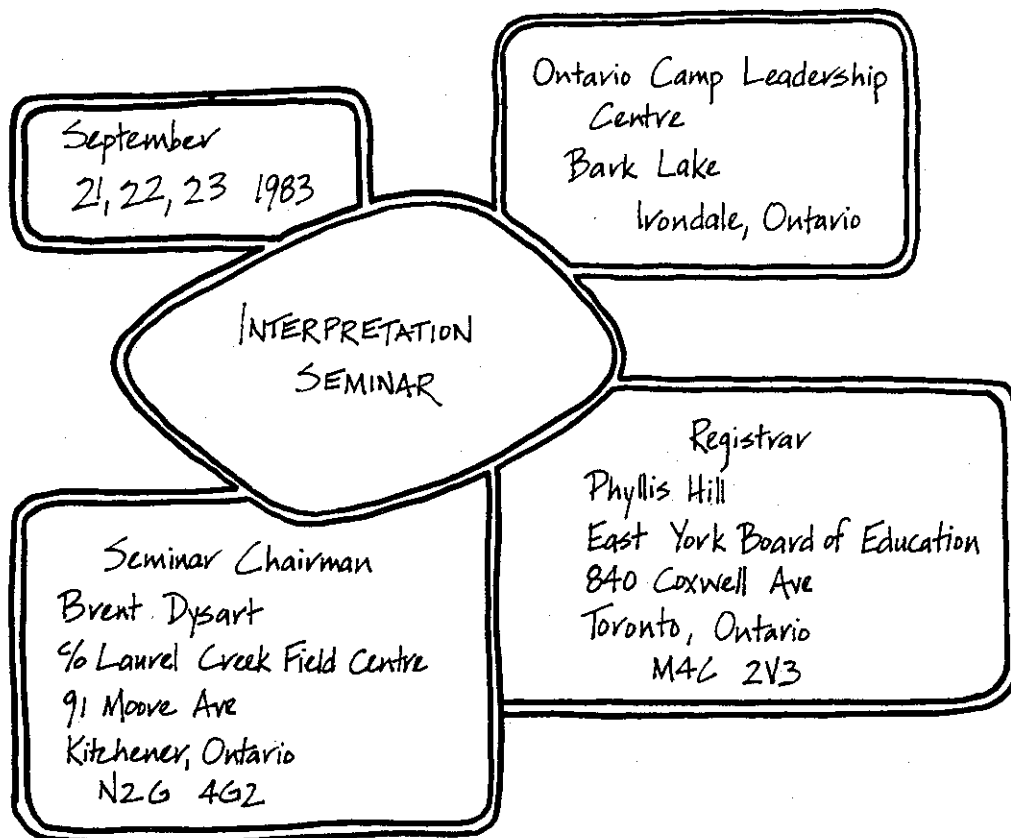
T DAY.

WALLOWS

L SOON

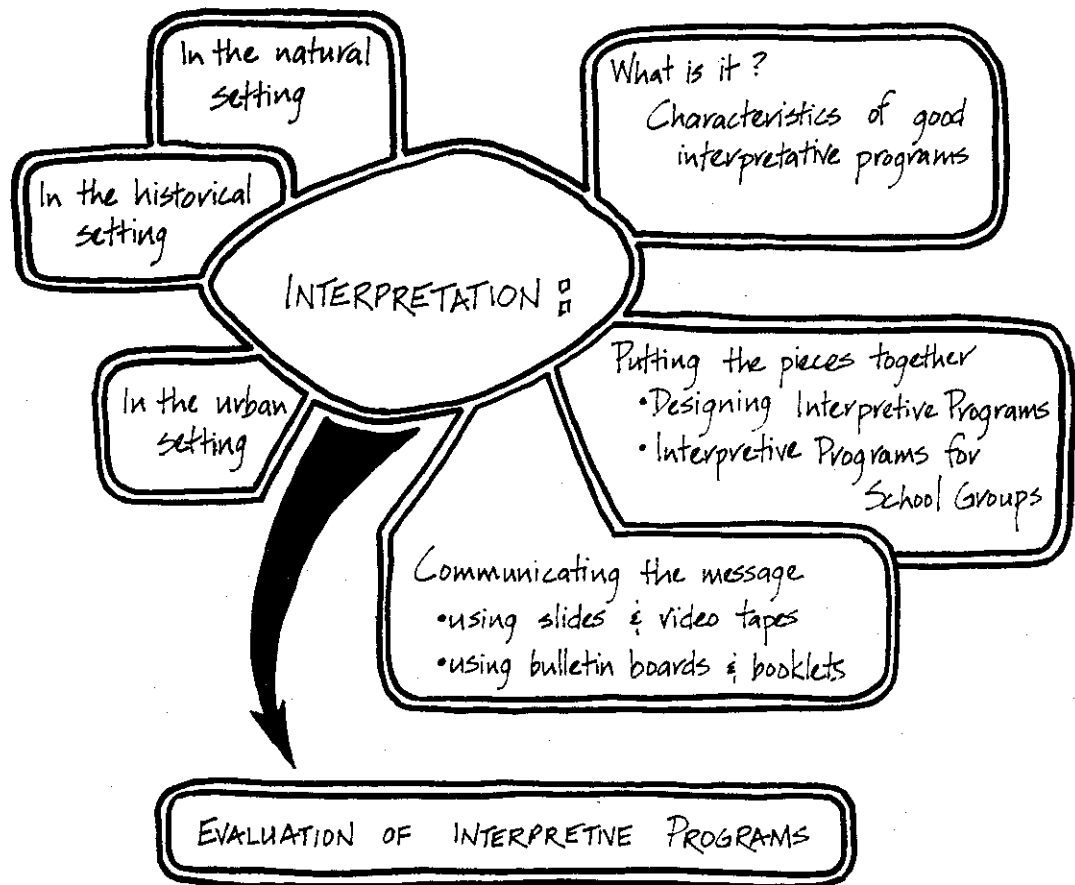


ME UP
THE EARTH
RAIN.



COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

PROGRAM ELEMENTS



Our thanks to 'Interpretation Canada' Ontario Section for valuable assistance in designing the program and recommending resource people

Location

Ontario Camp Leadership Centre*
Bark Lake, Iroindale, Ontario

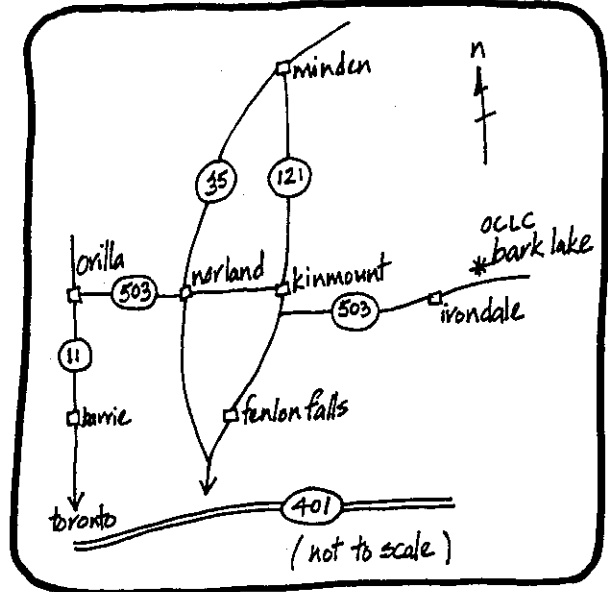
Dates

wednesday sept. 21
registration 5⁰⁰-7⁰⁰
keynote address 7¹⁵

thursday sept. 22
friday sept. 23

Cost

\$95⁰⁰ COEO MEMBERS
\$125⁰⁰ NONMEMBERS



Registration Form

name _____

home address _____

work phone no. _____ home phone no. _____

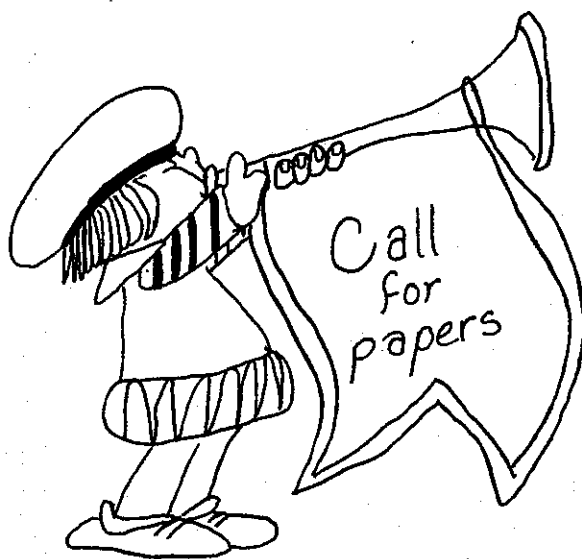
COEO membership no. _____

\$95⁰⁰ enclosed ☐

i wish to share a room with _____

\$125⁰⁰ enclosed ☐

cheques payable to: phyllis hill - C.O.E.O seminar at: east york board of ed.
840 Coxwell ave.
toronto, ontario



COEO Interpretation Seminar
invites the presentation of
papers and workshops

Theme:

Interpretation in urban setting
Interpretation in natural setting
Interpretation in historic setting

Duration: 2½ hours maximum

Papers will be required for
inclusion in the proceedings.

Contact:

Brent Dysart
Laurel Creek Outdoor Centre
91 Moore Ave.
Kitchener, Ont.
N2G 4G2.

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Special surprise for early registrants in the Interpretation Seminar

Registration must be received by September 1, 1983
to be eligible. Don't miss it.

Send in your registration now, we are looking forward
to a full session.

RESERVE YOUR SPOT NOW!

COEO CONFERENCE

Bark Lake
September 23-25, 1983

outdoor recreation & leadership

- Kayaking
- sailing
- rock climbing
- orienteering
- Outward Bound
- National Outdoor Leadership School

Come and try these and other outdoor pursuits
Find more about furthering your personal training and growth out-of-doors.

courses, programs, schools

- Inuit exchanges
- Sp. Ed. outdoors
- credit courses in Outdoor Ed.
- Outers Clubs
- Math, Art, Language Art in the outdoors

Come and see what others have done with Outdoor Ed. in their curriculum

alternatives:

opportunities to grow personally & professionally in the out-of-doors

energy & lifestyles

- scribe log or stock wall
- wind or solar
- dehydrating, composting

Come and learn from those who practise these skills of self efficiency

All these and more

new games festival, campfire program, square dances, displays, handouts, etc.

Watch the next issue of Pine for more details



AWARDS AT



OUTDOOR CENTRES

Over the past four years as a teacher at a residential outdoor centre I have observed visiting teachers make considerable use of points and awards in their programs, and I have come to a philosophy as to their appropriateness in Outdoor Education. Hopefully by passing on this philosophy readers will reflect on their own motivations for presenting awards. Two anecdotes will set the stage for this reflection.

On a recent hike with Grade 6 children I observed a child helping others up a steep section of the route. Before I had a chance to feel good about his initiative I overheard him say to his friend, "I'm doing this so our group will get some points for co-operative behaviour". Another situation is familiar to many teachers. Following an explanation of an orienteering course a child will ask "What will I win?"

Points and awards are components of a classroom system of learning that is sometimes unnecessarily carried over to the outdoor experience. Often the classroom situation is so far removed from what the child feels is relevant to his life that he must be prodded to learn and behave properly with numerical and alphabetical symbols of success and failure. The child completes an assignment to receive a good mark or to avoid a bad mark rather than for the joy of learning. An outdoor experience can be a refreshing respite from this system. The outdoors is a rich resource of potential learning experiences in which children flourish. Questions are self-generated. Curiosity is genuine.

