

ANEE

Newsletter of the Council of
Outdoor Educators of Ontario

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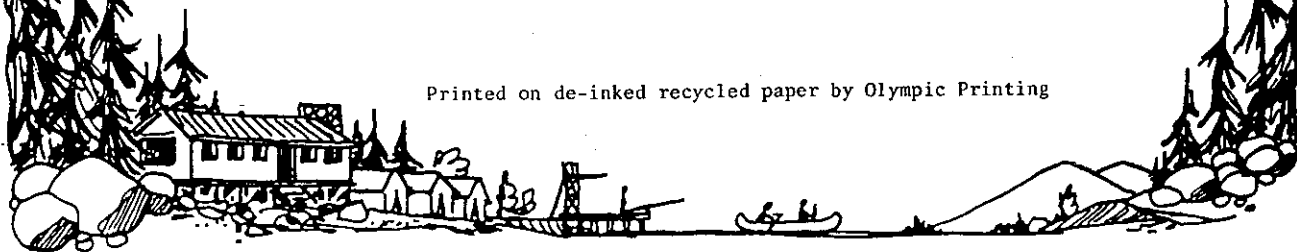
COVER PHOTO: Autumn Leaves by Peter Herlihy

Deadline for FEB. issue: Jan. 15

ANEE, the newsletter of the Council of Outdoor Educators of Ontario is published five times each school year. The publication is mailed to 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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Letters to the Editor

ONTARIO FORESTRY ASSOCIATION

150 CONSUMERS ROAD - WILLOWDALE M2J 1P9 - (416) 493-4565

Dear Judi,

The July Anee is great. Congratualtions on a super job.

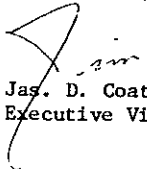
Naturally I was particularly interested in the article on forest fire on page 6. In general the authors have the fire management picture in perspective but there are a couple of points of concern to me:

1. The supposed decline in fire losses
2. The comparison of National Park and MNR fire control with such divergent objectives to be met by the fire managers of both.
3. Vast areas of forest are frequently destroyed by natural fires, insect and disease attacks.
4. Why fire protection in Ontario, particularly in parks? To protect important values.
5. Why fewer controlled burns? Contril is a seven letter word! Letting fires go sounds great but slowing them down when their good is less than their bad is not easy.
6. The "casual plunder" reference was not related to fire was it?
7. The confusion in the paragraph on scarification and planting areas.

As Smokey Bears friend I appreciate the good he has done and recognize the need for fire management. So does he but he is asking us to leave the burning issues to people who know something about it. He wants us to be careful and prevent unwanted, wasteful, costly nuisance fires. The authors imply this in the last line on page 7 and seem to recognize the problem of the public role in fire management. To me it is a bit like the public's role in cancer operations: best left to the professionals. Let's understand fire in the envirmment, by all means, but let's leave decisions to more thoughtful means than abandoned campfires, discarded cigarette butts or kids playing with matches.

Again, my congratulations on a great issue.

Yours sincerely,


Jas. D. Coats, RPF
Executive Vice-President.

/a
encl.

CENTRAL REGION

COEO CENTRAL REGION

CALENDAR OF PROGRAM EVENTS

1983-1984

NOVEMBER 3, 1983	7:00 PM	SHELDON OUTDOOR EDUCATION CENTRE, EAST YORK BD. Come enjoy an evening viewing the programs at this board of education centre. See the pioneer crafts and activities that the students experience. Sip cider and munch homemade woodstove cookies.
DECEMBER 8, 1983	7:00 PM	GIBSON HOUSE, WILLOWDALE COUNTRY CHRISTMAS--Evergreen garlands and swags, popcorn and cranberry roping and pomanders tied with ribbon adorn this Georgian style home of David Gibson in the 1850's. Hot cider will be served with fresh cooked Christmas cake.
JANUARY 11, 1984	7:00 PM	PUPPETS AND PUPPETRY, PUPPET MUSEUM, NORTH YORK Fun with puppets and how to create puppets, use them in outdoor education programs, as well as a historical look at puppets. Hot chocolate and coffee served with pastries.
FEBRUARY 14, 1984	7:00 PM	LIVE-IN PROGRAMS, BLACK CREEK PIONEER VILLAGE, DOWNSVIEW The pioneer life programme gives students a chance to do actual chores and practice skills in early houses and work shops. The Dickson Hill school programme is a week-long, in-depth experience. The class spends the week in the schoolhouse "doing" 19th century lessons, with daily visits to other buildings. Learn about these and other programmes for you and your students. Coffee and refreshments for all.
APRIL 4, 1984	7:00 PM	SCHOOLYARD WORKSHOP AND PRIMARY LESSON-PLANNING FOR OUTDOOR EDUCATION TRIPS, NORTH YORK SCHOOL SITE How to use the schoolyard for your students' first outdoor education experiences--using discovery methods and OBIS kits. Also special emphasis will be placed on developing K-3 programs, in the schoolyard, local parks, and for day programs away from the school.
MAY 12, 1984	10:00 AM to 2:30 PM	FAMILY SATURDAY, CEDAR GLEN OUTDOOR EDUCATION CENTRE, BOLTON, ONTARIO Bring the whole family to this fun day at Cedar Glen. Dr. Zed, renowned mad scientist from OWL Magazine, will be present to spread his zany brilliance around to kids and adults alike. There will be new games, parachute activities, crafts, and a delicious lunch for everyone. (A small charge for the day will be charged to cover the lunch costs only.)

MAY 12, 1984

Also on this Saturday, Bruce Hood, naturalist-
interpreter from the Kortright Centre, will
be leading nature rambles for kids and adults.
Bruce has a unique assortment of calls and
caws and a winning way with animals.

MAY 26, 1984 10:00 AM to
2:30 PM

CHARLOTTE ERICHSEN-BROWN, FOREST VALLEY O.E.C.
DOWNSVIEW, ONTARIO

This will be a sign-up session for only 15 to
20 people who are interested in learning more
about the uses of plants--medicinal, herbal,
edible, dying, etc. Lunch will be provided
and will be in keeping with the natural session.

JUNE 7, 1984 5:00 PM to
10:00 PM

END-OF-YEAR BARBEQUE, SINGSONG, AND GUEST
SPEAKER, FOREST VALLEY O.E.C.

Enjoy a free chicken and steak barbeque, followed
by a guest speaker in outdoor education futures,
and then a singsong led by Tanys Stevens, John
Logan, Clare Magee, and Judy Simpson. Bring
along any environmental songs you know, and
musical instruments.

OTHER DATES TO REMEMBER FOR CENTRAL REGION MEMBERS:

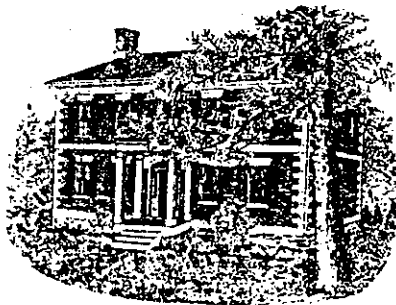
JANUARY 27-29, 1984

MAKE PEACE WITH WINTER V, LESLIE FROST CENTRE,
DORSET, ONTARIO

FEBRUARY 11, 1984

VOLKS-SKILAUFG III, CEDAR GLEN O.E.C., BOLTON
(FAMILY DAY)

LOOKING FORWARD TO SEEING YOU AT
SOME OF OUR PROGRAM NIGHTS THIS
YEAR. PLEASE BRING FAMILY MEMBERS
ONLY WHEN THE SESSIONS ARE PLANNED
FOR CHILDREN-RELATED ACTIVITIES,
AND THE DAYS ARE SPECIFIED AS FAMILY
DAYS.



FAR NORTH

The Far North Region will host the 14th Annual COEO Conference in Sudbury September 21, 22, 23, 1984. The theme of the conference will be "Science North Outdoors". Dave Pearson, director of Sudbury's world class science centre will lead the tours. Tentative plans for the weekend include:

- tours through Science North
- an underground trek through a working nickel mine
- an introduction to the services and activities for students while on an excursion in Sudbury
- The Greening of Sudbury - a programme reclaiming the moonscape of Sudbury and establishing greenbelt
- canoeing, sailing, rock climbing, and the usual social events.

The conference centre at the Sudbury Sheraton Caswell has been booked and a committee has been formed with Eileen Conroy as the chairperson. Watch for more information about this exciting conference in future issues of Anee.

Shel Lowe

WESTERN REGION

CROSS COUNTRY SKIING AT THE PINERY

JANUARY 21, 1984

(If there is no snow, a winter hike will take place)



SPRING WORKSHOP 1984

Look for more details

in future issues.

WANTED!

Suitable camping location
to close off the year in
May or June.



CHAIRMAN'S AWARD



The Chairman's Award is presented annually by COEO to the person who has had a significant influence on our organization.

Clarke Birchard, this year's recipient, certainly has been influential figure in COEO right from the beginning. Clarke was one of the founding fathers of COEO and has been an active member ever since.

He has represented our interests at various levels and is always ready and willing to offer sage advice when called upon. Clarke's talents as a keynote speaker have always been widely recognized and he will be remembered by many for his excellent presentation to a large audience at the 1982 Man Environment Impact Conference in Hamilton.

