

ANEE

Newsletter of the Council of
Outdoor Educators of Ontario

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THE ADVISORY BOARD

CHAIRMAN	Rod Ferguson	1347 Pebble Rd. Ottawa, Ont. K1V 7R7	(H) 613-523-0245 (B) 613-833-2080
VICE-CHAIRMAN	Jan Stewart	38 Thimbleberry W. Willowdale, Ont. M2H 3K7	(H) 416-492-0691 (B) 416-630-6263
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PROFESSIONAL DEVELOPMENT	Lloyd Fraser	156 Shaughnessy Blvd. Willowdale, Ont. M2J 1J8	(H) 416-493-2944 (B) 416-225-4661 ext. 217

REGIONAL REPRESENTATIVES

Far North	Shel Lowe	Box 249 Chelmsford, Ont. POM 1L0	(H) 705-675-3234 (B) 705-855-2202
North	Barrie Martin	Leslie Frost Centre Dorset, Ont. POA 1E0	(H) 705-754-3436 (B) 705-766-2451
Western	Dianne McLimont	1456 Windemere Cr. Sarnia, Ont. N7S 3M2	(H) 519-542-2827
Central	Judy Simpson	#7 - 67 Gloucester Toronto, Ont. M4Y 1L8	(H) 416-929-9171 (W) 416-630-6263
Eastern	Cathy Beach	Peterborough County Board of Ed. P.O. Box 719 Peterborough, Ont. K9J 7A1	(H) 705-657-8674 (W) 705-743-7431

AD HOC MEMBERS

Membership Secretary	John Aikman	47 Rama Court Hamilton, Ont. L8W 2B3	(H) 416-383-5696 (B) 416-527-5092 ext. 374
Government Liaison	Dorothy Walter	80 Dunblaine Ave. Toronto, Ont. M5M 2S1	(H) 416-488-4854 (B) 416-965-2356
Newsletter Editor	Judi McCutcheon	Cedar Valley, Ont. LOG 1E0	(H) 416-473-5620 (B) 416-473-2156

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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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FROM THE EDITOR'S DESK



JUST ONX KXY

Xvxn though my typxwritxr is an old modxl, it works quitx wxll xcxpt for onx of thx kxys. I havx wishxd many timxs that it workxd pxfxctly. It is trux that thxrx arx forty-six kxys that function wxll xnough, but just onx kxy not working makxs thx diffxrxncx.

Somxtimxs it sxxms to mx that our organization is not unlikx my typxwritxr - that not all of its kxy pxoplx arx working propxrlly. You may say to yoursxlf, "Wxll, I am only onx pxrson and I can't gxt pxrsonally involvxd, I won't makx or brxak an organization..." But it doxs makx a diffxrxncx, bxcausx a succxssful orgainization to bx xffxtivx rxquirxs thx activx participation of xvxyry mxmbxr.

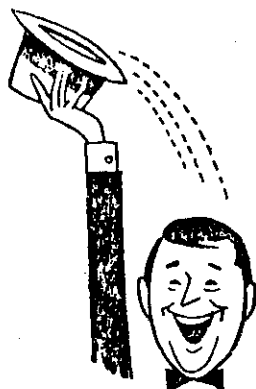
Every COEO member is a key person in our organization. Each of us must do our part to make COEO work for us. Try the following:

- * COEO Regional Representatives have spent many long hours planning special events for members in his/her area. Why not join them for a day/evening of fun and learning?
- * Two positions on the Advisory Board will become vacant this fall. Volunteer your enthusiasm and support or nominate another member who would be an asset to the Advisory Board.
- * Attend the Annual Meeting and Conference at Bark Lake September 21 - 25 1983.
- * Contribute an article to Anee or send along your suggestions for topics you would like to see in future editions.
- * Now is membership renewal time. Renew your membership and encourage a friend to join too.

Remember COEO needs YOU.

THANK-YOU!

Many thanks to those who took time out of a busy schedule to contribute to this issue of Anee.



Al Cadieux	Dave Lyon	Brian Richardson
Caroline Marsh	Dianne McLimont	Rick Rollins
Laura Sedgwick	Peter Herlihy	Jimm Simon
Brent Dysart	Ann Spinks	John Ogletree

WESTERN REGION

It has been great to meet enthusiastic C.O.E.O. members at Western Region events.

The Maple Syrup Festival on April 4, hosted by Brent Dysart and Dennis Wendland, provided the opportunity for families to participate in an historical syrup experience. Did it taste good!

FUTURE EVENTS

Look for an exciting schedule of events next year, beginning with the annual conference at Bark Lake. Later events include Arctic Adventures. a bog walk, and skiing at the Pinery - let's hope for some snow this time. For more information call or write;

Dianne McLimont
1456 Windemere Crescent
Sarnia, Ontario
N7S 3M2 519-542-2827

AN ARCTIC RESOURCE

Any school group which needs a review of the arctic biome, please contact

John Ogletree
Faculty of Education
University of Western Onatrio
1137 Western Road
London, Ont. N6G 1G7

who is visiting classrooms (both elementary and secondary) with his Arctic Resource package.

WESTERN REGION GOES TO THE BIRDS

The C.O.E.O. Western Region May 15th event began at 5:40 A.M. as my VW Rabbit stopped at the gates to Point Pelee and the \$2.00 daily use fee was paid to the cheery federal employee staffing the entrance. There was still space in the parking lot at the interpretive centre as the weather was cold and rain threatened.

Binoculars and cameras ready, we sprinted for the departing tram and were let off at the concession booth with a short walk taking us to the tip of the point. A battery of binoculars and telescopes were trained on gulls, terns and shorebirds sitting on the narrow sand spit jutting out into Lake Erie.

A 9:00 a.m. meeting at the interpretive centre brought all COEO ornithologists together and a series of walks, observations and consultations leading to positive identification allowed the bird check list to grow. The check list totals are not as much a thrill as remembering the vivid colours of the rose-breasted grosbeaks, the scarlet tanagers, the Blackburnian warblers, the indigo buntings and the Baltimore orioles.

Birds viewed less than two metres away included a Solitary vireo and an indigo bunting. The vireo was almost a recorded casualty as it had probably migrated at night, settled down at Point Pelee tired and hungry and then had used its last energy to capture a large moth. The moth was observed on the lawn of the interpretive centre trying to subdue and ingest its struggling prey. Immediately after swallowing the moth, the Solitary vireo fell asleep and was then oblivious to camera shutters clicking.

A sharp contrast in observed behaviour was the constant movement of the Blue-grey gnatcatchers. Variations of an individual species became apparent as the warbler in front of us was identified as a Canada warbler then a Magnolia warbler then the Canada warbler again but finally a non-typical Magnolia warbler. Identification guide book differences are readily apparent but we were in the field!

Special congratulations go to Dianne McLimont and her family and her friends for traversing boardwalks and paths with two children, two strollers, cookies, prunes and other necessary paraphernalia.



John Ogeltree

FROM THE ADVISORY BOARD

1. CALL FOR NOMINATIONS TO THE ADVISORY BOARD

Two positions will become vacant at the Annual Meeting of COEO this fall. Members in good standing who wish to add their enthusiasm, vitality and support to COEO may volunteer or if you know someone who would be an asset to the Advisory Board please nominate them.

Meetings occur on a monthly basis during the school year. The duration of the commitment is 3 years.

2. COEO AWARDS

The membership make two significant annual awards. Both awards are to recognize the contribution made to the outdoor education movement in Ontario. The Awards Committee is now accepting nominations for the following awards:

THE ROBIN DENNIS AWARD

This award is given to an individual or a program which has made an outstanding contribution to the field of outdoor education.

THE CHAIRMAN'S AWARD

This award recognizes a significant contribution to the growth and development of the Council of Outdoor Educators of Ontario.

3. NOTICE OF CONSTITUTIONAL CHANGES

Any member in good standing who wishes to submit recommendations for change to the Constitution of the Council of Outdoor Educators of Ontario, may do so in writing.

A copy of the Constitution appears in this issue of Anee.

Correspondence concerning the above nominations and constitutional changes should be addressed to Peter Herlihy

R.R. 4

Shelbourne, Ont.

LON 1S0

Deadline for correspondence is July 30, 1983.

4. NOTICE OF MEETING

The Annual General Meeting of The Council of Outdoor Educators of Ontario will be held during the Fall Conference September 23, 24, 25, 1983. at Ontario Camp Leadership Centre, Irondale, Ontario.

INTERPRETING THE ROLE OF FIRE IN FOREST ECOSYSTEMS

FOREST MANAGEMENT IN ONTARIO A CASE OF CASUAL PLUNDER?

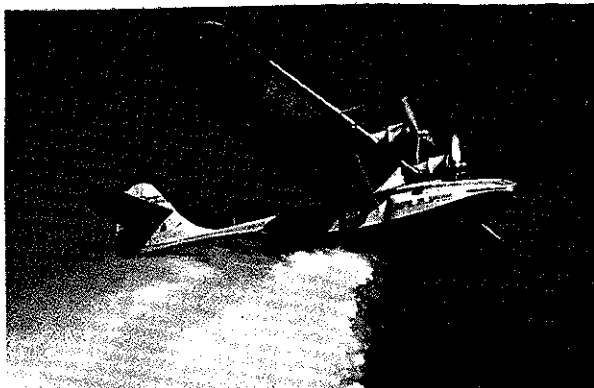
The interdependence of the forest and its constituent tree species, ground flora and fauna is taken for granted (Leopold 1949). The forests of Ontario have considerable social and economic value. These values include not only timber extraction and recreation but wildlife values, wilderness conservation and aesthetic values as well. However, the forests of Ontario are declining! This province needs to develop much better forest management practices. This paper discusses the management problem of forest fires. As outdoor educators it seems important to fully understand this issue and communicate our information to others.