The boy scout and girl guide tradition of giving badges for learning the names of constellations or for demonstrating how to pitch a tent is of questionable value. Granted the child feels good about receiving and displaying a badge but the hidden lesson is that there is no purpose in learning unless something tangible is received in return. We underestimate the potential of children to wonder, to question, to investigate, to learn, without the aid of external motivators. Children should be given the opportunity to study the marvels of the universe because they are marvelous, and how to pitch a tent in order to experience the thrill of outdoor living.

Another controversial use of awards is for successful competitors. The problem with awards given this way is their exclusivity. They are usually reserved for the athletic and intellectual elite. Winners are celebrated and losers ignored. Usually the same children are losers in competition after competition. The orienteering program at our centre has been revamped to tackle this problem. First, a beautiful, professional-looking certificate, presented to the fastest orienteering team, has been relegated to the bottom of the filing cabinet. Second, the course was restructured to facilitate a non-competitive experience. The system (competitive) was changed and the symbol (awards) was eliminated. The reason: children enjoy searching for markers with the aid of a map. Period. Why mess up a good thing?

So the conclusion we should draw from all this is to not give awards, right? Wrong. Thought should be given as to objectives for giving awards and how to use awards to meet those objectives. Awards can have a very positive impact on children. In fact, any residential outdoor session that does not include an award presentation is missing out on an ideal opportunity to boost kids' self-esteem. Everyone needs to be reminded that they are special individuals and accepted members of the group. Furthermore, an awards session is an appropriate closure to a residential experience. It says, "Look at the good times we had". Children return home feeling good about themselves and the experience.

Teachers may want to consider the following ideas when making up awards. 1) Give an award to everyone or no one. 2) Include awards that have no ulterior motive than to say, "I like you the way you are." The idea of rewarding a child for just being himself is a rare attitude in education. Approval seems to only come when something positive has been accomplished. Moreover, we often forget that not only does success breed positive self-esteem but that positive self-esteem breeds success. 3) Avoid reinforcing stereotypical characteristics of an individual. A child who has the reputation of being the class whiz does not need further reminder of this fact. The "Wise Owl Award" would be inappropriate. Show him that he is appreciated for more than his academic prowess. 4) Have fun with awards. Give Debbie the "Pooper Scooper Award" for barn animal care beyond the call of duty. Give Tim the "Pretzel Man Award" for his ability to twist his body into never-seen-before positions while cross-country skiing. 5) To avoid a heavy final night work load and a "What was that funny thing that happened to Jane two days ago?" situation, record award ideas as they come to mind throughout the session.

A new dimension is added by involving students in award making and giving. On the first day of the session put the names of each child, teacher and instructor into a hat. Each person selects a name which is kept secret to others. At the end of the session each participant makes and presents an award for their chosen name. This serves as a creative exercise for children, it encourages them to watch for positive behaviours in each other and it saves the teacher a great deal of work and time. Furthermore the impact of an award from a peer may be greater than from a teacher.

Line Art catalogues, available in school boards' audio-visual centres have nifty drawings that can add pizzazz to awards. An outdoor centre can make up multiple copies of selected line art drawings that could be selected by visiting teachers and students for their awards. Blank circles are also useful for those who want to draw their own pictures. A sampling of pictures and examples of how they may be used as awards is included.

Awards in their proper context are terrific. But don't wait until awards night at an outdoor centre to tell a child you like him. Anytime is the right time.

Rick Hay
Scarborough Outdoor School

THE JOLLY SNOWMAN

AWARD

PRESENTED TO

JAN

FOR

A SMILE THAT COULD
MELT AN ICEBERG

Date _____

Program _____



A simple award form like this enables students and teachers to easily make their awards. They may use their own pictures or use a line art graphic such as this one.



THE FEARLESS NIGHTSTALKER AWARD
for
midnight scrambles to the outhouse



THE CULINARY EXPERTISE AWARD
for exotic dishes prepared in the wild



THE EASTMAN KODAK AWARD
for excellence in picture taking
while walking, resting, eating, talking, climbing, ...



THE HAWKEYE AWARD
for finding and identifying
every species known to man



THE NEW DISCOVERY AWARD
for displaying hidden talent
in the entertainment field



THE RIP VAN WINKLE AWARD
for sleeping through 10 pillow fights
a rousing chorus of 100 bottles of beer in the wall
and Mrs. Brown's lecture on the virtues of sleep

THE VERY INJURED PERSON AWARD
for the most injuries ever suffered
by one person over a four day period



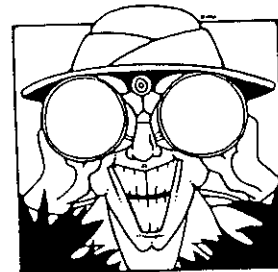
THE EVEPEST EXPEDITION AWARD
for finding & climbing
every hill in the vicinity



THE WONDER WOMAN AWARD
for single handedly portaging a canoe
through a mosquito infested swamp



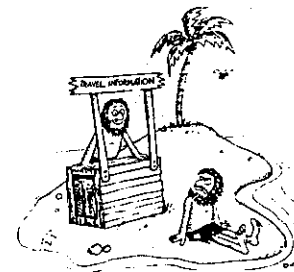
THE MOST CONGENIAL HOPPER AWARD
for serving 10,000 pancakes
without complaint



THE OUTSTANDING BIRDWATCHER AWARD
for spending hours on end observing birds
- especially the birds in room 3



THE "HEY THIS TASTES GOOD" AWARD
for surviving 3 days
on yellow birch alone



THE LOOK ON THE BRIGHT SIDE AWARD
for always having a good sense of humour
even when climbing Percy's Peak in a downpour

