



ANEE

Newsletter of the Council of
Outdoor Educators of Ontario

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1983/84.

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Deadlines for future Issues:

Feb 10

March 10

May 10

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.

Printed on de-inked recycled paper by Olympic Printing

FAR NORTH



MEET SHEL LOWE

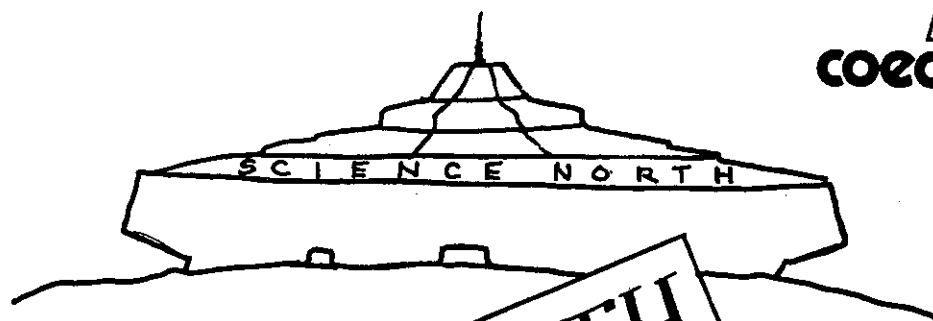
Shel, who was born in Sudbury, graduated from North Bay Teachers' College and Laurentian University. He has been teaching for 14 years - 3 years in a senior school, 10 years in Grades 2 to 4 and this year it's a Grade 5/6.

Shel was taught a love of the outdoors by a gentle father who keyed in on appreciating nature's beauty. A turning point in Shel's life occurred 15 years ago when he bought his first canoe. This helped to expand his outdoor vistas and made him more aware of his pantheistic nature.

By attending workshops and conferences, Shel has been upgrading his skills. He is currently working on his Physical Education Specialist Certificate.

Shel's hobbies include hiking, canoeing, photography, teaching new games and snowshoeing. His favorite toys are a paddle and a pair of snowshoes. Shel also swims to keep fit.

Shel has been a COEO member since 1980. He has been the rep for the Far North since 1982. This year will be a busy year for Shel as the Far North is hosting the 1984 COEO Annual Conference in Sudbury.



FAR NORTH INVITATION

Announcing
A CONFERENCE IN SUDBURY

Man and Nature: Yesterday

Including...
: The Annual General Conference
: Science North Tours
: Mine Tours

: The Native Impact
: Canoeing
: "Rye on the Rocks"

'Today'
'Tomorrow'

Sept 21, 22, 23, 1984.

CENTRAL REGION

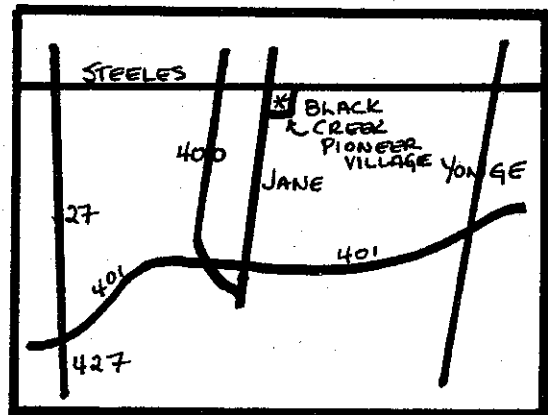
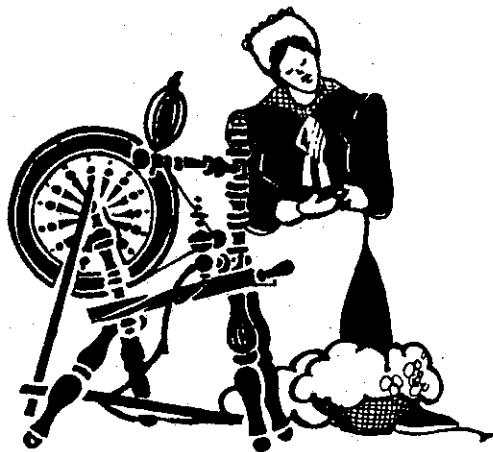
February 14, 1984

7:00 p.m.