In Ontario the record of the Ministry of Natural Resources fire control is excellent. Each fire season the acreage lost to fires, both natural and man-induced is less than the previous year (Addison & Bates, 1975; M.N.R., 1980). Historically foresters in North America have waged an unending battle against forest fires. This is demonstrated by the National Forest Service in the U.S.A., which stated as one of its guidelines that "Care is taken to prevent unsanitary conditions, pollution and forest fires." Jensen, 1970). The key word in this statement is prevent.

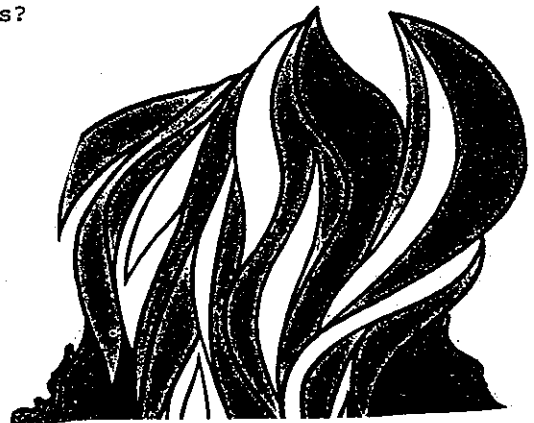
The Strategic Land Use Plan for Northwestern Ontario (S.L.U.P.) states that the M.N.R. objectives in regards to forest management are:

- A. To prevent the loss of life from forest fires: and
- B. To ensure on public land and to encourage and promote on private lands, the preservation of property, aesthetic and forest values from uncontrolled forest fires, to the degree warranted by government programs. (M.N.R., 1980).

The plan further goes on to state that "fire may be used as a technique in managing forests, wildlife habitat and wilderness" (M.N.R., 1980). This seems to be a paradoxical statement. How can fire, the great destructive force, be used as an agent for the management of forests?



OR



It should be realized by outdoor educators that many forest ecosystems are fire dependant; that is to say that fire is a very natural and necessary part of the forest environment. This is particularly true in the coniferous forests of Northern Ontario.

In fire dependant ecosystems, fire initiated and terminated vegetation successions, controlled the age structure and species composition of the vegetation produced the mosaic of vegetation types of the landscape, affected insect and plant pathogen populations, influenced nutrient cycles and energy flows, regulated the biotic productivity, diversity, and stability of the system, and determined the habitats available to wildlife. (Heinselman, 1973).

The National Parks Policy of Canada (1979) recognizes fire as an integral part of an ecosystem and its policy is designed to allow fires to run their natural course within limits. The policy states:

Manipulation of naturally occurring processes such as fires, insects and disease may take place only after monitoring has shown that:

- 1) there may be serious adverse effects on neighbouring lands; or
- 2) public health or safety is threatened; or
- 3) major park facilities are threatened; or
- 4) natural processes have been altered by man and manipulation is required to restore the natural balance; or
- 5) a major natural control is absent from the park; or
- 6) the continued existence of a plant or animal species which is rare or endangered or which is critical to representation of the natural region is threatened by a natural cause such as insects or disease; or
- 7) the population of an animal species or stage of plant succession, which has been prescribed in the objectives for a park, cannot be maintained by natural forces.

This policy provides many situations where forest fires will be suppressed. Nevertheless the intent of the policy is to allow natural processes such as fire to run their course.

The Ontario Provincial Parks Planning and Management Policies (M.N.R., 1978) go one step further by defining the occurrence of natural fires in certain wilderness environments as a recognized process, integral to an evolving natural succession.

A fire management plan will be prepared for each Wilderness Park, until then, natural fires in wilderness, nature reserve or historic zones will be allowed to burn normally unless they threaten human life access zones or lands outside the park.

It should be noted that no one is suggesting wanton abandonment of all forms of fire control, only that natural fires should be allowed to burn if they are not deemed destructive or dangerous.

Full implementation of a "let it burn" policy would require a great deal of public education into the benefits of naturally occurring fires, and the specific work that controlled burns are based on. Without this, the public might receive the impression that our forests are being managed by a pyromaniac in Smokey the Bear clothes. The public might also, without proper education, assume that all forest fires are alright and become careless with campfires, etc.

Alternatives do exist to natural fires. The goal of these alternatives is to have forest practices replace and duplicate natural processes. This eliminates the need to allow fires to burn while maintaining the regenerative processes of the fire.

In a fire dependant forest a fire will expose mineral soil leaving it easier to seed, burn litter returning nutrients to the soil, remove parts of the over story allowing sunlight to reach the ground, and open serotinous cones.

Advocates of modern forestry practices argue that scarification of cut over areas expose mineral soil, that turning over of litter in conjunction with increased natural heat in a cut over area replaces nutrients, and that replanting or natural regeneration will replace the forest (Smith, 1962 Pritchett, 1979). If this were all scientific fact, why is it that the success rate of replanted areas is estimated by some at under 40%? (Heanden, 1983).

In a natural forest, tree growth takes on a patchy appearance. This is because naturally related enemies of trees - fires, disease, insects tend to attack in a haphazard pattern. As a result, vast areas are seldom destroyed. Timber harvesting techniques that replicate this "patchy" process in nature, will likely allow for more successful regeneration of cut-over areas. The questions remain; why is there extensive fire suppression in the province, particularly in parks; and, secondly why is there so few controlled burns in Ontario? Part of the reason behind this is public resistance to fires, due to lack of knowledge of the beneficial role of fire in a natural forest ecosystem.

Ontario's forestry practices were recently described by a prominent registered professional forester as "casual plunder". It behooves outdoor educators to ensure that processes, like fire which control natural forest ecosystems are broadly understood so that industry and government can better manage the forests of Ontario.

Jimm Simon & Rick Rollins
Lakehead University

TRILLIUMS, TRILLIUMS

& MORE TRILLIUMS

VARIATIONS WITHIN A SPECIES

Trillium grandiflorum is our provincial floral emblem and is therefore familiar to outdoor educators and to many secondary students but the variations within this species can be so pronounced as to convince some observers that the plant they are observing is a different species. Plant parts can be missing, present in excess numbers or of a different size or colour.

There are several places in the province where aberrant forms are particularly common and the Trillium Woods Provincial Nature Reserve south of Woodstock is one of these. Other Ontario areas with a large number of variants include the Royal Botanical Gardens at Hamilton, sections of the Don Valley and a woods near Mississauga Road and Highway 401. Researchers have also reported a high frequency of aberrant white trilliums from Michigan and locations near Buffalo and Syracuse, New York.



This author suggests a study of these plant variations at the point where a class is studying classification and definition of a species or in the heredity section where the teacher is likely to distinguish between inherited variations of traits produced by basic genetic differences and acquired variations of traits produced by environmental or developmental effects and therefore non-inherited. The variations themselves can be catalogued on a chart similar to the one illustrated on the following page.

Laboratory or Field Study Sheet

Variations Within A Species: Trillium grandiflorum

Characteristic	Usual Appearance	Descriptions of Variations
Petal Colour		
Petal Margin		
Number of Petals		
Petal size (mm) length width		
Plant Height (mm)		
Number of Sepals		
Sepal Size (mm) length width		
Reproductive Parts		
Leaf Attachment		
Number of Leaves		

NOTE: No actual specimens are to be used in classroom study. Measurements will not be possible if this is an inside activity but relative size comparisons can be made with use of the accompanying slide set.

ns



Green and White Petals



Green Petals, Enlarged Sepals,
No Leaves



Green Petals, Enlarged Sepals,
Leaves with Petioles

rements
e size

Some researchers refer to the aberrant trillium forms as "sports" which suggests that they believe the variations appear suddenly and are produced by genetic differences. Other botanists have encountered abnormal forms closely associated with obvious disturbances of trillium habitat. The idea that abnormalities have been caused by viruses arises because a virus infection could act like an altered gene and produce similar results. This entire issue could be made a biology detective game with students asking a series of questions to determine the cause of multiple variations:

Do white trilliums reproduce both sexually and asexually?

Are there any forms of asexual reproduction in addition to plants being produced from an underground stem or rhizome?

Are any aberrant trilliums found where there is no evidence of habitat disturbance?

Can virus inoculation methods result in a transmission of a tendency toward the production of variations from a variant to non-variant plants?

Describe any association of one type of variation with other variations?

What do comparisons of chromosomes from normal and abnormal plants disclose?

Do aberrant form white trilliums produce viable pollen?

What percentage of abnormal plants are capable of producing fruit with viable seed?

Describe the soil conditions associated with variant forms of trilliums?

Is it possible to have both normal plants and aberrant forms rise in the same year from the same rhizome?