ENVIRONMENTAL MUSIC

Music is an excellent way to teach an appreciation of nature and to reenforce some of the concepts that we are teaching in the outdoors. Musical activities can be done in the out-of-doors or can be done as a follow-up activity. Musical activities (other than campfire programs) have been neglected in most outdoor programs. A good place to begin is with a good collection of records and music books. The following are suggested as a beginning for an environmental music library:

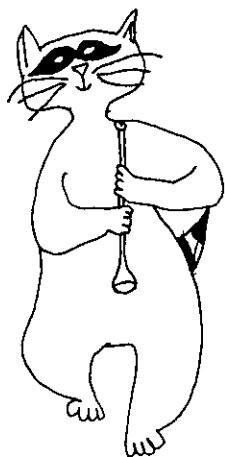
RECORDS:

TIMBERLINE, music and lyrics by Wiz Bryant
 CANADIAN ESTABLISHMENT, instrumental music by Ron Harrison
 JUNIOR JUG BAND, Chris and Ken Whiteley
 KID'S RECORD, Valdy
 BABY BELUGA, Raffi and Ken Whiteley
 SPACE CHILD, David Suzuki narrates, a host of musicians
 A DAY IN ALGONQUIN PARK, Federation of Ontario Naturalists
 THE SWAMP IN JUNE, Federation of Ontario Naturalists
 LISTEN TO ME, Jim and Rosalie
 AT THE MUSIC FACTORY, Jim and Rosalie
 TONY BIRD OF PARADISE, Tony Bird (From South Africa, record was recorded at Vancouver Folk Music Festival)
 SPIN, SPIDER, SPIN, Patty Zeitlin
 A SONG IS A RAINBOW, Patty Zeitlin
 RAINY DAY DANCES, RAINY DAY SONGS, Patty Zeitlin
 WELCOME HOME, Paul Levine

BOOKS:

CANADA'S STORY IN SONG, Edith Fowke and Alan Mills
 ELEPHANT JAM, Sharon, Lois and Bram
 THE RAFFI SINGABLE SONG BOOK, Raffi
 THE SIERRA CLUB SONGBOOK, Jim Morse and Nancy Mathews
 THE SMALL SINGER, Roberta McLaughlin and Lucille Wood
 A SONG IS A RAINBOW, Patty Zeitlin
 SING ALONG WITH JACK PEARCE, Jack Pearce, Camp Tawingo Publications
 SING ONE MORE TIME, Jack Pearce
 CANADA IS (series) Dolcie Colby, John Harrison and Carol Kerr
 Gordon V. Thompson Publishers

In future issues we would like to feature musical activities and songs (original or otherwise) which are useful in outdoor programs. Please send your ideas to the editor or to Cathy Cassel, 369 Cloverdale Court, Newmarket, Ont., L3Y 1C8.



ADVENTURE PROGRAMS & LIABILITY

an article by Arthur N. Prakt written for
the Journal of Physical Education and Recreation
Volume 49, No. 4 April 1978.

Competent professionals supervising participants who are of an age to appreciate risk and whose skill and physical condition permit them to meet the challenge of the particular activity have resulted in few cases of legal liability. Because these activities take place in "unimproved" natural settings there is less legal liability than if the activities took place in an attractive man-made environment. The more a property owner does to make the property safe and attractive the more liability they will incur in case of accident.

If adventure programs promote activities as "high risk" this would create a red flag which might influence the courts to expand the "strict liability" of ultra hazardous activities to cover such programs. Normally "strict liability" has been associated with the use of explosives or dangerous chemicals.

Traditional legal doctrines of "voluntary assumption of risk" guard against excessive liability in adventure programs because normally the participants are aware of the hazard involved.

No modern court will hold that any recreation program can absolve itself of all legal responsibilities for injuries but a court is more likely to give credence to "voluntary assumption of risk" or informed consent when the plaintiff is one who knowingly chose to participate in a non obligatory leisure activity. This is not to say that professionals become less diligent in safeguarding programs but it does mean that adventure programs are no more likely to result in liability than any other activity. Liability will ensue where there is:

1. a failure to fully and clearly explain hazards of the activity to the participants
2. a failure to limit participation to those who have attained the maturity, physical conditioning, and level of expertness that a particular activity demands
3. a failure to provide the kind of professional leadership and instruction that would meet reasonable standards of those engaged in such activities generally.

In conclusion the carelessly operated program still runs the risk of excessive liability. The provision for low cost limited trip or personal injury insurance should be explored and adherence to professional standards of recreation safety should be maintained. Safety precautions consistent with the goals of the recreation program and the provision of insurance should meet the varied purposes of providing safe and challenging programs. These measures would limit the likelihood of unjust liability claims.

Ralph Ingelton

A TREEMENDOUS ACTIVITY



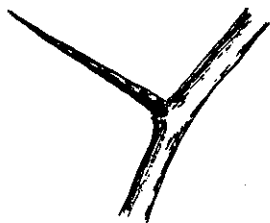
Add a little pizzazz to teaching tree identification by using "WANTED" posters. The students become detectives operating The Treemendous Detective Agency and their challenge is to round up a group of shady characters. Using the little information available they find the culprits and complete a Detailed Suspect Description Sheet so their arrest can be verified. The detectives must also fingerprint their suspect. The activity offers the enjoyment of a game and the structure of a detailed study. The pictures on the posters can be of leaves, bark or twigs and buds depending on the season and the Grade level of the students. The Suspect Sheet can easily be adapted to the ability and interest of the students.