Presently Clarke is Supervisor of Outdoor Education (K - 13) for the Bruce County Board of Education, where he has been for the last 12 years. Under his tutelage the outdoor program in Bruce County has developed into one of the premiere programs in the province ranging from half day outings to three day residential experiences at their centre in Oliphant near Wiarton.

Clarke certainly has an impressive practical and professional background for his present position.

He was raised on a farm in Victoria County and went to highschool in nearby Lindsay. He attended Teacher's College in Peterborough before going on to McMaster where he got a degree in geography and then on to the University of Toronto for a Master's degree in Education with a specialization in Curriculum. He has taught in Hamilton, was principal of an elementary school in Ancaster as well as spending some time as a Master at London's Teacher's College.

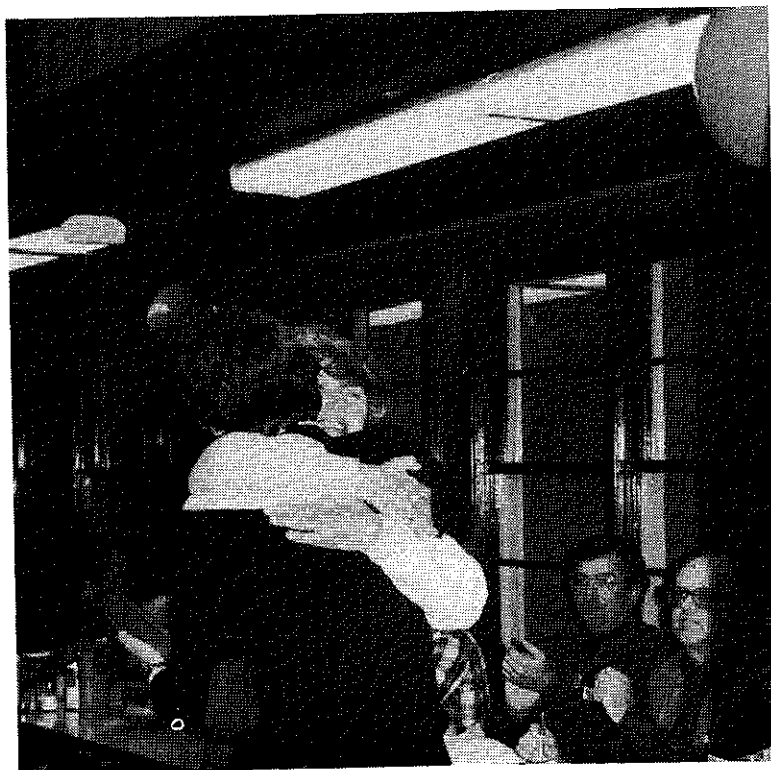
Clarke is a proud family man but still finds time to be involved in a variety of outdoor pursuits including a member of the Saugeen Field Naturalists and the Bruce Ski Club. If and when he has any free time you might find him relaxing by doing some gardening, canoeing or tending his bees.

Clarke, congratulations on earning the award, it was well deserved.

LIFETIME MEMBERSHIP AWARD

At the annual conference in September, Dorothy Walter was awarded a lifetime membership in the Council of Outdoor Educators of Ontario. From the beginning of this organization, Dorothy has been the liaison with the government ministry that annually assists COEO. As a consultant for the Ministry of Tourism and Recreation, she liaises with a variety of organizations. However her ties with COEO have meant regular attendance at monthly meetings of the Advisory Board. On these occasions Dorothy Walter has been a conscientious participant, keenly interested in the directions taken and the processes used. This regular involvement has been of tremendous benefit to the Advisory Board and in turn the membership. Thank you, Dorothy!

It is noteworthy that this is only the third time in the history of COEO that a lifetime membership has been awarded. It was most appropriate that Dorothy received this special award at the Ontario Camp Leadership Centre at Bark Lake, one of her major responsibilities.



ROBIN DENNIS AWARD



The Robin Dennis is awarded each year to a person or a program that has contributed to the field of Outdoor Education. The Robin Dennis Award for 1983 was given to Audrey Wilson. Audrey is the Outdoor Education Consultant for the Newcastle & Northumberland Board of Education. She claims a naturalist's background with a special interest in birds and insects. Audrey brings an enthusiasm for her subject, a coherent environmental ethic and an enjoyment of people which promotes both the good practise and the good name of outdoor education in our Province.

FROM THE ADVISORY BOARD

Meet the new members of the Advisory Board.

Jerry Best will be taking over as Corresponding Secretary for 1983 - 84. Jerry has 16 years of teaching experience and for the past 7 years, he has served as a full time educator at Camp Marydale with the Hamilton Wentworth R.C.S.S. Board.

Jerry has an undergraduate degree in geography and sociology and holds two Master's degrees - a degree in education from Niagara and an OTE degree from Northern Illinois University. He also graduated from the outdoor educator's program at the National Outdoor Leadership School.

All facets of outdoor life interest Jerry. He is a certified ski tour leader and a canoe tripping instructor. He enjoys camping year round, fishing, kayaking, canoeing, downhill and cross-country skiing and backpacking. Jerry recently returned from a canoe trip on the South Nahanni and a trip to Gjoa Haven in the central Arctic. Now he is preparing for his annual trip to the Canadian Ski Marathon and the Muskoka Loppet.

When stuck at home he enjoys tying flies for the coming fishing season. Now he will add answering the COEO mail to his indoor pursuits.

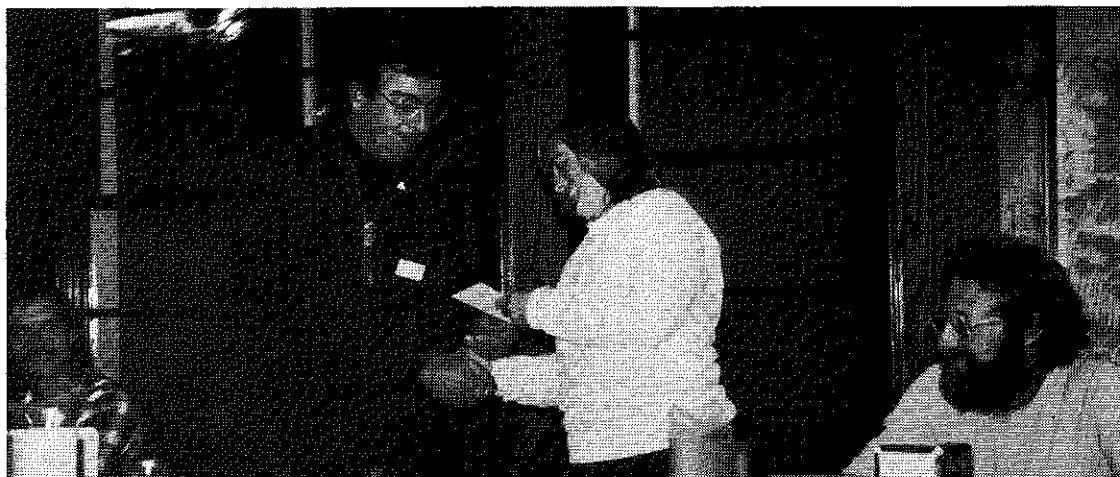
Skid (Harry E.) Crease, the new Vice Chairman, has worked for the North York Board of Education for fifteen years. During that time he worked as a Team Leader and a department Chairman. He was also seconded to the M.T.R.C.A. to work at the Lake St. George Field Centre for one year.

Skid has acted as the director of the COEO-OTF Canoe-Camping course and has been on the Make Peace With Winter planning committee for a number of years. His main interests are cross-country skiing, canoeing and of course massage. He is currently a participant in the NIU Master's program.

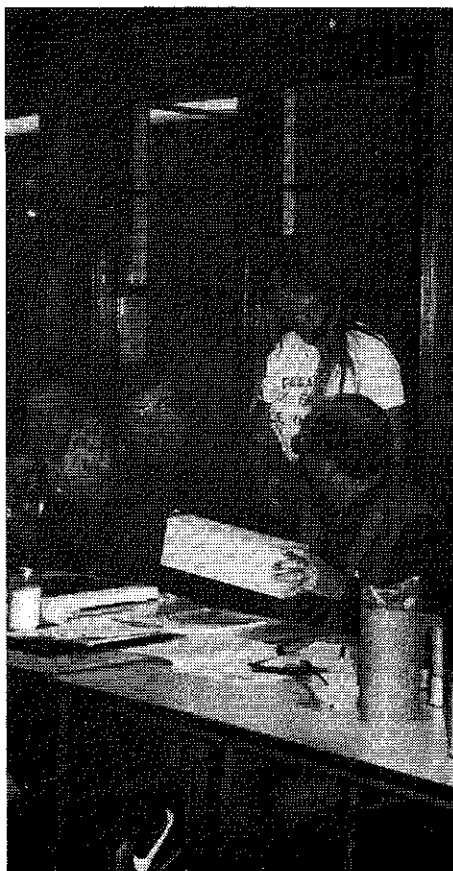
In the future Skid would like to work at a residential field centre.

Skid will be a valuable addition to our Advisory Board.

THANK YOU



A special thank you to Joan Millard and Brent Dysart for their dedication to COEO during the years they served on the Advisory Board; also to Rod Ferguson who so capably acted as Chairman.



AUDREY WILSON

Audrey Wilson is the Outdoor Education Consultant for the Northumberland-Newcastle Board of Education. She has been actively involved in the outdoors and Outdoor Education for years and has been a major force in professional development on a province-wide basis. Audrey has written two Outdoor Education books and numerous articles. She has taught students from the kindergarten to post graduate level and is well respected in the Outdoor Education field.