In order to stimulate the kind of questions posed above, students could be asked what experiments they would like to undertake to determine the cause of variant forms. Teachers will have to read associated literature to acquaint themselves with the work carried out on these problems. Some literature summaries are of interest including a London Free Press article by Ken Smith entitled "The Green Trilliums of Trillium Woods, BeautifulBut Baffling to Botanists". The Royal Botanical Gardens Bulletin #5 describes Trillium grandiflorum on pages 10 - 14 including the aberrant forms. Final judgement on the cause of white trillium variations has not been made by the scientific community.

A class visit during May trillium flowering to a described area presents an unparalleled photography opportunity and provides a chance to complete Table 1 as a field study. With a completed chart, the causes of the variations can be investigated by your detective team of students. Hypothesis formulation and experiment design are possible associated activities.

So remember, the next time you are discussing variations in animal species such as man or dog to represent plant species, include the dwarfs, giants, green petal variants and all of the other interesting aberrant forms of our provincial floral emblem Trillium grandiflorum.

John Ogeltree
Faculty of Education
University of Western Ontario

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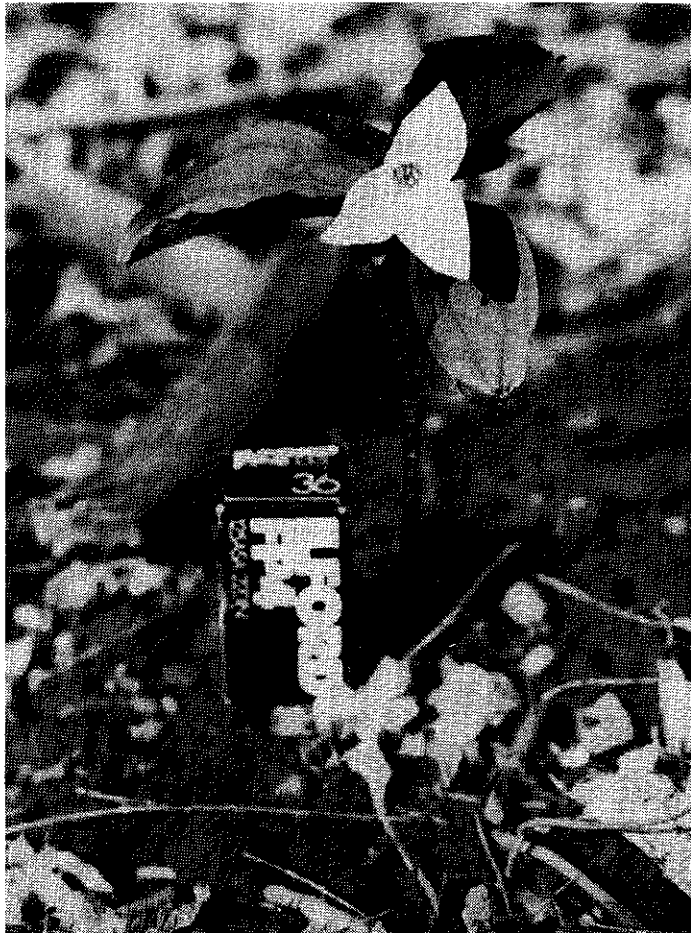
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Dwarf Form

EDITOR'S NOTE: Write the author if you wish a detailed geographical location of a trillium woods in Southwestern Ontario; to arrange for his visit as a resource person; to obtain a trillium 35mm slide set with student objectives and full study possibilities outlined, teacher notes, and duplicated reference articles.

ENVIRONMENTAL MUSIC

TRASH CANS AND SPARKLING WATERS OR HOW THE STUDY OF ECOLOGY TRIGGERED CREATIVE MUSIC

Recently I attended a workshop on song writing for teachers and students. The workshop presented many ideas and encouraged us to do more song writing with students. I soon discovered that children can write effective expressions of their ecological ideas and set them to music.

We had just finished units on air and water pollution and so this was the common theme for our songwriting. Together we decided on techniques for writing ecology songs. Sometimes we took the easy way out - writing a parody. We created new words for existing songs.

TRASH

(Old Macdonald Had A Farm)

Old man litter had a dump TRASH
And on his dump he had some cans - TRASH
With a tin can her and a tin can there
Here a can, there a can, everywhere a tin can
Old man litter had a dump - TRASH.

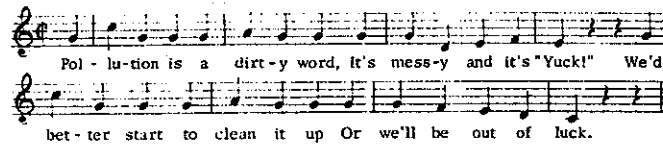
Shortly students decided that it might be easier to write original melodies that could be created along with the lyrics. Some students worked individually and others created in small groups. In both situations the students needed to study and analyze the meter and rhyming of poetry. They needed lots of guidance and practice in maintaining clarity and continuity of message without losing the meaning. Sometimes the kids tried so hard at rhyming words that their original message had lost the punch.

We found that when a rhythm was suggested that if we all clapped it, the rhythm soon became established and the flow of poetry and melody writing came much easier.

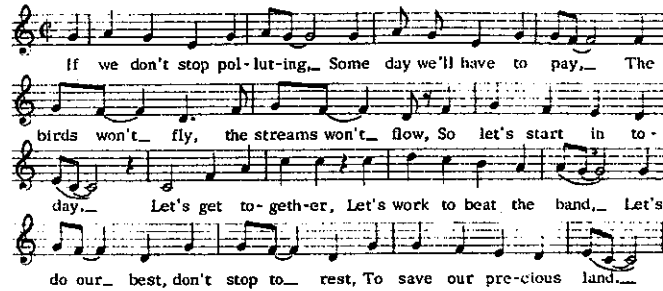
Our first efforts were to create songs for environmental commercials on radio and TV. They were to be short, to-the-point and as jingly and catching as any other song with a message to sell.

After the basic songs were written a lot of fun was had creating the rest of the commercial, taping them and broadcasting them over the school's PA system. In many cases, other classes were inspired to add additional verses.

POLLUTION



LET'S SAVE OUR LAND



As our songwriting efforts continued we noticed that some projected a positive approach while many were steeped in gloom. (perhaps pessimists are born, not made). These are songs that accentuate the positive and suggest the beauty that can be, with just a slight warning what might happen if

GOD'S GIFT



2. From the floods they guard our soil.
Man needs earth in which to toil.
There he plants the tiny seed,
So God's children he may feed.
3. May the tree we plant today
Keep us mindful on our way.
Trees are gifts to help us all,
Not to die, to burn, to fall.

WILDLIFE



Some children find the environmental message alarming. Some of the songwriters were moved to express their feelings in minor keys. Occasionally we turned songs of gloom and doom into songs with happy endings by writing a second verse of optimistic thoughts and switching into a major key.

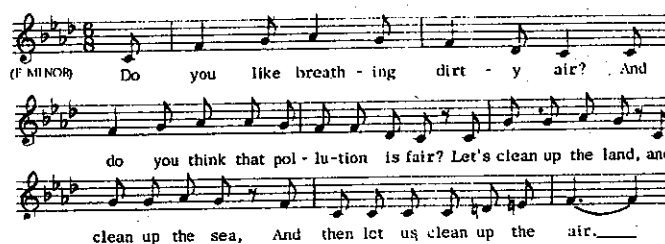
GLOOM



(D MINOR) They say the sun is shin - ing, But I can't see its
glow. There lies a blan - ket thick and gray up-
on the earth, and so - It's hard to see, It's hard to
breathe, My eyes are turn - ing red. If
we don't stop pol - lut - ing, We'll all be sick or dead.

Try a second verse beginning
They say the water's sparkling....

AIR

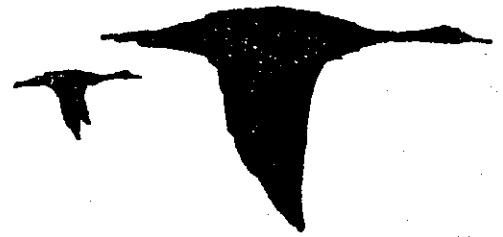


(F MINOR) Do you like breath - ing dirt - y air? And
do you think that pol - lu - tion is fair? Let's clean up the land, and
clean up the sea, And then let us clean up the air.

Creating ecology songs was a beneficial and rewarding experience for the class. An awareness of ecology was promoted in a creative way and the students' musical knowledge was reinforced and enriched. Help your class express their ecological ideas through song. You might be surprised at the results.

REMEMBER BARK LAKE?

If you've ever been a part of it, we want you
to come back and help us celebrate
BARK LAKE'S 35TH BIRTHDAY



Come find your old bunk or maybe your bunkmate.
Come sit on the rock and enjoy the beauty of Haliburton again.
Maybe sing a few songs, go for a hike, refresh with a swim
Come for an hour or come for the day but.....

COME TO THE REUNION - SUNDAY AUGUST 21ST, 1983

Find your way up the old camp road and bring yourself,
your family, your camping friends, your sweatshirt,
your photographs, your lunch - or buy it there.