A Sample "Suspect Sheet"

BARK: Colour Texture Cracks - depth - direction		Detective: _____ Agency: _____
BUDS: Colour Size Description		LEAF: FINGERPRINT YOUR TREE - RUBBING - IMPRESSION
BRANCHES: Alternate Opposite		I suspect my culprit is a _____
CIRCUMFERENCE:		
HEIGHT:		

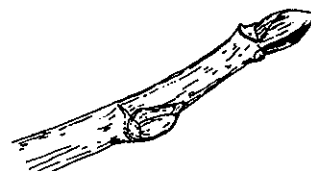
WANTED

FOR A VICIOUS
STABBING ATTACK
ALIAS SIR LANCE-A-LOT



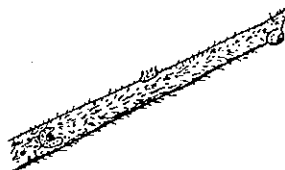
Description - Dangerous.
Armed with a sharp offensive
weapon.

FOR SOME VERY
FISHY CONNECTIONS
ALIAS "TOILET PAPER" PETE



Description - Bark dark and
shallowly grooved but grayish
and smooth on younger parts.
Alternating buds with green
to bright red buds.

FOR IMPERSONATING LEMONADE
ALIAS SCARLET O'HARA



Description - Very hairy twigs.
Dark, smooth bark with many
raised cross streaks.

FOR BEING HARD HEARTED
ALIAS SCALY DAN

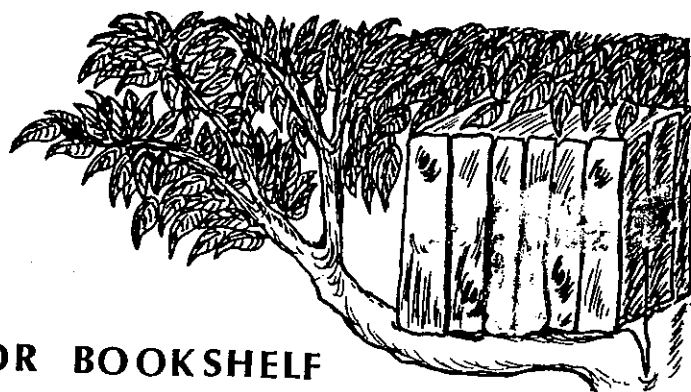


Description - Brown shreddy
bark.

FOR EXTREMELY POOR TASTE
ALIAS BITTER BART



Description - Tight bark with
a network of fine smooth
ridges.



THE OUTDOOR BOOKSHELF


The Better Way to Go
Stan Talesnick
Consolidated Amethyst Publications
111 pages, \$5.95

An excellent introductory text for all cross country skiers, especially for those thinking about cross country skiing as a possible activity. The text briefly and succinctly covers all aspects of skiing that 95% of the cross country ski fraternity would be exposed to. Chapter seven addresses a topic area that is vital to the skier, knowing your terrain, snow conditions and ability levels. The knowledge of these facts could literally save your life particularly if you are considering off-track or long distance skiing.

Although it is implied throughout the text a specific list of the important things to look for when purchasing cross country equipment would be helpful. Too often cross country equipment is purchased at large chain stores and the sales staff are not trained to give specific information. The end result is an unhappy skier. Perhaps the simplest recommendation would be to purchase ski equipment at a reasonable sports or ski store.

Having taught cross country skiing to University Physical Education and Outdoor Recreation students for the past 14 years and used a variety of reference material for these classes I can easily recommend this to my students as a basic classroom text.

H.J. Akervall
Associate Professor
Lakehead University

**THE
BETTER
WAY
TO GO**

**CROSS COUNTRY
SKIING**
STAN TALESNICK
PRESIDENT
CANADIAN ASSOCIATION OF NORDIC SKI INSTRUCTORS

COURSES

MONTCLAIR STATE COLLEGE
NEW JERSEY SCHOOL OF CONSERVATION
Branchville, New Jersey

GRADUATE FELLOWSHIPS
IN
ENVIRONMENTAL STUDIES

For the Academic Year 1983-84

Graduate Fellowships providing field teaching opportunities and course work leading to a Master of Arts degree in Environmental Studies; with concentration in Environmental Education, are now available at the New Jersey School of Conservation, located in Stokes State Forest, Sussex County, New Jersey. The New Jersey School of Conservation is the field campus for Montclair State College and is the largest resident environmental studies center in North America.

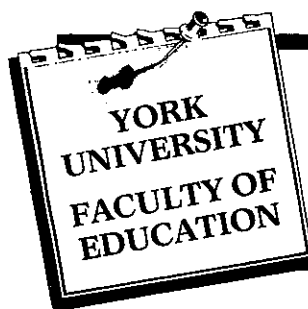
Applicants should hold a bachelor's degree from an accredited institution, concentration in elementary or secondary education, the natural sciences, and the social studies would be most appropriate. However, applicants holding degrees in related disciplines will also be considered. Applicants with classroom teaching and field teaching experience will be given preference. A personal interview will be required for those selected candidates living in the United States.

The semester assignments will involve taking residence at the New Jersey School of Conservation and teaching approximately fifteen hours each week in the following subject areas: the natural sciences, rural sociology, the humanities, and outdoor pursuits. Some evening and weekend assignments would also be included. The Fellows will be granted release time to attend the late afternoon graduate courses in environmental studies on the main campus of Montclair State College, which is fifty-eight miles away from the New Jersey School of Conservation.

Whenever possible, the Teaching fellows will be assigned to work with specific faculty members at the New Jersey School of Conservation in order to permit a greater concentration in areas of particular interest.

In addition to room and board at the New Jersey School of Conservation, the Teaching Fellows will receive a stipend of \$1,200 for the academic year (September 1 through June 30) and remission of tuition for all graduate courses required to fulfill the specific degree requirements.

Applications and further information can be obtained by writing Dr. John J. Kirk, Director, New Jersey School of Conservation, Montclair State College, R.D.#2, Box 272, Branchville, New Jersey 07826 U.S.A. (201) 948-4646.



ADDITIONAL QUALIFICATION COURSES FOR TEACHERS



ENVIRONMENTAL STUDIES

B.Ed. (In-service) Degree Credits and Ministry Additional Qualifications

SUMMER 1983

ED/EVS 360.8
Introduction to Teaching
Environmental Studies: Part 1

ED/EVS 461.8
Planning and Implementing
Programmes of Environmental
Studies in Grades K-13: Part 2

Where?