Audrey was born in Cobourg, Ontario, a small resort community east of Toronto. She was raised on a farm and there developed a lifelong love affair with the natural environment and all creatures found within it. Her keen interest was nurtured by her parents and relatives such as her late father's uncle, Professor John Wilson, of Syracuse University, who authored "How to Study Nature in Elementary Schools", a manual for teachers in the 1900's.

Audrey attended both elementary and secondary school in Cobourg. She was very fortunate to have as her science teacher throughout secondary school, Norman Massey a man who was later responsible for hundreds of teachers becoming interested in taking their classes outdoors. He was also to play a part enabling Audrey to lend her hand to writing.

Audrey's teaching career began in 1954 in a one-room rural schoolhouse. She went to teachers' college in Peterborough the following year and that summer she received the Lillian Payne Memorial Scholarship given by the Federation of Ontario Naturalists to attend their summer program at Camp Billie Bear. She later spent many more summers at this camp and also Camp Winnebago as Nature Lore Specialist.

Audrey returned to teaching, in Cobourg, and taught at the elementary level for nine years. During these years she received her Intermediate Science Certificate, and was very active in involving her own class in the out-of-doors.

She left teaching again in 1965 to complete her B.A. at Queen's University, majoring in psychology, and minoring in political science, two subjects that, she believes, have been most useful in her career.

During the summers in the early sixties, Audrey became heavily involved in Outdoor Education on a province-wide basis. She was asked to teach summer school courses at Clarmont and Albion, under Ivan Wooley, who later became the editor of the Ryerson Science in Action Series. She taught O.T.F. courses at Eagle Lake for several summers and also taught the Outdoor Education component in the Principal's Course all over Ontario. She worked along with John Aikman and others under principal Clarke Birchard in centres such as Pembroke, Huntsville and Dorset. She also somehow found the time to represent the Federation of Women Teachers

Association on the Ontario Teachers' Federation (OTF) Science and Outdoor Education Education Committee, and to continue personal projects such as the Royal Ontario Museum (ROM) Nesting Records, nature photography, birding and her Monarch Butterfly Butterfly Research Study. Audrey was honoured for this project in 1962. She and Rachel Carson jointly received the "Orchid of the Year" for their individual research in the natural science field. She later wrote and published a scientific paper recording her results.

In 1966, Audrey again returned to the Northumberland-Newcastle Board of Education. The following year, she planted the seeds of a formal Outdoor Education program as she initiated a pilot environmental science program involving Grade 3 and 4 students. These pupils were exposed to both the classroom and field studies in a local park. In her review of the program, Audrey noted several benefits she felt her students had gained. There had been tremendous growth and development in their language skills and the students had also developed an empathy toward the conservation of animals and nature in general. She felt this was promoted through such activities as caring for an orphaned raccoon and an injured sawwhet owl.

As a result of her involvement in Outdoor Education and her background as a naturalist, Audrey was appointed Educational Consultant in Outdoor Education for the central region of the Board in September 1968. Her first field centre was on a 100 acre tract of land north of Cobourg donated by Dr. F.L. Lawson. An army tent was erected on the site for the use of school groups in the fall and spring. In the winter months, Audrey conducted programs in the schools. It was during this year that Audrey earned her reputation for running an exceptional program on a shoestring budget. Her initial budget for supplies totalled \$23.05. Her first field centre, a 24' by 32' building erected by vocational students cost only \$1900.00. Audrey has since given many talks and written several articles on how to create "something from nothing".

In 1969, Audrey joined a group of Ontario teachers who travelled to the Orierton Field Centre in Wales and the Malham Tarn Field Centre in Yorkshire to take part in an experimental summer course in Field Studies. This course was operated by the Ontario Department of Education in co-operation with the Field Studies Council of Britain. All participants were awarded certification in Field Studies.

Audrey was invited in the early 70's to teach a post graduate course at Georgia Institute for Outdoor Education. She taught this course each June until it was cancelled this June for lack of funding. She has also taught post graduate courses at OISE, MacArthur College, Queen's University, and at the University of Northern Illinois, Taft Campus. In 1970, Audrey also published two books in the Ryerson Science in Action Series. She authored Studying Birds and co-authored Studies for Open Places. These books were published in French, English and Metric versions. Also during this period Audrey edited the publication Insect Migration Studies, was on the executive of the Canadian Photographers Association, Nature Division, was the Outdoor Education Representative for OTF and served as an advisor to the Lower Trent Conservation Authority.

In the early 70's Audrey was also involved with numerous curriculum committees. She was on the OTF Outdoor Education Part II Committee, the Ministry of Education Out of Schools Curriculum Committee, and was instrumental in organizing the International Conference on Outdoor Education in Dorset.

Audrey also found time to complete her Master of Arts at Michigan State. She majored in curriculum with emphasis on Outdoor Education. She was fortunate to study under Julian Smith and was invited by him to teach at his Graduate Outdoor Education Workshop held at Higgins Lake.

Audrey took a year's leave to take the position of Executive Assistant with the FWTAO. She was responsible for conducting professional development workshops in Outdoor Education and Environmental Studies across the province. She held 178 workshops and travelled over 30,000 miles by private car and another 30,000 by plane and rental cars. She crossed the province many times and literally lived out of her suitcase.

Outdoor Education in the Northumberland-Newcastle Board had grown tremendously under Audrey's lead. She was appointed coordinator of Outdoor Education across the Board in 1978. She became responsible for the three field centres, the Canton Pioneer School, three field naturalist, ski staff hired from MacArthur, Sir Sandford Fleming and Seneca Colleges, and a number of community volunteers.

Audrey continued to be involved in the publishing business. She contributed to the New Gage Reading Series - Trampoline in 1978 and Chinook in 1980, with stories on bird and animal topics. In 1980, Audrey was honoured by the Federation of Ontario Naturalists. She was the recipient of Richard's Award for Excellence in Nature Interpretation. Audrey has been a life member of FON since 1960 and has been a strong supporter of these programs and ideals.

Audrey's current project is writing a column for the Federation of Women Teachers' Association Newsletter on Outdoor Education. It is a concise, informative presentation of outdoor activities that can easily be implemented or followed by the classroom teacher.

Audrey's job as Outdoor Education Consultant involves her working with teachers at all levels. She believes in involving all grades. Audrey stated her reasoning in a newsletter sent three times a year to all schools in her board. She stated "We dare to be different in our program. In many boards Grade 6 appears to be the magic level singled out for Outdoor Education work. I maintain that the younger the child is exposed, the sooner important concepts are instilled".

Audrey meets every class and every teacher that visits her Outdoor Education centres at their schools. She then plans with the teacher and preps the class. She also encourages the teacher to do meaningful follow-up work on their experience at the centre. She believes that the preparation and the follow-up are just as important as the actual trip.

REFLECTIONS AND FUTURE PLANS

Audrey has been involved with Outdoor Education since its inception. She describes the 1960's as the decade when Outdoor Education was "in". Everyone jumped on the bandwagon and money was plentiful. In the 1970's, some programs began to falter. Funding became tighter and only those solidly based survived. She cited many programs faltered because the guiding force left. She sees this as a problem in many Outdoor Education programs even today. They are guided by one major force and when that force goes, there has been no underlying structure to carry the program on.

Audrey has been trying in her own board to establish Outdoor Education. She quotes Norman Massey in saying that "until Outdoor Education has become part of the ongoing daily curriculum it has not been established". Audrey feels that Outdoor Education has problems with its image too. She has had experiences where she has built up exciting and interesting natural science and pioneer programs. However, the local paper will only publish pictures of the cross country ski program and other "fun" activities giving the public the idea that Outdoor Education is actually Outdoor Recreation.

Audrey is currently facing trustees in her area who have cut back funds for field trips and are questioning one board owning three field centres. It is unfortunate that the trustees do not realize that she has set up her program and centres to run on a total budget that probably in other boards supports one centre. Audrey feels that with the emphasis on French, Special Education and Computer Education, Outdoor Education is being considered an "extra".

At this point Audrey is not sure what the future holds for Outdoor Education. She sees teachers using the local areas and schoolyard more due to the lack of funding and transportation costs. She has also directed her energies in this area. At present she is preparing a session on cemetery studies for an upcoming conference on Canadian Studies. She also continues to give workshops for COEO and OTF and will continue her column for FWTPO.

Personally, Audrey would like to spend more time on her leisure activities. She is involved in such handiwork as lapidary, woodworking and weaving. She continues to make nature buttons for sale in the Field Centres and is always on the lookout for nature pictures. She almost always has a few extra "mouths" to feed - ones that are in need of a little first aid and tenderness before they are returned to their natural homes.

Audrey Wilson has been involved with Outdoor Education on a personal, board, and province-wide level and is truly deserving of the Robin Denis Award.

Sue Brown

THOUGHTS RELATED TO OUTDOOR EDUCATION

A number of COEO members are enrolled in a Masters degree course through Northern Illinois University. One of the assignments of this program was to find a series of articles that might be considered controversial, and might be a little more on the fringe than the usual outdoor education subjects. Instead of finding someone else's material, Skid Crease wrote his own. He was encouraged to send them to Anee for publications. These articles were written to spark discussion, not necessarily to promote widespread agreement. These articles were not drafted to express the opinions of COEO as an organization, but created to "STIMULATE THOUGHT".