Black Creek Pioneer Village ~ live-in programs

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.



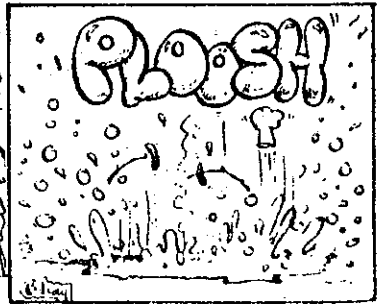
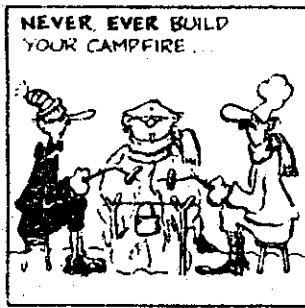
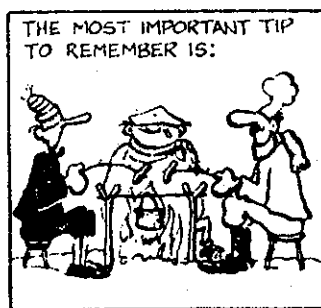
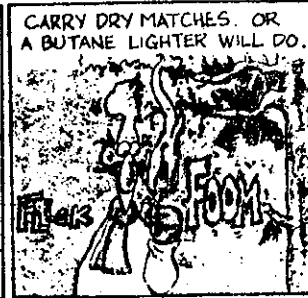
A VOLKS-SKILAUFG - WHAT'S THIS?

The name "Volks-skilauf" is German, meaning "people's cross-country skiing." This is the winter variation of the better known activity called a "Volksmarch" or "people's walk". In Europe the very popular Volksmarch takes place both days of most weekends in Germany, France, and Switzerland. People of all ages pay a registration fee to go on a hike of either 10 or 20 kilometres. Trails are set up by different towns in each of these countries and the profits go to local charity. Check points throughout the walk provide assurance that walkers are going in the correct direction, as well as offering food and refreshments and a good chance to rest and talk with other walkers. At the end of the walk, participants receive a unique medal showing the location and date of their day's exercise. Music and refreshments complete the day's activities in a large hall or tent back at the starting point.

The first C.O.E.O. Volks-skilauf took place in 1981 and we are now in our third annual year for this event with its popularity growing each year. This family day of cross-country skiing is an adaptation of the European activity. As trails are marked, checkpoints will not be necessary. Buttons with ribbons will be included in the registration fee. A lunch will be served at noon and hot drinks will be available for participants throughout the day at the registration area. The popular activities of sleigh-riding and tubing will also be a part of this year's daylong C.O.E.O. event.

As good skiing weather has been ordered, the day promises to be enjoyable for all. For further information, contact Judy Simpson at Forest Valley O.E.C. 630-6263.

Le Grand Chef Pierre





3RD ANNUAL VOLKS-SKILAUF

FEBRUARY 11, 1984

10 A.M. - 5 P.M.

CEDAR GLEN, BOLTON, ONTARIO

Due to their popularity last year, the sleigh ride and tubing will again be available to participants!!

Come and join us for a family cross-country ski day at the Glen. Groomed and marked trails lead skiers up and down the Caledon Hills, finishing off with a hot drink, a hearty meal, and friendly folks. Your registration fee includes equipment (if necessary), lunch, a button and ribbon, and a variety of hot drinks.