Vivian Outdoor Resources Centre
Ballantrae, Ontario
(Hwy 48, East of Aurora)

When?

July 4-July 22
9:00 a.m.-4:00 p.m.

ED/EVS 462.8
The Organization and
Administration of Environmental
Studies Programmes: Specialist

Where?

York Campus (Finch and Keele)

When?

Mondays from May 2 to June 27,
plus September 12, 19, and
Tuesday, September 27, excluding
Victoria Day, May 23rd
6:00 p.m.-10:00 p.m.

As well, candidates will be
involved in one weekend of

backpacking to be decided with
class; assignments to include
major independent study (e.g.
design of a curriculum unit).

FALL/WINTER 1983/84

ED/EVS 360.8: Part 1
ED/EVS 461.8: Part 2

Where?

York Campus (Finch and Keele)

When?

Monday evenings from
September 26 to April 2
6:00 p.m.-9:30 p.m.

Course Directors (for summer and
fall/winter programmes):

Fred Mayor
Judy McCutcheon

For further information,
please contact:

The Office of Student Programmes,
York University,
Faculty of Education,
N801 Ross Building,
4700 Keele Street,
Downsview, Ontario, M3J 1P3.

or telephone: (416) 667-6305.



Canadian OUTWARD BOUND Wilderness School

P.O. BOX 675, STATION K, TORONTO, ONTARIO M4P 2H2 (416) 922-3321

COURSES FOR EDUCATORS AUGUST 3 - 26, 1983

Experiential education is "learning by doing" and on an OUTWARD BOUND Educators' Course you will use the scenic lake and river country of northern Ontario as your classroom. Expect a course every bit as demanding and rewarding as our regular OUTWARD BOUND experience—canoeing, kayaking and rock climbing are just some of the activities.

This action-oriented course is instructed by senior staff with broad adventure-education backgrounds. They will assist you in incorporating discussions on various papers and essays about experiential learning and will culminate in a 2-day seminar. This session will involve outside resource people and you will:

- o study OUTWARD BOUND and Experiential Education philosophies and compare and contrast these with the more traditional didactic classroom approaches;
- o process your total OUTWARD BOUND experience and examine how to adapt the methods and concepts within your own professional setting;
- o relate outdoor challenges and group dynamics to contemporary educational issues;
- o focus on the need to create curriculum which approximates reality, the competing claims of differing learning and teaching styles, and the debilitating limits students and teachers set for themselves.

In addition, the Educators' Course has always served as a renewal and expansion of professional energies. You will enrich your self-confidence and communication skills as well as share an exciting adventure with your peer group. The course is open to men and women 21 years of age and over who are teachers, social workers, psychologists, counsellors, administrators, and in some cases, college students preparing for a career in education or human services.

Course fees are tax-deductible and Master's credit in Outdoor Education is available from Northern Illinois University. This credit is transferrable to Ontario universities. Please ask us for details.

Please send me more information on OUTWARD BOUND!

Name _____

Home Phone: () _____

Address _____

Business: () _____

City _____ Prov. _____ Postal Code _____

Mail to: Canadian Outward Bound Wilderness School
P. O. Box 675, Station K, Toronto, Ontario M4P 2H2

Earn A Master's Degree in
ENVIRONMENTAL EDUCATION
from the
FACULTY OF ENVIRONMENTAL STUDIES
York University

THE FACULTY OFFERS A UNIQUE APPROACH TO GRADUATE WORK, ONE THAT IS:
INTERDISCIPLINARY, F.E.S. STUDENTS COME FROM A WIDE VARIETY OF
DISCIPLINES. THEY ARE ENCOURAGED TO EXPLORE BEYOND TRADITIONAL
DISCIPLINARY BOUNDRIES AND TO BUILD ON THE IDEAS AND APPROACHES
OF OTHER FIELDS.

SELF-DIRECTED, EACH STUDENT DEVICES AN INDIVIDUAL STUDY PROGRAM,
TAILOR-MADE TO HIS/HER INTERESTS.

FLEXIBLE, AS WELL AS TAKING COURSES WITHIN THE FACULTY, STUDENTS
CAN ENROL IN COURSES AVAILABLE IN OTHER GRADUATE PROGRAMS AT YORK
AND OTHER UNIVERSITIES. THE PROGRAM CAN BE COMPLETED ON A
FULL-TIME BASIS OR COMBINATION OF FULL AND PART-TIME STUDY.

THE MASTER IN ENVIRONMENTAL STUDIES PROGRAM WAS RECENTLY DESCRIBED
BY A PROVINCIAL APPRAISOR AS "THE MOST THOROUGH-GOING COMMITMENT
TO ALTERNATIVE WAYS OF TEACHING, LEARNING, SCHOLARSHIP AND RESEARCH."

FOR FURTHER INFORMATION CALL: AUDREY ARMOUR, COORDINATOR,
EXTERNAL LIAISON, 416-667-3252

NOTICES

LANDMARKS

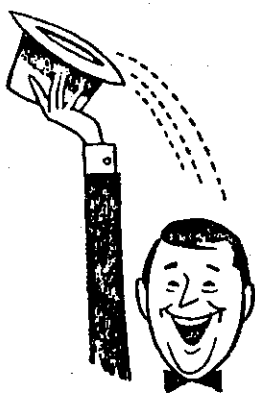
Ontario's Natural Resources magazine, published Vol. 1 No. 1 with the Fall 1982 issue. Produced by MNR, Landmarks is beautifully coloured and professionally written with articles on all facets of Ontario's natural resources and their management. Single issues are \$1.75 and \$5.00 for a one-year subscription of quarterly magazines. Subscription requests should be sent to Landmarks, Subscription Dept., MNR, Box 2000, Queen's Park, Toronto, Ont., M7A 9Z9.