THE DESTRUCTION OF THE NATIONAL EMBLEM THROUGH LAND MANAGEMENT

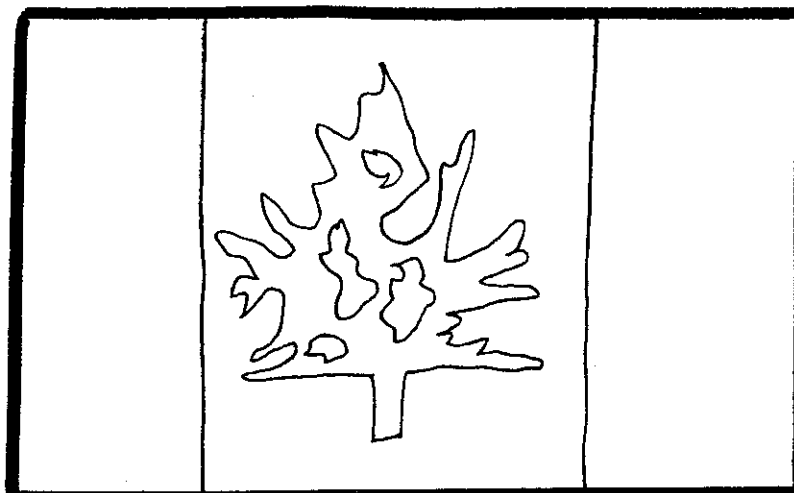
The April/May edition of Harrowsmith magazine contains a rather perturbing article tolling the death knell for Quebec maple bush lots. "Enigma in the Sugarbush" presents a study of local families who have suffered losses in their sugar maple forests that are both puzzling, and economically disastrous. The Fortier's saw their tap loses triple from 1979 to 1983; the Marcoux's have lost 8,000 of their 11,000 taps in three years. No one seems to know why. Tapped and untapped trees alike are perishing; young and old together are drying up; saplings wither and seedlings will no longer sprout.

Many villains have been named by those concerned, but the general consensus seems to be that a combination of factors including climatic shock, insect damage, and acid rain has severely affected the maples growing in the "thin, dry soils that characterize the Appalachian ridge tops." The sugar maple dieback has been studied since 1963, and international data on forest decline seems to support the idea that acid rain releases metallic substances from soils (aluminum, in particular) which are toxic to plant life. This unappetizing diet, combined with low levels of nitrogen (nitrogen fixers are eliminated by acid rain and its released soil metals) is considered by many to be the chief culprit in the maple sugarbush decline.

However, one other possibility briefly mentioned deserves greater attention. Maple sugarbush lots were managed as forests prior to the 1900's; Unfortunately, man as mother nature began to emerge in the form as a resources manager who suggested that the maple crop be managed like an agricultural crop, and that all competing species be removed like weeds from a farmer's field. Thus developed the terminology of the "weed tree" which came to be applied to species like black locust and the incomparable black cherry. Even beech, pine, and oak that stood in competition with the "crop" were cut out of the sugarbush. What delicate and unknown symbiotic balances were disturbed when this practice began? The article provides a neat description of the earlier forest management system that allowed for the wisdom of natural evolution:

Sugarbushes were treated as forests, and the natural cycles continued undisturbed with each member of the forest community playing its own vital role. Understory trees and shrubs anchored the soil with their roots, preventing erosion. The variety of tree species, each having a particular mineral preference, may have maintained a proper balance of nutrients and moisture in the soil. In any case, even when tapped, maple forests were stable, and the nature of the forest changed slowly.

In our economical rush to efficiently manage every plant that bore a profit we have neglected to remember that its not nice to fool Mother Nature. Perhaps our management techniques are speeding up the climax of the sugarbush, a man-managed homogeneous oddity that nature never intended. As I draw the new Canadian flag below, visions of the Kaibab Plateau flash through my mind. As you colour it in, reflect upon the wisdom, however infinitely miniscule, of man the land manager.



NEW GAMES ARE FOR LOSERS

Friedrich Nietzsche, more famously known for developing the idea that "God is dead", and for having his "Will to Power" and superman theories bastardized by the tyrants of the twentieth century Europe, would have regarded the trend to New Games in Outdoor Education the same way that he regarded Christianity: "as the most fatal and seductive lie that has ever yet existed." A close look at these games reveals that they were developed for losers, for those people who could not win at naturally competitive games. In order to give them something to do other than feel depressed about their losses, New Games were invented to make losers feel good and competitors feel like King Herod. The only winners were the publishers who were competing for a chunk of the market. Outdoor Educators would be well warned to avoid getting ensnared in the seductive web of New Games before we are all reduced to the lowest common denominator. Arise and encourage pride in winning, pride in competitive games, whether team or individual. Even solitaire players like to win!

As Outdoor Educators we are ultimately concerned with winning, and as that is our goal we need to cultivate the highly competitive person. Survival is the name of the game of human existence, and whether it is played individually or as a team, winning is all important. We are at the point where the world is divided into two teams: those who are intent upon seeing a quality environment passed on to the next generations, and those who are intent upon consuming, poisoning, and even eliminating life on this planet. The third group, that large mass of passive viewers, will be swayed by whoever is the most successful, by whoever plays the game the hardest and the best. And the winner takes all.

Let us not leave behind a generation of wimps to whom "competition" is a dirty word, to whom winning is not essential. For the next generation, winning is a necessity, and the game is the survival of life on earth.

SCHOOL IS INTERFERING WITH MY EDUCATION

I wonder how often the classroom teacher, looking out over thirty-six faces, regards himself as a babysitter. Most of the literature on teaching and learning regards the lecture method as the worst possible method of encouraging thinking, and this is compounded at younger years by the pupil teacher ratio. How many of us have watched thirty-six adolescent bodies squirming for an energy release, as school decorum requires us to tell them to "Be quiet", "Sit still", and "LISTEN".

One of the things that drives us to the outdoors is a need to find a release from that often stifling and artificial learning environment. And so we seek the walk and talk days of the outdoors, of fresh air, physical movement, curious observations, and ecstatic discoveries. We become outdoor educators and rediscover teaching and learning.

A beautiful little book by Albert Cullum, titled, The Geranium on The Windowsill Just Died, But Teacher You Went Right On, is dedicated to "All those grownups, who, as children, died in the arms of compulsory education." All poems in this selection are excellent, but three in particular are poignant and pertinent to our situation as teachers and outdoor educators. These three poems are the reasons for our existence as a sub-culture in the field of education.

I was good at everything
- honest, everything
until I started being here with you.
I was good at laughing,
playing dead,
being king!
Yeah, I was good at everything!
But now I'm only good at everything
on Saturdays and Sundays.....

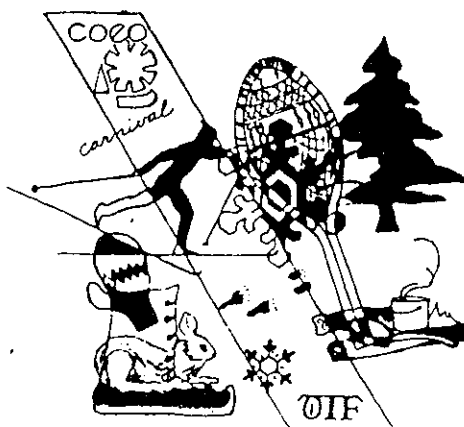
How many learning problems and behavioural problems miraculously disappear during an Outdoor Education experience? Time we asked "Why?" And then there are all those teachable moments that often get buried under a curriculum. Could this poem ever be said of a good outdoor teacher:

The day had become like half a night,
but you put the classroom lights on.
The wind blew the papers off your desk,
but you just closed the window.
The trees waved, like they were calling out to us....
"Turn to page 67," you said.

The book closes with a final appeal to teachers, and a final justification for the teaching-learning situation that we call Outdoor Education.

Teacher, come on outside!
I'll race you to the seesaw!
No, you won't fall off!
I'll show you how!
Don't be afraid, teacher.
Grab my hand and follow me.
You can learn all over again!.....