Mittagstisch

Bratwurst & Sauerkraut & Brötchen
Kartoffelsalat & Würstchen & Brötchen
Apfelstrudel
Heisser Apfelmost
Glühwein
Heisse Schokolade
Kaffee & Tee

B.Y.O.B.
or
Wineskin

Luncheon Menu

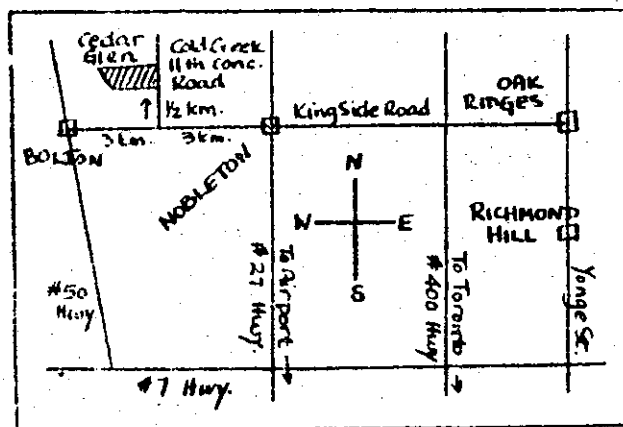
Sausage & Sauerkraut & Bread
Potato Salad & Weiners & Beans
Apple Strudel
Hot Apple Cider
Hot Mulled Wine
Hot Chocolate
Coffee & Tea

COEO members: Adults \$ 9.00
Children \$ 6.00
Family Rate \$27.00

Non-members: \$12.00
\$ 8.00
\$32.00

Pre-registration is a must as numbers are limited.
Make cheques payable to: Central Region COEO
Address registration forms to:

Judy Simpson
Forest Valley O.E.C.
60 Blue Forest Drive
DOWNSVIEW, Ontario
M3H 4W5 (416) 630-6263



Names _____ COEO # _____
Address _____ Phone (B) _____
(H) _____

No. of people attending: Adults _____ Children _____
Equipment required: Yes _____ No _____ Amount of fee enclosed: _____

In the event of cancellation due to inclement weather, a \$3.00 administrative fee per person will be retained, and the balance refunded.

ENVIRONMENTAL INITIATIVE TASKS

Initiative Tasks are real life situations which are created to challenge a group to interact, communicate and co-operate, using both mental and physical abilities to complete a task. Interaction, communication, co-operation, is the teamwork required to solve environmental problems today. We hope to pass on knowledge and awareness of planet earth's environmental problems, and motivate continued learning toward their solutions.

We open our session with a reading from Steve Van Matre's The Earth Speaks, eg. pages 61-62, 65-66, concentrating on planet earth. Group calls and names are then developed around environmental problems, eg. ribet pollute, drip drop a-c-i-d, etc. and groups take on the task of solving environmental problems. The following are some of the tasks we have adapted. Laminated cue cards work great for the leaders. In closing we discuss how we can become better passengers on planet earth.

TOXIC WASTE

SITUATION:

A large number of industrial waste sites are located along the Niagara River. Due to water erosion of the river banks, we are facing a major problem. If leaks occur, water may become severely polluted in Lake Erie and Lake Ontario. Even with modern pollution and sewage plants these waters could not be filtered for drinking. Thus creating a lack of water for Southern Ontario and northern U.S.A.

TASK:

You are a group of water pollution experts and land fill technologists. The scattered waste sites (red flags) must be moved to a sealed inland disposal site (pail). The waste removal machines (blindfolded persons) are directed by the scientists starting from the lab base.

EQUIPMENT:

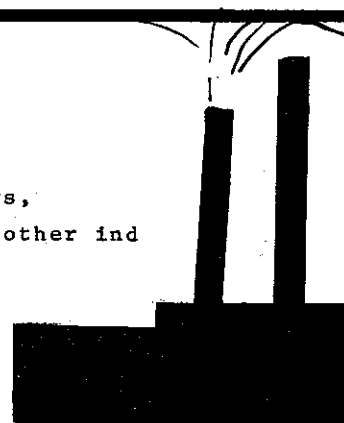
blindfolds, flags, pail



STOP ACID RAIN

SITUATION:

It begins in the towering smokestacks of smelters, fossil fueled power plants, oil refineries, and other industrial funnels and the exhaust pipes of over used cars. Daily thousands of tonnes of invisible gases stream into the atmosphere following the winds for several days or weeks travelling thousands of miles.



These invisible clouds of sulfur dioxide and Nitrogen oxides go through chemical reactions to form nitric and sulfuric acid. These acids mix with water vapour in the clouds and return to the earth with every rainfall and snowfall as acid rain and acid snow.