CANADIAN ENVIRONMENT WEEK

June 5 - 11, 1983

Canadian Environment Week begins on World Environment Day, June 5, marking the 11th Anniversary of the U.N.'s Conference on The Human Environment in Stockholm. Scientists have since confirmed that the earth's resources are seriously threatened by pollution, overexploitation and mismanagement.

Environment Canada will be undertaking some special activities during that week. In Ontario the theme is "Action = Results, It Starts Today With You". Action kits will be sent to all municipalities and information kits are being prepared for boards of education. For details and more information contact the Ontario Regional Office, 7th Floor, 25 St. Clair Ave. E., Toronto, M4T 1M2. Telephone 416-966-6406.



A special thank-you to those who took the time and effort to contribute to this issue of Anee:

ROB ALSOP	RICK HAY	SHEL LOWE
CLARKE BIRCHARD	RALPH INGELTON	CAROLINE MARSH
AL CADIEUX	ROSS McLEAN	PENNY PURCELL
CATHY CASSEL	DIANNE McLIMONT	LAURA SEDGWICK
JIM SMITHERS	DAN WILLIAMS	

SOUTH LAKE SIMCOE CONSERVATION AUTHORITY
LONG POINT CONSERVATION AUTHORITY
FACULTY OF EDUCATION, YORK UNIVERSITY and also to
Sue Gesner author of Join Us in Ontario's Outdoors
which appeared in the Feb. issue.

CANOE RACE WEEKEND

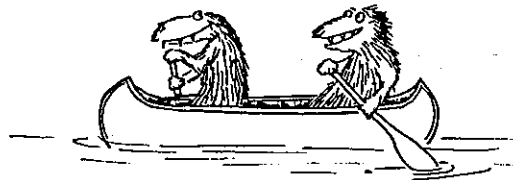
*5th Annual
Marsh Mash*

*Marathon Canoe &
Kayak Race*

*15th Annual
Swamp Stomp*

*Nottawasaga River
Canoe Race*

Sat. June 18, '83 | Sun. June 19, '83



Hwy 11 & Holland River, Bradford PLACE Angus Community Park, Angus

8:30 a.m. - 10:00 a.m. REGISTRATION 7:00 a.m. - 8:30 a.m.

*27 km. on protected water
in the Holland Canal •
12 km.
for junior and recreation*

ROUTE

*21 km. down the Nottawasaga
to Edenvale Conservation Area
on Hwy. 26*

CLASSES

Pro
Marathon Men
Mixed
Ladies
Recreational - Sr. (over 17)
Jr. (16 & under)
Adult - Jr. (parent/child)

Pro (open)
Men (senior)
Ladies
Mixed

Junior
Recreational (stock)
Adult/Junior (parent/child)



Sponsored by
South Lake Simcoe
Conservation Authority
120 Bayview Avenue
Newmarket, Ontario L3Y 4X1
Newmarket (416) 895-1281
Oak Ridges (416) 773-6482 Zenith 38250



Sponsored by
NOTTAWASAGA VALLEY
CONSERVATION AUTHORITY
R.R. #1
Angus, Ontario L0M 1B0
(705) 424-1479

Saturday night camping accommodation - Contact N.V.C.A.

SANCTIONED BY THE ONTARIO MARATHON CANOE RACING ASSOC.

The Not-In-My-Backyard Syndrome

A two-day Symposium on Public Involvement in Siting Waste Management Facilities
Faculty of Environmental Studies, York University **May 13-14, 1983**

Now more than ever before, people are demanding direct involvement in decisions affecting the quality of their lives and their environment. They are looking for open accessible decision processes and they expect decisions to be fair.

If these expectations are not met, public controversy can result. The waste management field provides some dramatic examples. While broad agreement exists on the need for safe, efficient means of disposing of wastes generated by our urban-industrial society, far less consensus exists on specifically what kinds of facilities are required and where they should be located. Governments and waste management companies argue that their policies and projects are technologically sound, present no significant health hazards, are only sited after extensive study, and will be carefully controlled and monitored. People living nearby, however, often oppose such projects on the grounds that the site selection has not taken adequate account of environmental and social impacts, that no safe level exists for certain pollutants, and that regulatory agencies can't guarantee that there won't be problems.

"Not-in-my-backyard" has become a convenient label for such public opposition. NIMBY may be seen as an expression of narrow self interest (put it somewhere else) as people's natural desire to protect their environment, or as logical response to an ill-conceived project. Public and private proponents of waste management projects have sometimes proceeded in ways that justified the latter claim. More often they have simply assumed that if technical feasibility can be demonstrated public acceptability will follow. Overlooked is the equity concern ("why us") that arises when a few are asked to bear the burden of costs created by many.

There is an urgent need to find ways to avoid or settle NIMBY disputes reasonably, equitably and quickly. Without workable planning processes and a spirit of co-operation, social and political conflicts will increase and waste management facilities are unlikely to be available when needed. The result ironically could be further environmental damage and widespread health hazards.

This symposium provides a forum where the various parties involved in or affected by waste management disputes can examine the nature of public opposition, consider its causes and implications, and explore ways of dealing with the problem of siting waste management facilities. Day One will focus on diagnosing the NIMBY Syndrome and the waste management dilemma. In Day Two participants will examine alternative approaches to preventing and resolving waste management controversies. Keynote speakers are Rev. Ted Creen, Stouffville and Dr. Donald Chant.

Attendance at this Symposium will be limited. To ensure your participation, registration should be made before May 4, 1983. The fee of \$175.00 includes lunch and dinner on Day One coffee and refreshments, materials and proceedings. There is a special discounted fee for members of ratepayers associations and non-profit environmental groups of \$55.00. If further information is needed contact Audrey Armour, Faculty of Environmental Studies, York University, 416-667-3552.