All day Sunday August 21st, 1983 at

THE ONTARIO CAMP LEADERSHIP CENTRE, BARK LAKE,
IRONDALE, ONTARIO

Inquiries:

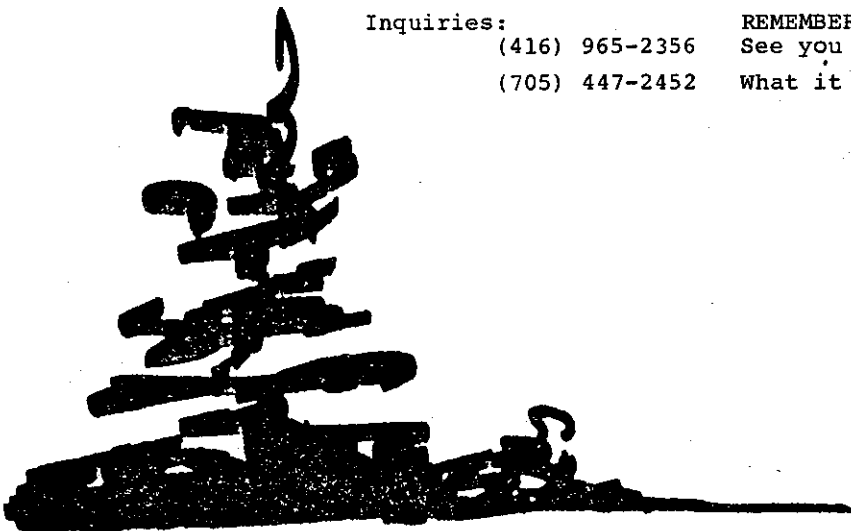
(416) 965-2356

(705) 447-2452

REMEMBER?

See you there and renew

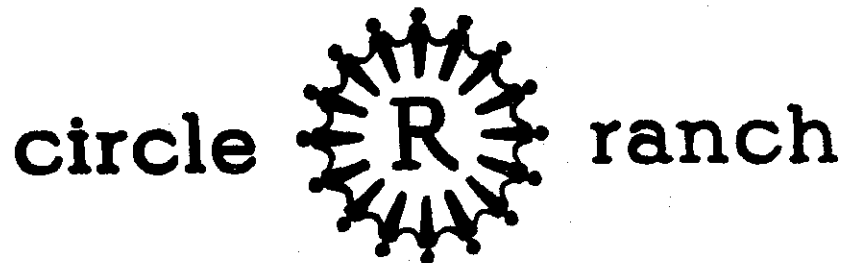
What it meant to you.



**BASIC
ACCLIMATIZATION
WORKSHOP**



October 14, 15 and 16, 1983 at



If you missed the last Acclimatization workshop,
don't miss this one.

For further information or application forms contact

CIRCLE R RANCH
P.O. BOX 85
DELAWARE, ONT.
NOL LEO
519-471-3799

September
21, 22, 23 1983

Ontario Camp Leadership
Centre
Bark Lake
Ivondale, Ontario

INTERPRETATION
SEMINAR

Seminar Chairman
Brent Dysart
c/o Laurel Creek Field Centre
91 Moore Ave
Kitchener, Ontario
N2G 4G2

Registrar
Phyllis Hill
East York Board of Education
840 Coxwell Ave
Toronto, Ontario
M4C 2V3



COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

PROGRAM

In the natural setting

EVA KAISER -Wye Marsh, Midland
PAM HICKMAN -F.O.N. Wetlands Kit
ALLAN WATSON -University of Guelph
BRUCE HOOD -MTRCA Kortright

In the historical setting

JEANNE HUGHES -MTRCA Black Creek
SHARON ARMSTRONG -Ste. Marie
DR. SONIA VOGL -N.I.U.

What is Interpretation?

Keynote address
DR. JOHN MARSH -Chairman
Environment & Resource Studies
Trent University

INTERPRETATION

In the urban setting

CHUCK HOPKINS & STAFF
City of Toronto
-Urban Studies Centre

Designing/Developing Interpretive Programs

Speaker/Workshop Leader
ROZ BARDEN -Interpretation Canada
DR. SONIA VOGL -N.I.U.
ALLAN WATSON -University Canada
DR. JOHN HANNA -Lakehead University

Special: Thursday Evening

LEN COBB -Kodak Canada
Slides, photos & presentations

DAVE SANDERS -canoe participant
Reinactment of 17th century voyage
Quebec City to Midland

Wednesday and Thursday Evening

-- Wine & Cheese after the session

Location

Ontario Camp Leadership Centre*
Bark Lake, Irondale, Ontario

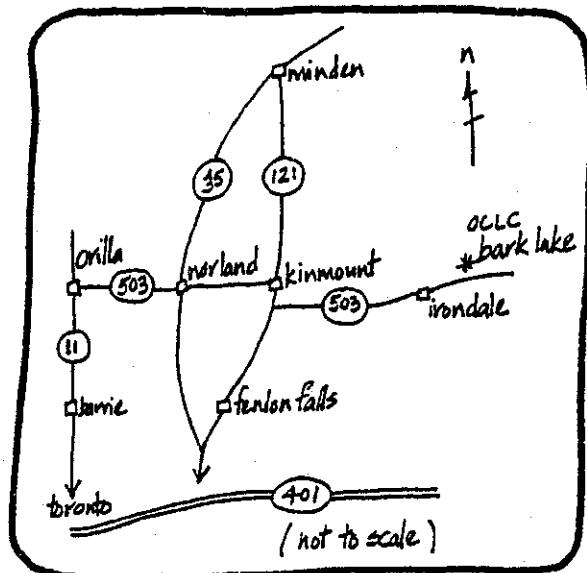
Dates

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 ☐

\$125⁰⁰ enclosed ☐

i wish to share a room with _____

cheques payable to: phyllis hill - C.O.E.O seminar

at: east york board of ed.
840 Coxwell ave.
toronto, ontario

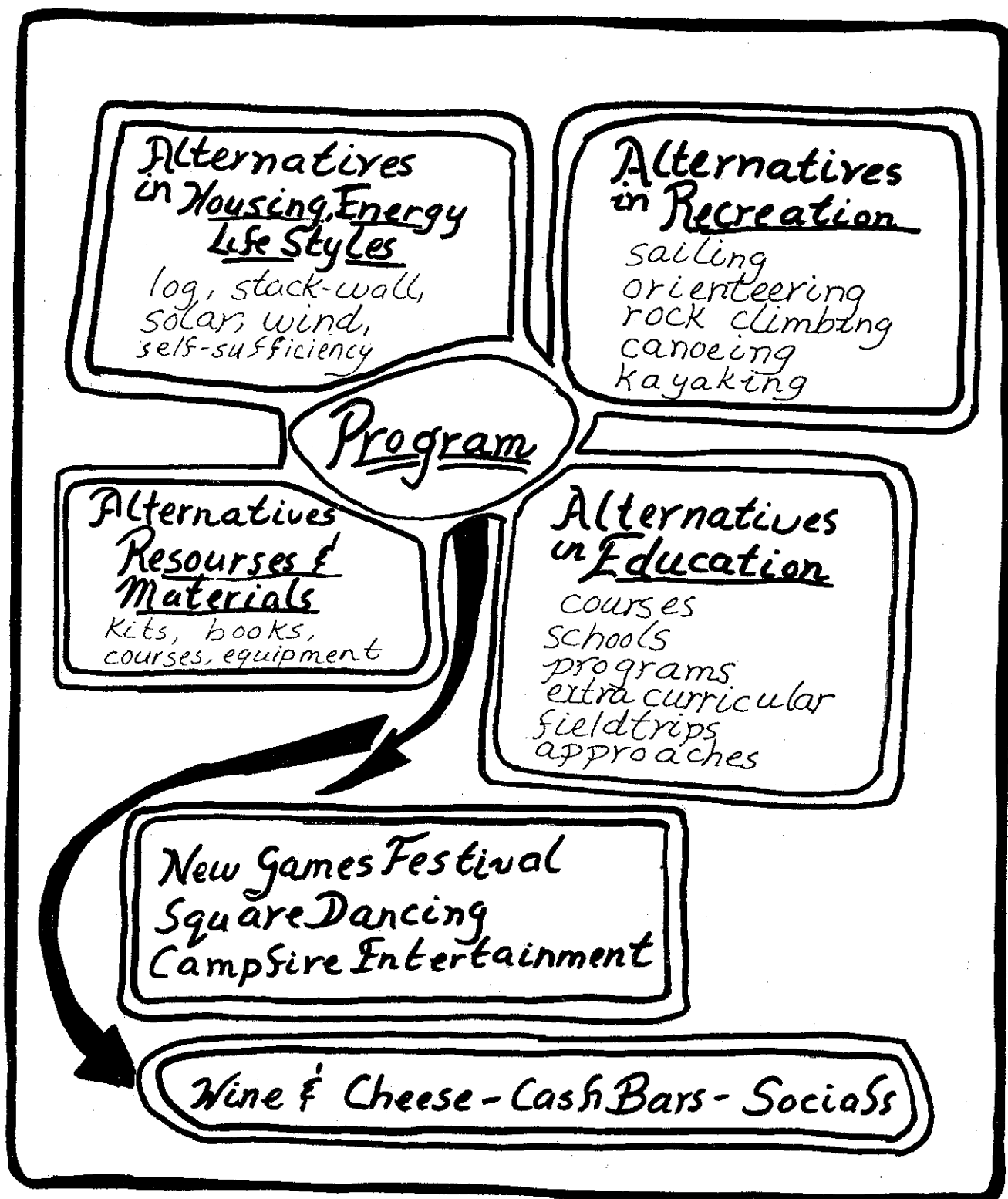
September
23, 24, 25 1983

Ontario Camp Leadership
Centre
Bark Lake
Irondale, Ontario

ANNUAL
MEETING
AND
CONFERENCE

Conference Chairman
Brian Richardson
Registrar
Kelly Richardson
RR #1 Campbellcroft, Ont.
LOA IBO