SKID CREASE (Harry E. officially)



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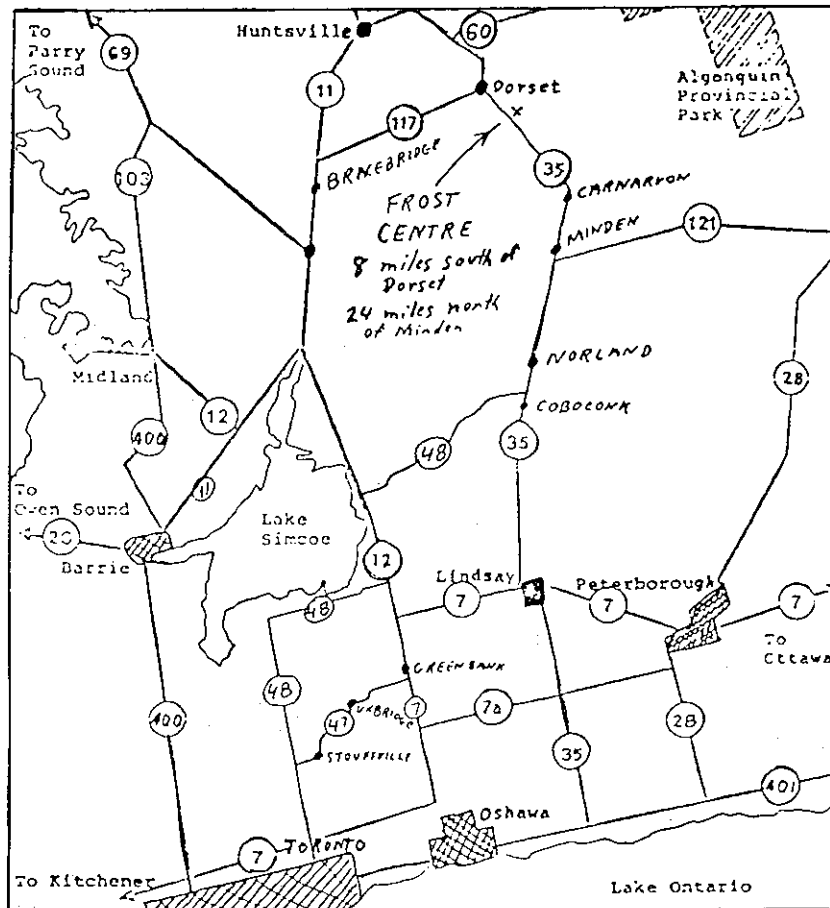
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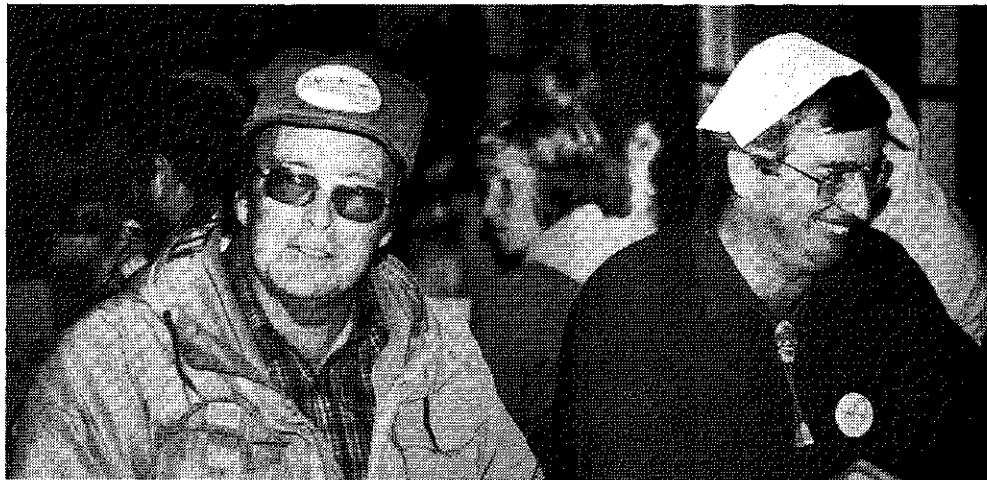
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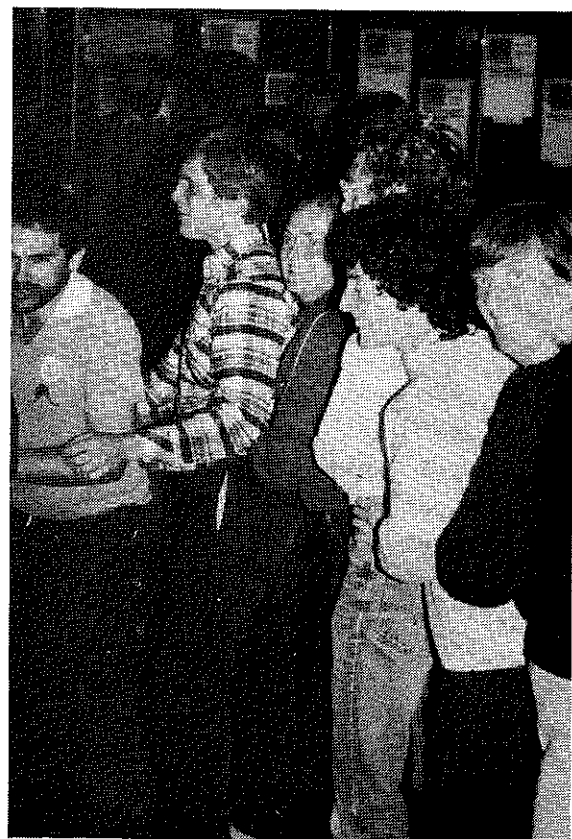
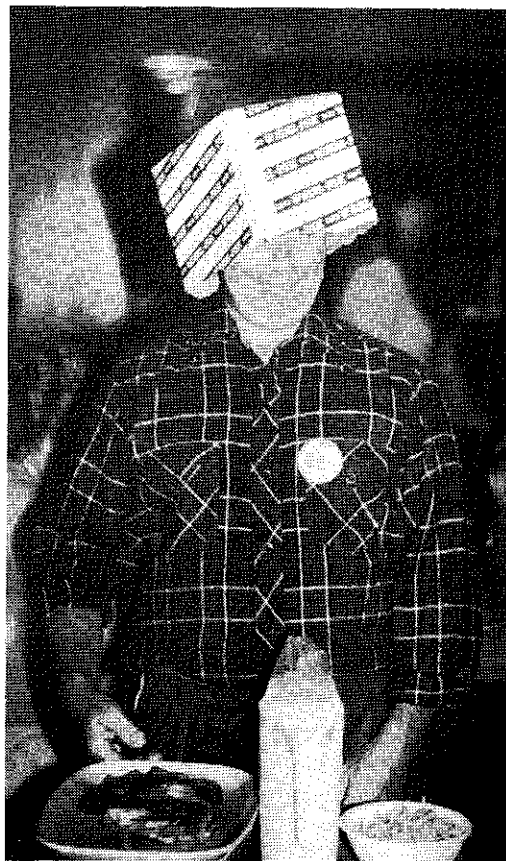
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UNFORTUNATELY, WE CANNOT ACCOMMODATE CHILDREN AT THIS CONFERENCE.

CONFERENCE CAPERS





HISTORICAL READINGS FOR CANOE TRIPPERS

This list of readings includes articles, pamphlets, and chapters, and passages from exploration journals, local histories, and anthropological and historical secondary sources. The large majority of the readings are easily found in quality libraries. Material is both general to a popular canoe travel area in Ontario, and specific to certain events or sites. This list of readings gathered into canoe trippers areas and thematic themes can be a valuable resource for teachers, guides, and canoe trippers generally.

The readings once compiled can be used as a quick source for historical interpretation of one's area of travel, providing a number of possible activities searches and ceremonies that will link your present day exploration with the past traditions of the land. Linking in such a way so to instill a feeling that your experience is part of the continuing tradition of canoe travel on the land. Material is best read before, and in many cases carried along for specific sites and campfire reading.

The lists are far from complete, but rather comprise a starter's collection for the keen, or soon to be keen amateur historian. The intention is to open new avenues of imagination and investigation - to take advantage of the unique potential Canada's backwoods offer to rekindle the past in these times of rapid change to the landscape.

Sigurd Olson, himself a keen amateur historian of Canada's backwoods summarizes the value of this historical inquiry.

"And so it has been wherever I have gone; what I learned in the land of the voyagers taught me to look for everywhere, convinced me that history means the warmth of human associations, that while great events may find their place in books and museums, it is the people themselves who really counted. No longer did a country provide only opportunities for fishing, hunting, and camping. I had found something more important. When one followed the trails of the past, no matter who the legendary figures were, voyageurs, conquistadors, or gold seekers, somehow their feelings came through, and when they did, the land glowed with warmth and light."

(Open Horizons, p. 133: 1969)

So read, travel and explore. Explore that which is in the library, and on the land. Then you have opened yourself up to reap the rewards gained from contemplating an understanding and association with your historical precursors on the land.

GENERAL CANOE TRAVEL THEMES

- The Voyageur on the Trail, Fur Trade Routes of Canada: Then and Now, Eric Morse
The Trail, in Men of the Last Frontier, Grey Owl, p. 64-79.
- On the Voyageur, from The Voyageur, Grace Lee Nute, Minnesota Hist. Soc., 1955.
- On Portaging, On Sailing, On Attitude, On Northern Lights, Passages from Sleeping Island,
P. G. Downes, p. 130 - 137, p.157, p. 168, p.252
- The Explorers, Runes of the North, Sigurd Olson, p. 19 - 21.
- The Mamotowassini (Wonderful Stone), The Beaver. Summer, 1969.
- The Painted Stone: Where Two Rivers Touch, Nature Canada, 1974.
- On Departing on a Journey, Passage from George Back Journal. p. 256.