The solution is straight forward but costly. Emission controls must be placed on smokestacks, cars and coal smelters. If we do not stop Acid Rain now, the price in the future will far surpass the price today.

- * life giving water and soil will be destroyed
- * resources will be lost: fish, wildlife, plants
- * growth of forests will deplete
- * jobs will be lost, etc

(1)

(2)

TASK:

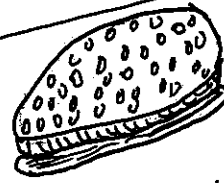
The world population must work together. You are a group of world delegates and your task is to stop acid rain. The emission control (tire) must be placed over the smokestack (post). Half the group are decision makers who are in a location together and cannot move. The other half are the workers who are blindfolded and scattered around the smokestack. Workers may have some power variance ie. broken arm, may only crawl, cannot talk etc. added. Please, can you stop the rain?

EQUIPMENT:

tire, post, blindfolds

SAFETY: Have a spotter.

ECO - BURGER



SITUATION:

"Hey gang, I'd like each of you to pretend you are eating an eight ounce steak, nice and juicy, tasty. Yum! Well let's appreciate that the grain used to produce that steak could have filled the bowls of 40 hungry people somewhere in the world.

"For every 16 pounds of grain and soy fed to beef cattle we only get 1 pound of hamburger back for our plates. The other 15 pounds are inaccessible to us, used to produce energy for the animal or make some part of its own body that we do not eat." (hair, bones)

"Most of us believe that farm exports go to feed the hungry world. Most of these exports go to other industrial countries and overall 2/3 of all our agricultural exports go to feed livestock".

(1)

TASK:

(2)

Your task is to ensure that the grain you save by not eating your hamburger goes to the hungry people in other countries, and is not used for feeding livestock.

Your task is to cross the oceans with these floating beams from Canada to Asia carrying your grain which you can then distribute to the people. (Countries are marked on the ground, a wider distance apart than the beams will reach.)

Somehow you must get your whole group and the grain over to Asia without losing any members (step off the beam and you have drowned) or spill any grain (cups full of water).

EQUIPMENT:

3 beams 1 to 1.5 meters long
marked area on the ground
cups

source of water

SAFETY:

Do not let the beams be thrown.

Well for one day lets give up one hamburger or steak and eat other high protein food (milk, soybeans, grains) instead.

THE PESTICIDED PEREGRINE

BACKGROUND INFORMATION:

The Peregrine Falcon is known as the noble beautiful falcon. A Peregrine falcon is a bird of prey about the size of a crow. They feed on other birds which they capture in flight. A pigeon is a favorite meal. They migrate from the southern U.S.A. to Alaska.

Peregrine Falcons have come to the verge of extinction over the past forty years. This was caused by pesticides which effected their egg shell development. It even effected them directly because they are at the top of the food chain. A sad thought when humans are at the top of all food chains.

TASK:

You are now a family of Peregrine Falcons. You must get to Alaska without stopping because of pesticides on the land. Go quickly since the crop dusters are coming right behind you! (swinging from the mat to the bench represents this migration).

Now that you are in Alaska, all seems well. Three months go by and none of the eggs hatched and the cold weather is forcing you back to the pesticide prairie. (group swings back)

How long can you exist like this?

SAFETY: Spotting

EQUIPMENT: 1 mat, 1 bench, 1 swing rope.

SAVE PLANET EARTH



EQUIPMENT: 2 pails, 1 large can punctured, blindfolds, water.

SITUATION: Water is the liquid of life.

It covers 7/10 of the earth's surface.

1% of water is drinkable.

3/5 of all people in developing countries have no access to clean water and sanitation.

Water is wasted in many ways:

- tap left running
- baths use lots of water
- half loads of laundry
- cars washed with a hose instead of a bucket
- hair washed in lake
- half loads in dishwasher, etc.

TASK: You are a group of conservation minded people. Please save water that is wasted and polluted. The water conserver (punctured can, each hole in the can represents a water waste and pollution) needs to be half filled to save planet earth. Can you save planet earth!