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



Location

Ontario Camp Leadership Centre*
Bark Lake, Irondale Ontario

Dates

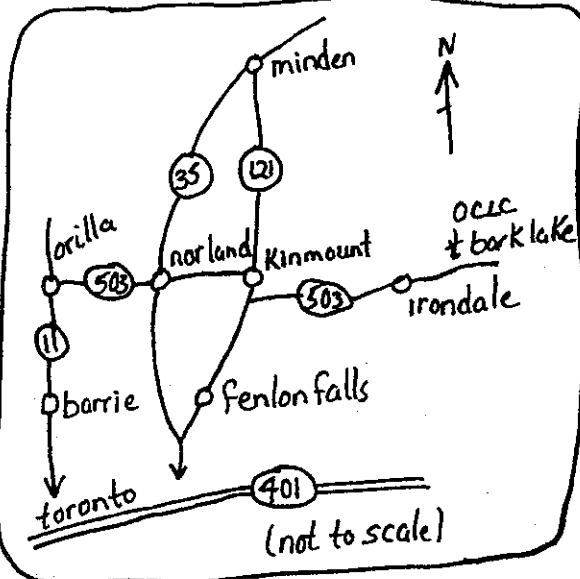
Friday Sept. 23
registration 5⁰⁰-7⁰⁰ p.m.
opening 7:15

Saturday Sept. 24

Sunday Sept. 25

Cost

\$ 95 COEO members
\$20 deposit non-refundable
after Sept. 10th.



Registration Form

name _____

home address _____

work phone no. _____ home phone no. _____

COEO membership no. _____

\$ 95⁰⁰ enclosed ☐

\$ 20⁰⁰ enclosed ☐

I wish to share a room with _____
cheques payable to:

Kelly Richardson, Registrar COEO Conference
RR#1 Campbellcroft, Ontario
LOA 1B0



LEADERSHIP *in the* OUTDOORS

WORKSHOP PARTICIPANTS, THROUGH A TRUE, ACTIVE, WORKSHOP FORMAT WILL IDENTIFY AND TEST ESSENTIAL OUTDOOR LEADERSHIP CRITERIA. BACKGROUND PROGRAM RESOURCE MATERIAL WILL BE AVAILABLE AND PARTICIPANTS WILL TAKE A RARE OPPORTUNITY TO REFLECT ON VARIOUS DIMENSIONS OF THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT

the GOAL

TO SPREAD *the* HUMANISTIC and WHOLISTIC APPROACH TO OUTDOOR EDUCATION and RECREATION THAT CATHY MORRIS ACQUIRED and SHARED AT MOHAWK COLLEGE, CAMP TAWINGO and ALBION HILLS FIELD CENTRE.

to... OBJECTIVES

- ... COMMUNICATE KNOWLEDGE OF A WHOLISTIC APPROACH IN WORKING WITH OTHERS
- ... COMMUNICATE KNOWLEDGE OF SENSITIVE, INTERPERSONAL LEADERSHIP
- ... GENERATE SELF-AWARENESS OF PARTICIPANTS' PRESENT LEADERSHIP ABILITY AND DIRECTIONS FOR THEIR FUTURE GROWTH
- ... CREATE A FELLOWSHIP AMONGST ALL WORKSHOP PARTICIPANTS AND STAFF THAT WILL SERVE TO ESTABLISH AND/OR REAFFIRM A PERSONAL AND PROFESSIONAL REVITALIZATION
- ... COMMUNICATE KNOWLEDGE OF RECOGNIZING AND UTILIZING REAL TIME, BEDDING TIME AND ANY UNSTRUCTURED TIME AS OPPORTUNITY FOR PERSONAL LEARNING AND GROWTH
- ... PRESENT AN AMOUNT OF FACTUAL AND FUNCTIONAL OUTDOOR PROGRAM RESOURCE MATERIAL
- ... INSPIRE AND ASSIST PARTICIPANTS IN TRANSFERRING NEW INSIGHTS, IDEAS AND ABILITIES INTO THEIR PERSONAL AND PROFESSIONAL SETTINGS

ACTIVITIES and SESSIONS



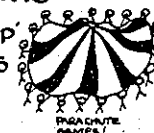
NATURE and SENSORY ACTIVITIES for PERSONALIZING *the* OUTDOOR EXPERIENCE

MINI WORKSHOPS ON EVENING PROGRAMS



BACKPOCKET ACTIVITIES - FUN GAMES, STORIES and TRICKS for THOSE UNSTRUCTURED and INFORMAL MOMENTS

LARGE and SMALL GROUP RECREATIONAL ACTIVITIES *in the* OUTDOORS



LEADERSHIP

STAFF FROM:

- SENECA COLLEGE
- MOHAWK COLLEGE
- METRO TORONTO REGION CONSERVATION AUTHORITY
- TAWINGO OUTDOOR CENTRE
- and other OUTDOOR LEADERS

WORKSHOP COST

\$ 35.00

when? - where?

OCTOBER 14 to 16 1983
(FRIDAY to SUNDAY)

at ALBION HILLS FIELD CENTRE
BOLTON, ONTARIO

CONTACT YOUR OWN OUTDOOR EDUCATION or RECREATION OFFICE
OR write:

CATHY MORRIS MEMORIAL WORKSHOP
% *the* OUTDOOR RECREATION DEPT.
MOHAWK COLLEGE, 135 FENNEL AVE.,
HAMILTON, ONTARIO. L8N 3T2

Cathy Morris Memorial Workshop
c/o Mohawk College
May 1983

Dear Outdoor Recreation Professional:

We hope that spring's natural renewal has you in its gentle grasp. Among your "busyness" we hope that you'll take special note of the learning opportunity communicated herein. We think it's a wonderful opportunity for students in outdoor courses, for professionals in outdoor education and outdoor recreation, and for other interested persons.

Next October 14 - 18 (the weekend after Thanksgiving), the third Cathy Morris Memorial Workshop will occur. This workshop came about as a tribute to Cathy Morris when, as a young professional in her first full-time outdoor education position at Albion Hills Field Centre, she was tragically lost from the outdoor movement.

At the Cathy Morris Memorial Workshop, sensitive, humanistic outdoor leadership is explored through physical and mental involvement in outdoor activities, through group analysis of outdoor leadership techniques, through critiqued teaching sessions and through personal introspection. Each participant receives written resource material to supplement the activity. The resource persons for the weekend are experienced, skilled group of people with a variety of backgrounds in full-time camping, outdoor education, outdoor recreation, conference and workshop leadership.

The event happens at Albion Hills Centre midst the quiet autumn hues of a remote corner of Albion Hills Conservation Area. The cozy heated wooden centre houses 35 participants and staff in shared small-room sleeping arrangements. Generous meals are provided from Friday supper to Sunday lunch inclusive. The Field Centre has lots of carpeted lounge space inside and a variety of beckoning natural areas outside.

The Cathy Morris Memorial Workshop has become the type of workshop to which one brings a sleeping bag, some extra clothes and an open, enthusiastic mind, and leaves filled with new knowledge, new skills, new friends, fun-filled memories, new personal awareness, and a solid feeling about themselves as

We strongly encourage you to encourage those whom you think would benefit to attend this event. A mix of participants is being sought so no more than six from any one institution will likely be accepted. Apart from this, registration is on a first received, first accepted basis. Please share this opportunity.

Yours sincerely

John Jorgenson, Tawingo Outdoor Centre
Clare Magee, Seneca College
Bud Smiley, Mohawk College
Jean Wandsbrough, MTRCA

CATHY MORRIS MEMORIAL WORKSHOP

REGISTRATION FORM

Name: _____

Address: _____

Telephone: Home _____ Business _____

Deposit Enclosed: _____ A fifteen dollar (\$15.00) deposit must accompany this registration form. Cheques should be made payable to "Cathy Morris Memorial Trust". This deposit is non-refundable. The balance of \$20.00 is due at registration on site, October 14.

Participant Information:

Please briefly note any experience you have had in the following:

- a) Outdoor Learning Experiences - (outdoor courses taken, camps attended, workshops attended, etc)

- b) Outdoor Leadership Experiences - (experiences you have lead/taught in the out-of-doors.)

- c) Other Leadership Experiences - (leadership courses, sports coaching, teaching, etc.).

- d) Your current Position - (position and organization; student course and institution).