ALGONQUIN

- On Mowat Townsite, Ghost Towns of Ontario. Ron Brown, Stage Coach Books.
- Alexander Shirreff's Explorations, 1829.
- David Thompson Explorations, 1836.
- General Briscoe Explorations, 1826.
- Alexander Murray Exploration, 1854. in Muskoka and Haliburton, 1615 - 1875. Florence Murray,
The Champlain Society.
- Tom Thomson: Some Recollections of Tom Thomson and Canoe Lake, Culture June, 1955.
- Elder of the Tribe, Tom Thomson. Backpacker, Oct/Nov. 1979.
- Logging on the Schyan, 1938 - 39. The Beaver, Summer, 1978.
- The Camboose Shanty, Ontario Historical Papers and Records, Vol 1, No. 2, 1959.
- Vision Pits, Cains and Petroglyphs at Rock Lake, Algonquin Park, Ont., Ontario History
- Indian Rock Paintings of the Great Lakes, p.158, Dewdney and Kidd
- The Algonquin Story. Audrey Saunders

INDIAN PICTOGRAPHS

- The Quetico Pictographs, The Beaver, Summer, 1958. Dewdney.
- Canadian Shield Rock Paintings: The Analysis of Style. Arch. Notes. May/June, 1981.
- Recent Rock Art Discoveries, Thor & Julie Conway, Arch. Notes. Sept/Oct. 1979.
- On Maymaywaygsi, Sleeping Island. P.G. Downes, 1943. p. 54 -57.
- Studies in Red Ochre, Canoe Magazine, Feb/Mar., 1982.
- From Indian Rock Paintings of the Great Lakes, Selwyn Dewdney and Kenneth Kidd. U of T. Press,
p. 8 - 14, 16 -22, 24 - 39, 80 - 85, 90-94, 160 - 175.

TEMAGAMI - BISCOTASING

Deep Water People. Ontario Indian. June 1981.

Temagami Rock Art Rescued

1879 Canoe Brigade to Fort Temiscamique, Sha-Ka-Nash Nor' Wester Journal of the NorthWest Co. Sept. 1973.

They Didn't Forget Archie. Soo Star, April, 22, 1938.

Timber Crusing at Temagami. The Beaver, June, 1943.

On Biscotasing, Tales of an Empty Cabin, Grey Owl, p. 168 -171.

Indian Rock Paintings of the Great Lakes p. 90 -93.

To Temagami by Canoe from Near Toronto, Wilderness Canoeist. Bruce Hodgins.

From Arrow North: The Story of Temiskaming, G.L. Cassidy, The highway Bookstore, Colbolt. p. 29 - 32, 35 - 40, 58, 76.

From Grey Owl's Favorite Wilderness, Allison Mitcham, p. 61 - 68, 31 - 38, 19 - 27.

FRENCH RIVER - NORTHERN GEORGIAN BAY

The Ottawa-Nipissing Canoe Route in Early Western Travel. Cnd. Geo. Journal. 1951.

French River Canoe Routes, MNR, North Bay District.

The Bustards - French River Village. in Ghost Towns of Ontario, Ron Brown, Stagecoach Books.

Underwater Finds in the French River, Cnd. Geo. Journal. Aug. 1963.

Journey for Frances, The Beaver. March, 1954.

On Northern Georgian Bay, in By Shoe and Canoe. Bigsby, 1850, p. 166 - 171.

Travels and AdventuresAlexander Henry, p.32 - 35

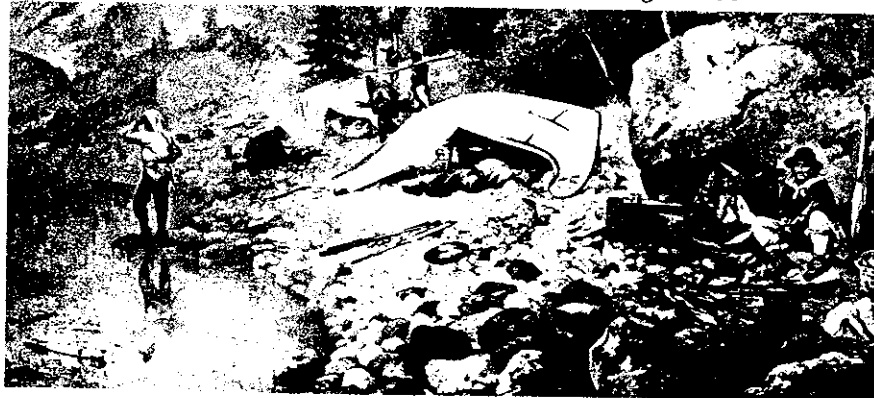
Fur Trade Canoe Routes of Canada - Then and Now, Eric Morse, 1963.

Our Return from the Huron Country to France, and What happened to us on the way, Brother Gabriel Sagard, Journal....., 1624, p.244 - 253.

History and Founding of Key Harbour

The Bustards in Northern Georgian Bay and It's People, William A. Campbell.

Voyage from Montreal Alexander MacKenzie Hurtig Press



QUETICO - SUPERIOR

Grand Portage Rises Again, The Beaver Sept. 1941.

The Quetico Pictographs, The Beaver, Summer, 1958

The Agawa Bay Outpost, Lake Superior, The Beaver Autumn 1978.

Excerpt from Paddle into the Past J. Arnold Bolz - Basswood River, Arrow Rock, Tablerock,
- Rat Lake, Rose Lake.

Quetico Country: Part 1, Part 2 Cnd. Geo. Journal. Aug. 1965, Sept 1965.

The Dawson Route, Cnd. Geo. Journal. Sept, 1951

Relics from the Rapids, National Geographic, 1963

Studies in Red Ochre, Canoe Magazine, 1982

Excerpt from In Time and Place, Sigurd Olson - Campsites - Hummingbirds

Diving into the Past, Cnd Geo Journal Aug. 1962

A Narrative of the Captivity and Adventures of John Tanner excerpt- Murder Attempt on Tanner
Lake, Ed. Edwin James.

A geologist look at the Quetico-Superior Area, Cnd. Geo Journal. July, 1949.

Fort William of the Fur Trade, The Beaver, Dec. 1949.

In Search of the past on the Voyageur's Highway, The Beaver, Sept 1961.

Retracing the Kam-Dog in Northwestern Ontario. Cnd. Geo Journal Aug/Sept. 1982.

The Great Rendevous, Cnd. Geo. Journal January, 1948.



Making a portage

Bob Henderson
School of Physical Education
McMaster University

CARRYING A TUMP

Excerpt from *Camping and Canoeing* by James Emund Jones, 1903

Briefly speaking, the method of it is as follows: Your canoe companion (from whom of course you conceal any misgivings you may entertain) starts on ahead with the canoe with a briskness and ease born of long experience, having first given you what pointers he thinks necessary as to your part of the load, and assured you you will find it quite easy, as we are travelling light, and the tump-lines are a great convenience. Not wishing to give a public exhibition of your powers, you let him and the others get well ahead. Then you make a bold effort. There lie your tumps; -three of them - just clear of the water, ready. Gripping the tump-lines firmly, a hand on each side, you spread your feet apart for better balance, hold your breath a moment, and swing. The mischief take it! It's heavier than you thought. It swings too low, wavers a moment, and comes down with a splash and thud half on rock and half in the water. Happily the bag is waterproof. Once again, one, two, three. You put all your strength into it, and the heavy tump whirls around you with a sudden, unexpected jerk that carries you off balance, so that you and it come down in one ignominious heap together. All right, though - you're learning. Perhaps you conclude on reflection, a better way than swinging the tump from side to side would be to jerk it straight over the head from front to rear. Try it, anyhow. Now then, one, two, three! Up she goes! Sure enough up she goes with a vicious swing, jerks on the leathers at her zenith, dislocates your shoulder joints as she turns, and flops into the small of your back with a bump that drives the breath from your body in a single puff, and doubles you backward till your spinal column strains like a taunt cable. You gasp a moment, then smile in grim triumph. You knew you could do it. No blamed load of provisions was going to knock you out. You've got the knack of it now. The rest ought to be easy. In a proud and defiant mood you reach out for the next section of your load. It is lighter than the first, but a moment of experiment convinces you that in trying to get it up the weight of the tump already on your back is a serious handicap. Everytime you jerk on the second the first jerks backwards on the broad leather band across your forehead so as to stretch your throat and cause a painful crackling of the bones behind your ears. It is plain you can't stand up to it, so you get down on your hands and knees painfully and slowly, preserving with arduous care the delicate balance of the first tump on your back. Ah, that's better, now you can wriggle the second around till it rest on the first, and you breathe a sigh of relief as you draw the second tump line down upon your forehead. But in a moment it occurs to you that when you got down you entirely overlooked the difficulty of getting up again. The difficulty is not long in impressing itself. When you attempt to straighten out the right leg, the tump wabbles over to the left. Straighten out the left and they

wabble to the right. Lean over on your hands so to straighten out in that way and the upper tump rolls down behind your ears. Clearly it wasn't to do. There must be some way out of it. It never was intended that you should remain there in a kneeling attitude, crushed down beneath a load of bacon, oatmeal and army blankets. You pause to meditate a moment upon the situation. Ah, you have it. That tree is the solution- a birch fifteen feet away, with the tin tump, your third, just on the way. So you set out cheerfully, crawling on your hands and knees toward it, picking up the tin tump en route, and with infinite trouble balancing it delicately on the nape of your neck. Arrived at the tree, your difficulties are for the moment at an end. Clutching the trunk closely, and straining the muscles of arms and legs at once you haul yourself up to that proudly erect position which is habitual to man, marking his supremacy over the beast that perish. Tired, sweaty, grimy and breathless as you are, you feel a sense of elation. How gallantly have you borne yourself. That birch tree was a stroke of genius. But what - what about that hat? There it lies - confound it - on the rock beside the water. How the mischief are you going to pick it up. You can't leave it behind. You must get it somehow. You walk unsteadily toward it, cogitating the while. You stand and look at it. Then you circle around it, wondering which is the best side to attack it from. You lean forward, but the instant lunge of the tumps warns you that there is no safety but for the upright. You wonder if you can kick the wretched thing before you across the portage. You reflect that that would hardly be dignified. But , as no one is here to look at you, you might try and pick it up on one toe and lift it within reach of your fingers. That's all right in theory, but when you put your weight and the weight of those imponderable tumps on one foot, your knee joints creak horribly and you stagger to one side. Clearly you need both legs for other purposes. You pause again. You might pick it up with a stick, you consider. But there is nothing of the kind in sight. Nothing for it but to take chances. Here goes. You crouch down, bending your legs and keeping your body perpendicular, Ha, you have it. You pull it down upon your forehead over the tump lines and try to struggle up. Steady now. For a moment it seems alright; but you are never able to understand what happens next. Without warning, the tin tump rolls around behind the ear and falls over your right shoulder to the front. You make a sudden clutch to steady it. The blanket tump falls to the right, and the provision tump to the left; all the tump lines slip down from your forehead and around your neck, choking you, twisting your head around after the fashion of the garrote, and droppong you gasping to the ground. You are exactly where you started only more so. At this stage it is customary for the mildest man to wax profane. But deliverance is at hand. Your eye catches a great fallen tree trunk a short distance ahead. Just the thing. Why didn't you think of it before? You drag the tumps over to it, pile them in careful order upon it, and with some further exertion you at last get them all settled as comfortably as may be upon your back. True, you have lengthened the tump lines in your struggles, and the