PLANET ERODING

" The loss of arable land is probably the greatest single environmental threat to the future well-being of the planet"

"Just over a tenth of the world's total area can be farmed without any serious problems. It's shrinking fast. If current patterns of erosion continue about a third of the world's arable land will be destroyed in the next twenty years while over population continues to increase".

"Canada which provides grain to other countries has only 7% of its land suitable for growing crops. Two hundred thousand acres of prime farmland went out of production each year between 1961 and 1971 and another 50,000 acres disappeared between 1971 and 1975. Altogether this is equivalent to a strip two kilometres wide stretching from Vancouver to Quebec City."

"Soil erosion makes land unfit for agriculture. It takes 100 - 400 years to regenerate 10millimetres of soil - less than the thickness of your little finger. Cutting down forest and hedges speeds up soil erosion. Loss of nutrients makes soil unproductive. Suburbs, shopping centres, bury good agricultural land."

(1)

TASK:

You are farmers and your soil is being eroded from the wind and the rain. Gully erosion on your land is incredible. The only way to get help is to somehow cross your gully and have the community go to the conservation authority where guidance and resources are available. The entire group must cross the gully without falling in (or death results due to unproductive land). Two conservation officers are on one side of the gully with a large rope and the rest of the group is on the other side. The gully is between two large trees with low branches for climbing. The whole community must get across for help. Can you reach help so soil erosion on your land can be controlled.

SAFETY: Must have a spotter.

Cobina Gooyers
Steve Sauder
Wildwood Conservation Area
UPPER THAMES CONSERVATION AUTHORITY

ON BECOMING AN ENVIRONMENTALIST

When I was young, before I could read all that well, the world seemed to be in a state of optimum condition. I had been taught that humanity had come a long way since debates and grievances were settled with the club and the rock. My senior elementary teacher (the one with bracelets which she could turn into high velocity missiles with the flick of a wrist) had convinced me that it was merely a matter of time until the human race resolved their petty differences, kissed and made up. It never occurred to me that the air I took into my lungs might one day actually be doing me as much hurt as it did good. There was absolutely no way I could have foreseen the possibility of having to boil the water coming out of my kitchen tap.

For a great many years I began to hear what could only be classified as disturbing information. Tea caused chromosome damage - DDT caused genetic damage - red dye number something was carcinogenic - smoking not only caused lung damage but also heart problems, circulation upsets, and a whole host of other calamities - car exhaust caused air pollution which in turn altered plant growth which in turn changed the composition of the air we breathe. Because I believed the world optimum I shunted what I heard into the hold box to be studied at a later date. I was too young to think in circles, that was a talent that came only with time and human experience.

University was good for me. It opened my eyes to a great deal which might otherwise have eluded me. I continued to receive a flow of annoying and vaguely worrying information but my mind busied itself with more important and relevant matters, such as the existential relationship between acne and Einstein's Theory of Relativity. The only pollution which warranted my attention was the noise pollution in the study hall while I crammed for examinations. Those jarring coughs, those nerve wracking sniffles, the cacophony of gum being chewed in the next cubicle - these were the sources of my irritation, not the decibel level of busy streets, airports, factories, industrial areas, or crowded apartment buildings. At that time I did not know that noise increases diastolic blood pressure, neuromuscular tension, nervousness, irritability, anxiety, tense muscles, and floods the system with adrenalin.

The days and months moved right along. By this time I had been smoking for a number of years, a particularly vile and loathsome brand of tobacco blended with dark Turkish leaf and camel tailings. I stayed in shape with sports and finished my exercise with a cigarette and shower, in that order. Being single I ate instant frozen, and just-add-water-and-serve foods. It never occurred to me that my body might resent being fed food which had to be fortified or vitamin enriched. Nor did it occur to me that the optimum state of health is a precarious balance between right thinking, right eating, and right environment. Cars wore out, clothing wore out- but my body was still young and possessed eternity.