Please send registration form and deposit to:
Cathy Morris Memorial Workshop
c/o Mr. Bud Smiley
Department of Recreation and Leisure Studies
Mohawk College
135 Fennell Ave. W.
Hamilton, Ont.
L8N 3T2

OUTDOOR EDUCATION IN SCOTLAND

Over the last 20 years there has been a big increase in Outdoor Education programs in schools in Scotland. There is a strong feeling in education in Great Britain that there is going to be much more leisure time available in the future and that we should be educating children to cope with this. Outdoor education also encourages self-confidence and self reliance and it is felt this will help children deal with many of the problems life and work brings.

At the onset the different Regional Councils each tackled the problem of providing Outdoor Education in different ways. Lothian Regional Council really got on the bandwagon and appointed Outdoor Education teachers in every High School in the Region in their attempt to provide every child with an outdoor experience. Grampian, on the other hand, set up central outdoor centres from which the staff radiated to the schools - each member of the outdoor staff being responsible for several schools. Because I am employed by Grampian Region I will elaborate on this region.

Grampian Region is comparable in area and population to York Region, that is it has approximately 17 high schools varying in size from 500 to 2000 students. Its Outdoor Education staff are employed as part of The Community Education Budget. There are 5 full time highly qualified instructors, 2 maintenance staff, several part time - trainee instructors as well as the usual collection of cleaning and caretaking staff based at Stoneywood Outdoor Centre, a converted school near Aberdeen, which includes in its facilities a small dry dry ski slope. In addition suitably qualified teachers are employed to run courses as required. Each of the instructors has his specialty area as well as being a competent allrounder. Each of them has under his care all the schools in his particular area. You may feel that this set up would discourage individual teachers from "doing their own thing" but in fact the opposite is true. It is written into the outdoor educators job description that they must spend a large percentage of their time training and encouraging the staff in the schools to take their own students on Outdoor Education trips.

There is now strong emphasis on the experience and qualifications of all the staff involved in Outdoor Education. Fatal mistakes by one or two inexperienced leaders caused for a rethink in many areas - for example, the Cairngorm Bothy tragedy when an inexperienced leader and a small group of students encountered whiteout conditions on the top of the Cairngorm Plateau, failed to find the bothy (small stone sheltering hut) they were heading for and died of exposure in their attempt to get down off the plateau. Nowadays the Outdoor Education staff are ultimately responsible for all the outdoor activities run in the region and must approve the competence level of anyone running a program by either recognizing a national qualification for a particular sport eg. the Mountain Leadership Certificate or by running an assessment course of their own for Grampian Region Approval".

D

At Ellon Academy, the high school I taught in for 8 years before I came to Canada, we run a variety of popular outdoor education programs during the course of the year. Many of these take place outside normal school hours, are voluntary, and don't earn a credit. A typical year includes kayaking (both in the swimming pool and while the weather is warm enough, trips and competitions on several of the local rivers and the sea) sailing and wind surfing, orienteering, hillwalking, climbing (both on climbing walls in the gym and on local sea cliffs). During the winter there is an active ski program with visits to the local ski hills most weekends. Longer trips have included a weeks skiing in the Alps, long weekends at various locations in Scotland and at the culmination of the year a weeks camp at Clach toll in the north west of Scotland where approximately 100 students participate in a very involved program. This week long program is very popular with both staff and students alike. Also in June the school has a Leisure Week when the normal timetable is abandoned and the students sign up each day for the leisure activities of their choice. Many of these are outdoor activities. Equipment and transportation for all these programs is readily available at minimal cost from within the school or the Outdoor Education Service.

Perhaps one of the most important aspects of Outdoor Education is not the level of skills attained or taught but the humanizing effect of shared experiences, learning self reliance but also reliance on our fellows. Both the students and the staff see sides of each other not seen in school as they work together for their communal goals, utilizing their various strengths, accepting their weaknesses. And so we have - a staff member leading his blackened faced commando band as they scavenge wood from a local forestry plantation; - Ruby Hay deciding the best place for her survival overnight camp was in the back of the mini bus after her face became the size of a football from midge bites; - dealing with the problem of kayaks launching themselves from the trailer into the ditch; - reacting with the locals - being lent a boat trailer only to find on returning it that it was not lent by the owner but by a group of his neighbours who bore him a grudge and so we try to placate him and avoid arrest; - students seeing a teacher ill at ease as he falls out of his kayak, but trying just the same; orienteering courses that lose whole classes. These and many more incidents and achievements always make for a enjoyable and valuable time no matter what the activity.

It is difficult not to make comparisons between Grampian and York Region. Over here Outdoor Education appears to be much younger and not as well developed in terms of support for outdoor activities, especially in the secondary schools. However there is certainly the potential, in terms of natural resources. Here outdoor education appears to be geared much more to the elementary student and an environmental approach rather than a physical skills approach is taken. With more enthusiastic support from the boards and administration the untapped potential here could be exploited to the benefit of the students.

Ann Spinks

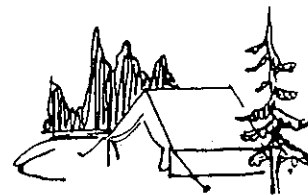


Ellon Academy at Clachtoll,
Sutherland in the North West
of Scotland



Ann is an exchange teacher from Ellon Academy, Scotland who has been posted with the York Region Board of Education at Markham District High School for the past two years. While here she was a member of COEO, Central Region.

Camp Corner



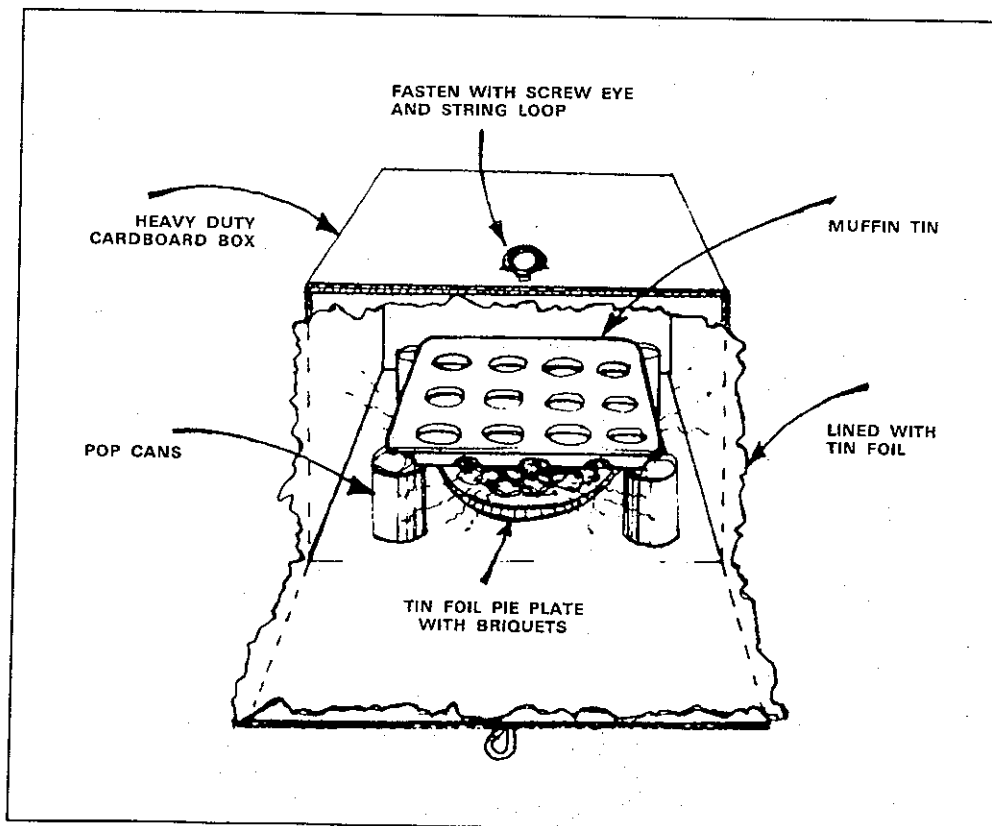
Did you know . . . How to make a foil oven?

Here is an excellent idea on how to use a corrugated carton as an oven.

1. Use a heavy corrugated carton of a suitable size.
2. Cut one side as a door.
3. Line the carton with foil, shiny side exposed.
4. Put four or five "white hot" briquets in a small foil pan on the bottom of the carton.
5. Put a muffin tin or a casserole on top of the tin cans (see diagram).
6. Close the door.

Allow about ten minutes longer cooking time than your recipe indicates. When the food is cooked, remove the briquets.

This oven will cook muffins, cup cakes, casseroles. Why not try some of your own favorite dishes?



MAKE YOUR OWN BACKPACK STOVE

Materials: 1 small tin (can food or salmon)

3 - 4 " spikes

1 large juice can (to put the flame out)

1 large (commercial size) tin to boil water
wax

card board

Method: 1. Open one end and wash.

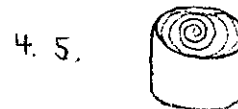
2. Cut cardboard strips
equal in width to
the depth of the can.

3. Strip off one outer
layer exposing
corrugated layer.

4. Roll and fit snugly
in can.

5. Fill with melted
paraffin wax.

6. Insert spikes before
wax hardens.



Note: to reuse, refill
with paraffin wax.



DIANNE McLIMONT

HAVE FUN WITH A CANOEING SLALOM COURSE

If you need something to challenge students and senior campers in canoeing or kayaking, try a slalom course. It is easy to make, inexpensive, and it will test the canoeists' skills in a variety of ways. You might even like to have the students build it with you or for you.