provision tump smites your hip and thigh as you trudge along the path through the bush, but you feel you are getting "forwarder" and try to believe you like it. You try to cultivate an air of ease and indifference, and even begin to concoct a story of glorious huckleberry bushes to explain your delay. The day is hotter, the tumps heavier and the portage longer than you like them, and you wish that that horrible grinding at the base of your skull would stop just for a minute. But you catch a glimpse of the water at last, and a cool breath of fresh air fans your hot temples. With a careless air you saunter into the open where the others are waiting for you. But alas! for your assumptions. You fail to notice the slippery moss on that piece of rock, your legs shoot forward, the whole length of the tumps jerks backward on your forehead, your upper vertabrae crack and crunch most horribly and down you go at the feet of your fellow campers. Your pride is shattered; you submit to be assisted, and your first portage is at an end..."

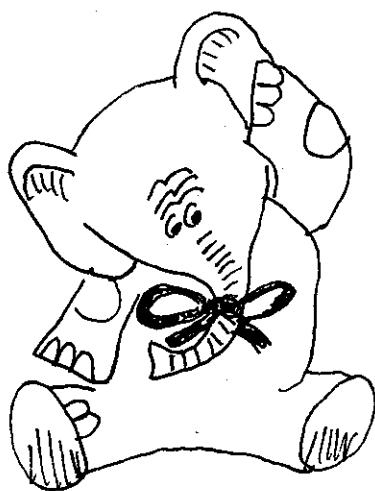
OTHER GEMS

A name for a camping party helps cultivate esprit de corps and to hold the party together for more than one season. If sweaters, shirts, and caps are of the same pattern, the party usually looks neater and more picturesque and the camp name or initial thereof may be worked on the sweaters by obliging hands of the fair.

A long warm flannel nightshirt is as great a comfort to one's bedmate as to the wearer, for one is less tempted to appropriate more than a fair share of the bed clothes.

submitted by Joan Thompson

DID YOU FORGET ?



If you have not renewed your membership this will be your last issue of Anee. Membership forms are on back cover. Renew now!

AN OUTERS' CLUB AT THE ELEMENTARY LEVEL

Would an Outers' Club as an extra-curricular activity be a viable alternative to offer to Grade Five and Six students, who were not exposed to any outdoor education experiences as part of their school curriculum? As a Special Education teacher, outdoor education has always been a vital part of my classroom programme, and I believe that academic and social skills become more meaningful when applied in a practical situation. Also, a practical situation that is non-competitive often enables a youngster to achieve success that has previously been elusive or denied. I wanted to be able to offer these benefits to Grade Five and Six students, but was concerned that it might be difficult to apply these techniques and to build a positive relationship on an afterschool basis without interfering with the role of the classroom teacher. The recruitment and selection of club members posed an additional problem. A large number of members would be difficult to handle, and yet my personal philosophy is that eleven and twelve year olds should not have to experience any form of rejection. Solutions to these problems were necessary if an Outers' Club was to be established successfully.

Initially, the classroom teachers were approached with the idea, and all were supportive when reassured that academics would have priority - i.e. the student who was not working to potential or who was not completing assignments would have to forego membership in the club. This is a debatable criteria in this situation, but a necessary one in order to ensure staff support.

Secondly, I met with all the Grade Five and Six students, outlined the objectives of the club and placed emphasis on two requirements. The first, being one of academic responsibility, and the second, being in the form of commitment. An Outers' Club would require time, and those students who were already deeply involved in sports, music, drama, etc. would not be able to make the necessary commitment of time that the club would require. At this point, every interested youngster was given a letter of explanation for their parents, a permission form which included medical information, swimming skills etc. Each child was asked to write a paragraph on why he/she wanted to join an Outers' Club. The advantage was that the responsibility for membership now belonged to the student, and no staff member was placed in a position of having to choose. In September, the Club had a membership of thirty students and twenty-seven remained as active participants at the end of the school year.

The format consisted of weekly meetings of about an hour and a half duration, and a monthly outing usually planned for a Saturday. The weekly meetings varied in their approach. The emphasis evolved around planning for an outing - i.e. food, appropriate clothing, activities; teaching a new skill - map reading, compass work, first aid; playing a new game; or a film on a contemporary issue such as acid rain, wetland, etc. The weekly meetings were aimed at developing knowledge and skills that could be applied to the monthly outings, to the academic curriculum and just within their daily lives.

Monthly outings were planned on a developmental basis - i.e. they became progressively more involved as students developed skills. The first outing was a five hour hike along the Oshawa Creek, but the members brought their own meals and the teaching was incidental and informal - examining galls and owl pellets found. On successive outings, most of which were at various conservation areas, meals were cooked on a trail stove, water and environmental issues were discussed and examined and Orienteering, Survival and Ecological Games, and Initiative Tasks were all part of the programme. A winter weekend was spent at the Durham Forest where students were introduced to Snowshoeing, Cross country Skiing, the building of survival shelters and the joys of a night hike. The final outing was a four day residential camp and the students planned the menus, developed good consumer skills by comparison shopping for groceries and assisted with the programme planning. Students were involved with a stream study, planted trees for the Ministry of Natural Resources, played the Trappers and Voyageurs Trading Game and cooked out in a torrential downpour.

Fund raising is a necessary venture in order to keep the club functioning and the expense to the members at a minimum. This was accomplished through monthly Hot Dog Sales. Again club members were directly involved - selling tickets, cooking, setting up the gym, assisting primary students, and cleaning up. Students helped to count and roll coins and two students were co-signers for the bank account. The main aim was to be the least disruptive and the most helpful to other staff members. The teachers did not have to collect money and the custodian did not have any extra cleaning.

Throughout the year, each club member kept a personal notebook, and as a club, a scrapbook was maintained containing photographs and writeups of the various activities. Writeups were done on a voluntary basis and the students were conscientious about content and completion. Regular bulletins of our activities were also submitted to the school newsletter which helped develop an awareness among other parents. The members also designed a crest, and each member received one, compliments of the Home and School Association. Each outing was evaluated for both negative and positive aspects and this helped the planning of future trips.

Enthusiasm, eagerness, and an excellent attitude was evident in all club members throughout the year. No task was too much and several youngsters, as reported by classroom teachers showed an improvement in academic skills and attitude. There was much evidence of sharing and caring among the group - and the concern showed by these students for a fellow classmate who was badly injured on a outing, and for me the teacher was overwhelming. At no time, were there any problems with discipline. Finally, the students' enthusiasm was reflected in parental involvement. Upon request, and without hesitation, parents would assist with transportation, shopping, meal preparation and as volunteer leaders during outings.

The skills and knowledge that these youngsters developed, absorbed and applied practically never ceased to amaze me. By the end of the year, they were able to read maps, use a compass, wear appropriate clothing, prepare and enjoy nutritional trail snacks, be concerned with litter in the schoolyard and make group decisions that showed maturity and good judgement. They showed a growth in confidence and were able to take responsibility for their actions.

The single disadvantage to this club was the time involved as a teacher in order to maintain the club's momentum. Necessary paperwork in order to meet Board safety requirements, pre-trip visits, phone calls, grocery shopping, organization of transportation, and programme planning all required hours of work. This would, by necessity, be done during noon hours, after school and in the evenings. It would be an advantage to have two or three other staff members involved so that these necessary tasks could be shared. Also once the club becomes established many of these tasks could become less teacher directed.

As a staff member, I was on my own but had the very able assistance of a Grade Twelve student, Michelle Richardson. It was interesting to watch this talented and selfless young person develop a positive and meaningful relationship with younger students. Her maturity, knowledge and interest in the outdoors enabled her to take full responsibility with a group. Also credit must be given to Brian Richardson who encouraged me every step of the way, to Peter Neve who approved my ideas and who assisted with facilities and equipment, and to Sue Brown who volunteered her time on weekends.

A Outers' Club in the elementary schools is a worthwhile project, so don't just think about it , do it.