Disturbing information continued to reach me from the outside world and I continued to file it under General Interest. Gas masks were becoming standard apparel in Toko and Los Angeles. Smoke stacks all over North America were belching out pollution to paint the world black. Species of wildlife were disappearing off the face of the earth. Oil tankers the size of shopping malls were causing spills large enough to be seen from outer space. Orbits of man's ingenious space junk were decaying and falling back to earth without heed to life or limb. Ventilating systems were suspected of acting as breeding and incubation centres for dangerous diseases. Artificial lights were being blamed for giving workers headaches and lowering the rate of production. Drug resistant diseases were throwing medical science into a dither.

Someone, somewhere, once suggested that if the results of cigarette smoking were discernible outside of the body rather than inside that smoking would be a thing of the past. And that process of out of sight out of mind seems extant in much of human activity. Just as I could not see what was happening inside my lungs, I could not see what was happening in the world around me. My body was relatively young, just as earth was young, still strong, invincible. It was difficult for me to even imagine that the earth as a single, functioning system might be suffering from lung disease, or a blood disease, or from operation overdose. Just look at the size of the oceans, I thought while I lit another one, thirty thousand factories could be dropped into the water and the level would barely rise two cm. (Please note that the figures herein are creative guestimates.) Smoke from factories, from cars, from cigarettes, from barbeques - it all rose thickly into the sky and disappeared didn't it? What was there to be concerned about?

A few more years elapsed. By this time I worked as a logger in beautiful British Columbia. I was part of a hard driving crew that ripped and tore its way through the mountain landscape with all the grace of a sledge hammer. In the wake of our passing nothing over two feet survived. Entire mountain sides were left desolated. Then as a employee of the Forestry Department, I walked those same rain eroded logging roads with a flame thrower strapped to my back, and I burnt the evidence. That night, with flames roaring and leaping into the sky, I thought the world had caught fire.

Years later I realized it was that act of fire which more than anything else first triggered my environmental conscience, not because I knew something definite, but because it felt as if something had gotten slightly out of control, that we had gone too far and had passed some limit. It almost seemed to me that the flames were a sacrificial offering to the gods, perhaps those of commerce and progress. Just as I had no words for the way I felt, I had no words for my emerging morning cough. I knew that cigarette smoking was hurting my lungs, but the damage was not yet crippling, and I still had time to enjoy the habit before I found myself forced to quit by emphysema, or bronchitis. As part of the human race I used the same delaying tactic of calling for more data. It was a lovely device to mask my unwillingness to act. I no more wanted to undertake an environmental assessment of the world around me than I wanted to conduct a personal impact study of my nicotine habit. That would have meant making a decision, of having to act. All of which makes me wonder if indecision is mental pollution? There are scholars who suggest that the Roman advance was halted not by barbarians but by lead poisoning resulting from their lead plumbing and lead bowls.

Time, as is its wont, just kept rolling right by. With my awakening consciousness as a guide I began to actively seek environmental information. Dump sites were being turned into time bombs with solid and liquid waste, paved with a layer of topsoil, and made into subdivisions. Homeowners were increasingly finding alien things seeping and bubbling up through their basement floors. The automobile we used to give us freedom was at the same time taking away our freedom by polluting the air we breathe. White sugar is probably bad for us. White flour is probably bad for us. We suck up fresh water to use in our homes and factories turn it into something only vaguely resembling water, and pump it back into the waterways. There we fully expect some magic process to transform it back into water again (just as the elves turned leather into shoes for the shoemaker and his wife). The unselective killing of organisms by fertilizers, pesticides, and herbicides has chemically degraded the soil. Biological disruption has decreased species diversity thereby increasing the likelihood of a life threatening break in the ecological web. Increasingly people who eat have to be chemists to read the ingredients of the food we consume. No one really knows the long range effects of mixing food agents (colouring, antispoilants, flavourings, thickening-firming-jelling agents, sanitizing agents, moisture agents, physiologic activity controls, nutritional supplements) in the human body along with the other pollutants our environment has already stored there. Each person in North America eats an average of 2.5 kilos of intentional chemical additives each year. People in large metropolitan centres inhale the equivalent of 300 kilos of chemicals each year. Occupational hazard and disease is a growth industry for doctors and lawyers. The planet is slowly cooking itself in its own carbon monoxide made greenhouse and man is roasting in his own technological juices.