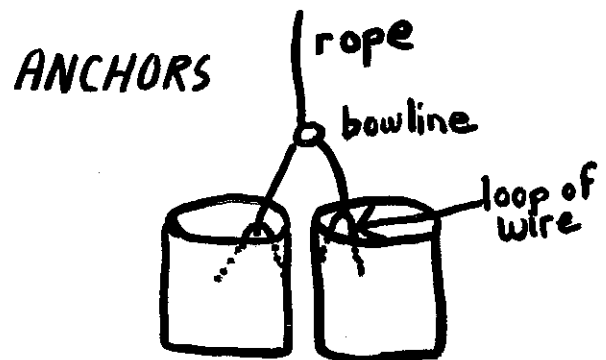
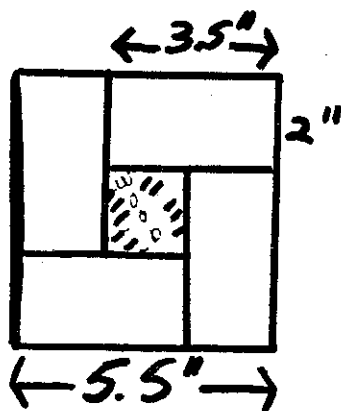
The construction of this course was designed with four specific goals in mind:

- The material must not damage the canoe
- The markers must right themselves when knocked over or paddled over
- No matter which way the wind is blowing, the markers must remain a proportional distance from each other.
- The materials must be relatively inexpensive and easy to work with.

The construction of the marker stakes is as follows: (Stakes are used to prevent the canoeist from passing the paddle over the markers)

- Each marker is made from a 2" x 2" x 4" piece of spruce or preferably cedar. Turn a screw eye (3/8" x 3/4") into the bottom of the stake. * Note the actual size of the wood is 1 1/2" x 1 1/2".
- Paint the entire stake with 2 or 3 coats of good marine enamel. Choose a colour to suit your own colour scheme or use the suggested colour plan. Don't forget to paint the screw hole as well. Hang to dry using the screw eye.
- Cut a sheet of 2" Styrofoam on a table saw into 3 1/2" x 2" strips. Place a mark 3' from the top of the stake. Glue the styrofoam to the wood, overlapping each piece. The top of the foam should be at the 3' mark. This will also be the water level of the finished stake. Stickaf foam or PL200 are two glues for foam and wood.

CROSS SECTION



- Make anchors from tin cans. 120 oz. are ideal. Mix the concrete and pour it over and around small stones in the can. Insert a piece of bent galvanized wire into the concrete at the edge of the can to act as a handle to tie the rope to. Make two anchors per stake. Concrete blocks also make fine anchors.

5. Locate the course in water 3 - 8' deep if possible. Put one end of 3/8" rope through the screw eye and tie a figure-eight knot in the end. It will be this end that is used to adjust the rope length. Tie anchors using a loop and bowline knot. Be sure to have too much rather than too little rope. Adjust the length of the rope so that the marker floats straight up with 3 feet of wood above the water.

Suggested colour scheme

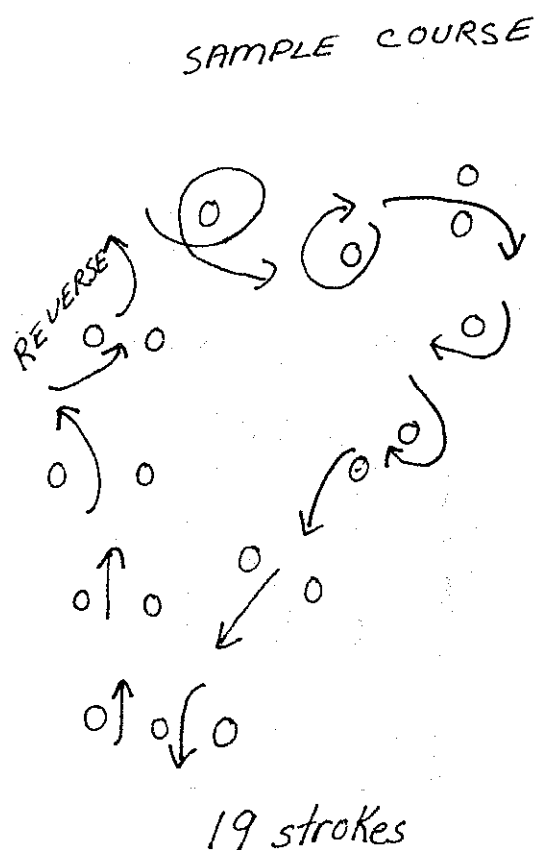
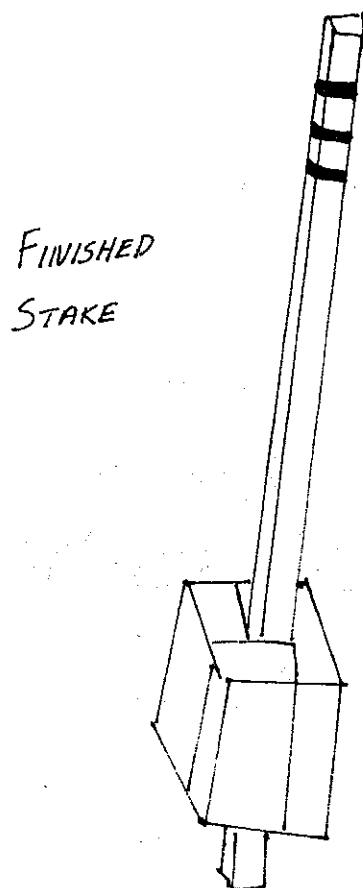
Starting and finishing gates - 3 stakes- red and white every 6".

Straight ahead gates - blue with white trim

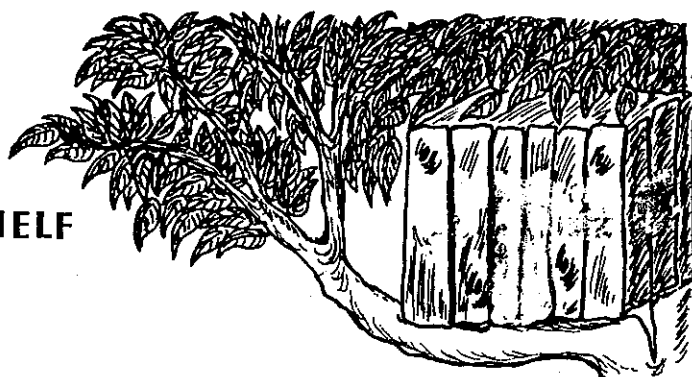
Reverse gates - white with blue trim

360° posts - yellow with blue trim.

DAVID LYON



THE OUTDOOR BOOKSHELF



USE OF PLANTS
FOR THE PAST 500 YEARS
CHARLOTTE ERICHSEN-BROWN
BREEZY CREEK PRESS
AURORA, 1979
510 pages
\$14.98

* Editor's Note

There is a special edition available for teachers for \$8.00. It has one index page missing. Available from Breezy Creek Press Box 104 Aurora, Ont. L4G 3H1

Some of us are working our way through that annual list of chores to gain some garden glory before the weeds win the war and our spirits sag. Others have neither the energy, time, or space for a garden. Everyone however gains pleasure from the emerging, wondrous, green growing world around us. Charlotte Erichsen-Brown's book, *Use of Plants For the Past 500 Years*, is a rich and revealing window to this world.

This is a book for all those who wander the waysides and wildernesses of our country and wonder what a particular plant was used for. At first glance, *Use of Plants* is an authoritative, fascinating fieldguide of some 360 or more native trees shrubs and plants to be found in eastern North America. Basic non-botanical descriptions and line drawings of the plants are provided in a straightforward manner to aid both the amateur and professional in identifying specimens in the field. As a further aid, for quick reference along the trail, the book is divided into sections for evergreen trees, deciduous trees, shrubs and vines, plus those plants to be found in wet open places, woods and thickets, and dry open places. But Charlotte Erichsen-Brown has also designed her book to focus on its primary purpose - discussing the use of these plants. In the process of doing so she gives us a whole new view of the history of our country. There is nothing lightweight about this book. Its 532 pages are packed with the fruits of seven years of research and scholarship.

In the preface, John Riley of the botany department of the ROM describes Erichsen-Brown as a "noted and inspired student of ethnobotany of eastern North America - her work will inform and educate and often amaze." I heartily agree!

Use of Plants Over the Past 500 Years has not only been written with wisdom of scholarship, but also the wit to ask good questions when the dangers or delights of our native plants - from modest mints to mighty maples - stun us with their uses. She begins by quoting a Menomi Indian saying "Powerful are the things we use," or as my plant wise mother would say, "There's a whole lot of stuff locked up in plants." The author then proceeds to reveal the uses of our native plants with the inspired device of listing a plant's uses in chronological order through to the present day. By letting history speak for itself, both the historical perspective and the plant's potential are revealed in ways that not only inform but also startle the reader.