E.S.T.A.O. ANNUAL CONFERENCE

THEME
EXPLORING OUR
NATURAL ENVIRONMENT



Environmental Science Teachers
Association of Ontario

May 12, 13, 14 - 1983

LOCATION
HIGHLAND MOTEL
MIDLAND

IN
Beautiful Huronia

REGISTRATION FORM

Name

Address

Postal Code

School or Business

Address

1. Preregistration (Check A or B)

☐ A. Member - - - \$45.00

E.S.T.A.O. O.H.T.A.

C.O.E.O. S.T.A.O.

O.A.G.E.E.

☐ B Non Member - - - \$50.00

NOTE: If membership fee of \$16.00 is remitted with registration you pay \$45.00 as a member.

Late registration surcharge of \$5.00 after April 28.

The motel must know how much space to reserve.

2. Accommodation and Meals

A. Accommodation

Single \$28.00/night Thurs. Fri.

Double \$32.00/night Thurs. Fri.

Triple \$36.00/night Thurs. Fri.

Quad. \$40.00/night Thurs. Fri.

Free parking at the motel..

B. Meals

Breakfast is available à la carte at the motel restaurant for \$1.25 to \$3.50 + tax. Special arrangements have been made for Friday lunch and supper to be free.

Please remit registration fee and membership if applicable to:

Bill J. Thompson

15 Bear St.

Tillsonburg, Ont. N4G 1V2

CONFERENCE PROGRAMME

Theme Session: THURSDAY, MAY 12, 1983

PROVINCIAL AND FEDERAL NATURE AREAS

Speakers:

Doug Vincent — Provincial Parks —
Awenda Provincial Park

Greg Gemmell — National Parks —
Georgian Bay Islands National Park

Eva Kayser — Canadian Wildlife Service —
Wye Marsh Wildlife Centre

**FRIDAY, MAY 13—CONCURRENT SESSIONS A
9:00-10:30 and 10:30-12:00**

1. Grain Handling and Flour Milling
A visit to the Canada Steamship Lines Elevator and the Ogilvie Flour Mill on Midland's waterfront to see how wheat is handled and processed into flour.
2. The BOG SLOG — Herb Connell, Science Teacher
A visit to a kettle lake which is a natural bog in full natural succession to observe the flora and fauna of the bog and experience a natural water bed.
3. Man And The Environment
An overview of the Penetanguishene Bay area and the Town of Penetanguishene to observe the natural conditions that encouraged the development of this town. This tour is directed by John Bayfield, co-author of the book, "This Was Yesterday," a pictorial history of the Town of Penetanguishene. John is head of Geography at E.S.P.S.S.

FRIDAY, MAY 13—CONCURRENT SESSION B

1. The Wye Marsh By Canoe
Explore the Wye Marsh in large war canoes with a naturalist from the Wye Marsh Wildlife Centre as guide.
2. Wye Marsh Wildlife Centre Nature Trails
Take a leisurely walk along the self guiding nature trails of the Wye Marsh Wildlife Centre.
3. "Your Sewage And Mine"
A visit to the sewage treatment plants of Midland and Penetanguishene to see two different types of sewage treatment processes.

Plenary Session I:

Glaciation of the Great Lakes

Speaker: Roger Chittenden — an amateur photographer, geographer and naturalist.

Plenary Session II:

"17th Century Wye Marsh Resources"

Speaker: Jamie Hunter, research curator at Sainte-Marie Among the Hurons.

-CONCURRENT SESSIONS C

1. Glacial Shorelines Tour
Roger Chittenden and John Bayfield will lead a walk from the shoreline of Lake Algonquin to the shoreline of Georgian Bay crossing several other shorelines on the way.
2. Woodlot Management
With a forester from MNR, visit a woodlot which has been marked for thinning, where some cutting has been done. Test your skills in forest tree identification.
3. The Huron Indians
Visit the site of a Huron Indian village overlooking Georgian Bay to appreciate its environmental advantages. The leader is Jamie Hunter, research curator at Ste. Marie Among the Hurons in Midland.

SATURDAY, MAY 14, 1983

CONCURRENT SESSIONS D

1. Use of an Outdoor Education Area
Visit the Copeland Forest with Bill Fell to see what co-operation between M.N.R., a board of education and a few devoted teachers can generate for the outdoor education of our students.
2. Wetland and Waterfowl Management
Visit the Tiny Marsh with an employee of M.N.R. to see how a "useless" marsh has been turned into an attractive nature preserve, hunting area, recreation area and outdoor study area by co-operation between M.N.R. and Ducks Unlimited.



MEMBERSHIP APPLICATION FORM

COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

PLEASE PRINT COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW

NAME (mr.) (mrs.) (miss) (ms) _____

HOME ADDRESS _____ MAILING ADDRESS IF DIFFERENT FROM HOME _____

POSTAL CODE _____

POSTAL CODE _____

TELEPHONE NUMBER (where you can be most easily reached) () _____

If applying for a FAMILY MEMBERSHIP, please list persons who will be using the membership _____

YOUR POSITION _____ EMPLOYER _____

UNIVERSITY OR COLLEGE ATTENDING FULLTIME IF A STUDENT _____

I am in the _____ Region of COEO (see listing below)

FAR NORTHERN Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming.

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce, Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carleton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanard

OUT OF PROVINCE Any area in Canada outside of Ontario

OUT OF CANADA

THE C.O.E.O. MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATIONS RECEIVED AFTER MAY 1 WILL BE APPLIED TO THE FOLLOWING YEAR.

Please check Type of membership NEW _____ RENEWAL _____ Give current membership number

Fees attached: Regular \$20.00 _____ Student \$10.00 _____

Family \$30.00 _____

Institutional Subscription \$10.00 _____

Make your cheque or money order for the appropriate amount and payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO and mail with this form to

John Aikman,
Membership Secretary,
47 Rama Court,
Hamilton, Ontario L8W 2B3