Penny Purcell
Colonel J.E.Farewell School
Whitby



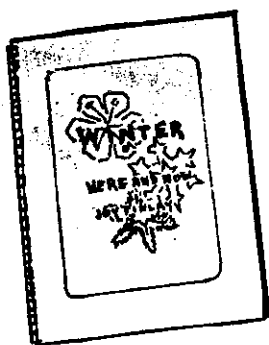
Ministry
of the
Environment

A new publication from the Ministry of the Environment:
Sweetwater Seas, the Legacy of the Great Lakes. This
booklet is part of the new series of resource materials on
on Great Lakes water quality.

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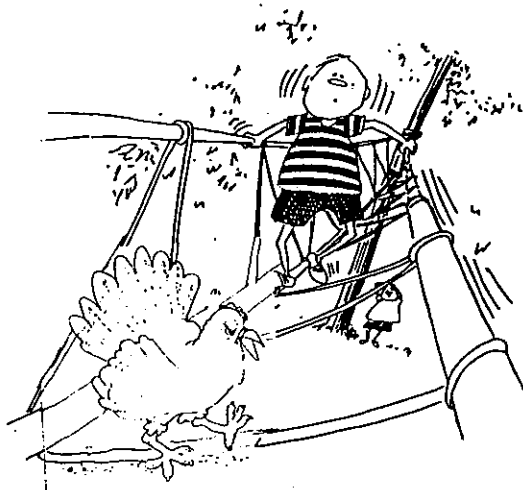
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A GOOD TEACHER CAN BE A CHICKEN: an exercise in Experiential Reasoning

At the end, as we suspected, the students decided that "Gypsy" should return to the farm from where "she" came. That difficult decision was reached after an arduous but enriching two hour debate that ended past midnight. The students had not realized that a chicken's welfare could be so complex.

At the two-day pre-camp, I indicated to my two teaching assistants that I intended to have a live chicken on staff this year. This "special guest" would be present everywhere we went throughout the next two weeks as part of a course titled "Wilderness Recreation Behaviour Analysis" offered by the Department of Recreationology. They listened to my argument and showed some enthusiasm but basically remained quite sceptical. So we bought a brown, rough-feathered chicken for \$5.00 from a local farmer.

At the first gathering with the students, while explaining the details of the program, the staff mentioned in passing that it was a tradition to conclude this two week workshop with a chicken a-la-king banquet. It was then that our ruffled, shaggy chicken, who was already pecking at Mary Lou's shoe laces, was introduced. The students were told that they would be responsible for caring for "it" (sheltering, feeding, cleaning, comforting and entertaining) through out the workshop. This meant taking "it" along everywhere the group went and since "it" was part of the banquet menu they would have to slaughter "it" and clean "it" a few days prior, in order for the kitchen staff to have "it" cooked. Some were amused. Some were not. Like my staff, most were sceptical.

A committee of two students was appointed to be in charge of the chicken and to include everyone somehow in the task of looking after this "special guest". The stage for learning was ready. It was now up to the chicken to persevere and teach the group a few things about human behaviour.

The next day, a cage was fabricated. However, being the month of May and with all the cold and rain, the students had to bring the chicken in their dormitory at night. They also had to clean up after "it" had performed like a chicken here and there. "It" could not be tolerated, but not because of the mess. It needed a name. After many propositions a vote was taken and the name "Gypsy" was chosen.

The first two days included some canoeing, nature study and hebertisme. Gypsy adapted well to the canoe as well as being carried up and down trees, across the rope bridge and over the twelve foot wall. At first, the students tried to place a leash around her neck but Gypsy kept pulling it off. She also refused a rope around her leg. So, most of the time, she was in someone's arms or inside someone's rainjacket.

Gypsy and the students were now ready for a four day canoe trip. En route, she sat on the pac-sacs, fell in the water, slept, and generally had a good time. For the portages a special portable waterproof cage was designed. In fact, she was considered quite a good tripper although one night we lost her. After a long and unsuccessful search with flashlights, we resolved that she would be alright as we were camped on an island. But the worries remained.

However, the next morning the group was relieved to see her at the opening of the tent where she was pecking away peacefully. By then, Gypsy had become quite tame. One night, as we sat around the campfire, she jumped on Marian's shoulder. Not satisfied with her perch she climbed right on her head which was covered in such a large, comfy wool hat. Gypsy sat and had a nap while we carried on.

The students became attached to Gypsy; some more than others of course. All but one or two had become comfortable in handling her. She was often part of our conversations and a source of inspiration for many jokes, of which some were even funny. Different opinions concerning the destiny of Gypsy began to emerge. Some had already indicated their opposition to killing her and even more to eating her. The gameplan was working. Gypsy, the teacher, was forcing them to think.

It was now three days before the banquet and action had to be taken. With subtle pressure on the chairman of the Chicken Committee we indicated that the kitchen staff wanted to know what to do about the banquet. We needed a decision before the next day. Late that night, while Gypsy was comfortably sleeping in the camp dormitory, the chairman of the Committee gathered the group around the fireplace in the lodge for a meeting. This was the beginning of one of the best student debates I have ever attended. The staff had agreed to play a low profile, at least at the beginning.

There was some reluctance and discomfort in discussing the issue. As usual some talked too much; some too little. Nevertheless, a wide variety of opinions were expressed. Confusion as to what was expected was noticeable. They looked to the staff for guidance and the temptation to help had to be controlled by avoiding straight answers to their questions. They finally realized that they alone were in charge. It is not always fun to be in charge but it is part of growing up.

Proposition after proposition was put forward, amended, torn apart, or simply lost in the now inflamed discussion. Finally, a proposition was voted on and passed by a weak majority but it did not solve the problem. The discussion continued. Gypsy was still teaching.

Important points had not been argued. With gentle probing we attempted to place the problem in the perspective of activities such as farming, hunting, fishing, zoos, pets and vegetarianism. Then the discussion shifted to power, the destiny of the helpless, and to parallels with population control, capital punishment, abortion laws and emigration policies.

Some students at this point felt that we were away off base, perhaps they were right. But Gypsy had provided the opportunity to touch many issues and to express and question each others' values about more important things than the life of one brown rough-feathered chicken.

People became tired, impatient and frustrated. The emotion level was high. Exchanges about each other's values and beliefs became sharper and sharper. It was at that point that I had to make a decision. Should I let them continue until they had solved the problem and risk destroying the harmonious relationship that this group had acquired in the past week and a half, or should I intervene and force them to a decision? I chose the later.

We began with an operational definition of consensus; secondly, we decided how to make a decision; and thirdly, we established a closure time for the decision. This was a short exercise in how to govern. One rule was imposed: no one could abstain from voting. This was a lesson in facing one's own responsibility. It was also agreed that after the vote no one would discuss the issue further (at least until the next day). This was a lesson on winning or losing with dignity. By half past twelve the students had decided that Gypsy should be sent back to the farm.

What was learned in this process? It is difficult to assess or to measure as learning was different from one student to the next. However, one can speculate that for some it improved their ability to rationalize a decision. For others, it was a reaffirmation of their convictions about certain issues. Certainly for the majority of the group it opened up new issues that had never been questioned before. It may be years if ever, before careful positions are formulated about complex issues such as reverence for life, capital punishment, etc. But, the process, of which Gypsy was the catalyst, helped them continue that careful formulation. As one student wrote later "I have learned a lot about chickens but Gypsy taught me a great deal more about myself. Above all, she made me think".

What may appear, at first, as a simple program idea can be a potent experiential exercise in understanding human behaviour. In this particular instance, the exercise was consistent with the overall purpose of the course and allowed us to experience and demonstrate the following points:

1. that one cannot solve a microscopic problem without a macroscopic view of the world;
2. that one must first formulate some principles before making a decision;
3. that one should recognize that emotion can clutter objective decision;
4. that one will always be faced with the struggle of contradicting oneself;
5. that one should listen carefully to others' points of view as they may help in clarifying his or her own and perhaps opening new avenues;
6. and that when in doubt, one has the tendency to abstain.

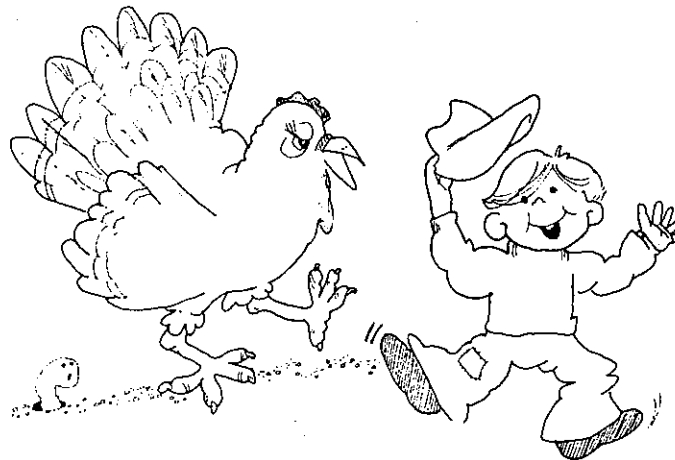
The students were confronted with a problem where there was no clear answer and where right and wrong could be equally defended; a valuable learning experience as similar situations are frequently confronted in daily life, public and private.

It is true that the life of a chicken was risked for the sake of learning. But what difference does it make when nine million chickens, last year alone, were claimed by Colonel Saunders and its competitors? Still, what school board can find a better teacher at \$2.50 per week.

Claude Cousineau
University of Ottawa

Note to the Editor: I was very pleased with their decision as I also became very fond of Gypsy. I went back to the farm a few weeks later and I'm sure I recognized her. She winked at me.....

C.C.



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