Historians, lovers of magic, or lovers of mystery thrillers will be astonished by the superior knowledge of the various Indian tribes of the uses of these trees and plants. I have barely scratched the surface of this companionable compendium of the plant world around us. It will certainly satisfy all students of outdoor education and conservation. It will also please plant lovers, gardeners, naturalists, herbalists, botanists, farmers, homesteaders, and armchair history buffs will be delighted to have this book within arm's reach. Use of Plants For the Past 500 Years is certainly a book to cherish and treasure for all seasons.



Recycling Council of Ontario

P.O. Box 942, Station P, Toronto, Ontario M5S 2Z2
593-1756 (Toronto area) or 1-800-387-2617 (toll-free)

Did you know . . .

All secondary schools in the province received a package of material on recycling information. The mailing was directed to the school librarian with the suggestion that it be shared with environmental studies, science and geography teachers at the school. If you haven't seen this material yet make sure you check it out with your librarian. If you have any questions or wish further information, please contact Judy Vellend, Manager, Information Service at the above address.

THE CONSTITUTION

BY-LAWS AND CONSTITUTION FOR THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

(hereinafter known as the "Council")

1. PURPOSE

The purpose of the Council is to establish and maintain professional practices in the field of outdoor education, and to promote qualified leadership in all such programs. (Outdoor Education is defined as organized activity engaged in for the purpose of learning in, for, or about the out-of-doors.)

2. MEMBERSHIP

- a) Membership shall be open to anyone interested in the field of outdoor education. Membership becomes current with the payment of the appropriate membership fee, and at such time the member shall enjoy full membership privileges.
- b) The Advisory Board of the Council may honour any person by granting "Honourary Membership". No fee will be applied and the "Honourary Member" shall enjoy all privileges of the Council.
- c) Term of membership shall be September 1 to August 31st. Membership received as of May 1st of the current membership year shall be applied to the next term.

3. TERMINATION OF MEMBERSHIP

- a) A member shall automatically cease to be a member upon submitting a written resignation to the Council, in which case membership dues shall not be refunded to the member.
- b) Any member who is more than 3 months in arrears in payment of dues and has been notified thereof by mail, shall, unless immediate payment is made, ipso facto to be a member of the Council.

4. DUES

- a) "Honourary Members" shall not be liable for the payment of dues.
- b) Members shall pay dues as set by the Advisory Board of the Council. This decision shall be made annually prior to April 30.
- c) There shall be three categories of participating membership, namely: student, regular and family.

5. NOTICE OF MEETINGS

- a) Notice of meetings of the Council specifying the date, time and place thereon may be given by delivering copies of the notice to the members by letter or by telegram prepaid to each member at his last known address, as it appears in the books of the Council. The notice of the general meeting shall state the purpose of such meeting, and must be given at least one month before the date fixed for the said meeting.
- b) The Council shall hold a minimum of two meetings each year: i) an annual meeting for business and education ii) an education meeting.
The Advisory Board shall call such other meetings as are deemed advisable.

6. QUORUM

A quorum for the transaction of business at meetings of the Council shall be 50 members listed in the Registry of The Council.

7. VOTING

- a) Only members of the Council, with paid up membership shall have the right to vote regardless of whether such vote be conducted by mail or by show of hands at a properly constituted meeting of the Council.
- b) Voting in all cases may be show of hands unless a ballot is requested by three members; all questions shall be determined by a simple majority of the votes cast, except for constitutional amendments which require a 2/3 majority rate of those present.

8. OFFICERS AND DIRECTORS

- a) The Advisory Board shall be composed of a six-person Executive Committee and five Regional Representatives.
- b) A Nominating Committee appointed by the Executive shall prepare a slate of nominees for consideration by the membership. Any member in good standing (i.e. dues paid) may submit further nominations in writing, provided that such nomination be accompanied by the written consent of the nominee and be received by the Nominating Committee prior to May 31st of the current year. The nominees for office shall be circulated one month prior to the election date and all voting procedures previously outlined shall be observed. All nominees to face Advisory Board must be paid up members at the time of the election. Term of Office of executive committee members shall normally be 3 years, commencing with the annual meeting. Two members shall retire from the Board each year.
- c) The Chairman, Vice-Chairman, Treasurer, Secretary and Task Force Co-ordinator shall be appointed from among the members of the Executive Committee.
- d) The Chairman of the Executive Committee shall be the chief officer of the Advisory Board and shall preside at all General Meetings and all Advisory Board meetings of the Council. In the event of the absence or the inability of the Chairman, the Vice-Chairman shall perform all the former's duties. Should neither the Chairman or Vice-Chairman be present and be able to act as Chairman of such meetings the members present and entitled to vote shall appoint one of the Executive Committee Members to act as Chairman.

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- e) Regional Representation There shall be five Regions of the Council. They shall be western, eastern, far north, north and central. Each of the Regions will appoint one representative to the Advisory Board. These Representatives will be full voting members of the Advisory Board, but shall not be eligible to hold office. The election of regional representatives shall take place on or before the date of the Annual Meeting by a vote of the members from each region. One month prior to the Annual Meeting, each regional representative shall submit to the Advisory Board a financial statement of the previous year and a proposed budget for the forthcoming year.

9. PROCEDURES OF THE ADVISORY BOARD

- a) Quorum - A minimum of six votes of members of the Advisory Board shall form a quorum for the transactions of business. If the regional representative is unable to attend an Advisory Board meeting, a regional executive member will be allowed to attend and to hold the proxy vote for that region.

b) Place of meeting and notice

to

Except as otherwise required by law, the Advisory Board may hold its meetings at such place or places as it may from time to time determine. Advisory Board meetings may be formally called by the Chairman or Vice-Chairman when acting as Chairman or by the Secretary on the direction in writing of two members of the Executive Committee. Notice of the meeting shall be mailed, phoned, or telegraphed not less than ten days before the meeting shall take place.

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An Advisory Board Meeting may be held without notice immediately following the Annual General Meeting of the Council. The Board may consider and transact any business, either specific or general, at any meeting of the Board.

- c) Powers of the Advisory Board - The Advisory Board shall have the power to conduct all business of the Council on a day to day basis, to appoint committee, to set fees, to establish all policy, to hold in trust all monies of the Council, and to keep proper financial records, to conduct meetings and programs of the Council, to appoint a Recording Secretary, a Membership Secretary, and other non-voting members for special purposes as deemed necessary.

- d) Voting - A question arising at any meeting of the Advisory Board shall be decided by a majority of the votes. In cases of equality vote, the Chairman may not have a second vote or deciding vote, but the question will be deemed to be defeated. The Advisory Board shall have the power to enact from time to time rules and regulations for the operation and administration and management of the Council. All rules and regulations shall be submitted to the next Annual General Meeting of the following their enactment and shall therefore cease to have force and effect except to the extent that they are approved at each meeting.
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e) Death or resignation - In the event of death or resignation of the Chairman, the Vice-Chairman shall immediately take office. Upon the death or resignation of an Advisory Board member each vacancy in the Advisory Board may be filled by the Advisory Board from members of the Council. In the event of there being any vacancy in the Executive at the time of the Annual General Meeting, such vacancy may be filled by resolution at such meeting.

10. SIGNATURES AND CERTIFICATES OF CHEQUES AND DOCUMENTS

All cheques, notes or other negotiable instruments, contracts or other documents in writing requiring the signature of the Council shall be signed by: a) the Treasurer of the Council b) such officers of the Council as may be thereunto authorized by or under the authority of the Advisory Board.

11. BUDGET

At the Annual Meeting the treasurer shall present: a) an adjusted general balance for the preceeding year b) a projected budget for the coming year.

12. NEWSLETTER

The Newsletter, published by the Council, shall be administered by the Editor who shall be advised by the Editorial Board, as appointed by the Advisory Board.

13. FISCAL YEAR

The fiscal year of the Council shall commence on the first day of September in each calendar year and end on the 31st day of August in the succeeding calendar year.

14. BY-LAWS

By-Laws of the Council may be enacted, repealed or amended by the Advisory Board and any such enactment, repeal or amendment shall be effective only until the next Annual General Meeting of the Council and if sanctioned thereat, or prior thereto, at a Special General Meeting of the Council and if sanctioned thereat, or prior thereto, or by mail vote, by a two-thirds vote of members present become part of the constitution.

15. AMENDMENTS TO THE CONSTITUTION

- a) The Advisory Board shall annually form a Constitution Review Committee of at least three members.
- b) Proposed amendments to the Constitution may be accepted by the Advisory Board by May 1st of the current year.
- c) Any member in good standing may submit a proposal for Constitutional amendment.
- d) The Constitution Review Committee shall circulate proposed constitutional changes to the membership with the notice of the annual meeting, at least one month prior to said meeting.

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 HOME _____ WORK _____

If you are applying for Family Membership, please list persons who will be using the membership. _____

POSITION _____ EMPLOYER _____

UNIVERSITY/COLLEGE attending full time if a student _____

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

FAR NORTH 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-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark.

OUT OF PROVINCE Any area in Canada except Ontario

OUTSIDE CANADA

Please note: THE COEO 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: NEW _____ RENEWAL _____ CURRENT MEMBERSHIP NO. _____

FEES: REGULAR \$20.00 _____ STUDENT \$15.00 _____

FAMILY \$30.00 _____ INSTITUTIONAL \$18.00 _____

Make your cheque or money order 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