The world population grows by 2.2 people every second. The more people there are the more food that is required. The more people there are the more space is required for housing. The more space for housing the more agricultural land is bulldozed flat. The more people, the more houses, the more lumber that is needed to build the houses. The more forests are torn down the less transpiration, the less carbon monoxide is absorbed, the thicker the thermal blanket becomes and the more heat is retained the hotter it grows in the biosphere. The more people the more cars, the more pollution; the more papers are read the more trees have to be cut down, the more.....

Then one day, as I parted the cloud of smoke from my cigarette and looked out my window at my children playing in a sandbox I twigged, something connected, and I finally got the message. I suddenly released the hold button I had on all the General Interest information I had stored. What was happening to the earth was not simply happening to a third party, to my neighbour - it was happening to me. They say in war that you do not believe that the bullet is meant for you, and I guess its the same with pollution, I did not really believe I was responsible. And yet I was. Cigarette smoking is a self-perpetuating habit, just as pollution is, and both are full of their own self-justification. I somehow had believed that the biosphere was infinitely large and flexible. This faith was just as erroneous as was man's faith that man would invent something to counteract man's own invention of pollution. It was hard for me to fully grasp, but I suddenly realized that if man blew up the planet man really would cease to exist. Man would not even be a fond memory because there would be no one around to remember. It was up to me, the hero of my own movie, to do something. This is my planet, my family, my children, and I don't want it to end in a burst of killer radiation, or with an environmental wheeze.

The very first thing I did was give up the nicotine habit. For me this was just as much an eschatological act as it was environmental because I was saying that I wanted the planet to survive. In terms of humanity and the pollution problem my giving up the weed was only a small step, but for me it was an immense step. It was the hinge upon which I would hang all my future actions. But what would those actions be? What can I do to help undo what has already been done?

What environmental action will you take?

GORDON NOSWORTHY

WILDERNESS RESCUE & EVACUATION

Over the last ten years, the growth of Outdoor Education in Canada pertaining to high risk programs has to say the least been extraordinary. There have been successful and unsuccessful attempts to regulate, certify and legislate individuals in the Outdoors. All of these models have rested to some degree in thesis that a particular skill - skiing, canoeing, rock climbing - was the basis of certification, in other words, the skill discipline. In some areas leadership responsibility and guiding were part of the certification process. In my opinion, most or all of these endeavours have neglected to recognize the basic human requirements while operating in the wilderness or high risk areas. The areas of high risk could vary considerably according to the individual discipline. Having made this statement, it is important then to clarify what the basics of such operations should be. In my opinion, first aid and rescue methods certainly should be represented.

The need to be at an acceptable level of first aid efficiency while working in a hazardous or high risk area seems to be apparent. This should be coupled with a degree of knowledge or expertise pertaining to such areas as map and compass rescue and evacuation and search techniques. All represent a basis of a ground level attempt to familiarize individuals with techniques that are required while operating such programs. Indeed society (Ontario) has very much moved this way with provincial legislation regarding Bill 70 or the Occupational Health And Safety Act requirements as far as the workplace is concerned. The Workman's Compensation Board requirements for first aid certification is another example. The acceptance of CPR in the workplace certainly indicates society's attitude to such areas of training has changed. It can be argued they changed because of legislation. I would rather think they changed because of needs.

Once we tackle the position of the workplace this certainly opens a whole new area - the whole outdoors for the outdoor educator or outdoor recreator. Nevertheless the law is quite clear in regards to the workplace phenomenon whether this is Massey Ferguson's or paddling a canoe on the Winisk River. If accidents happen and certain requirements which are in statue are not adhered to, obvious consequences will take place.

ON
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ze
isk
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Approximately four years ago the Ontario Red Cross started the process of developing a Wilderness Rescue and Evacuation course. Bill Marsh of Calgary and myself, Mike Exall were the prime advocates of such a program. We developed the parameters of programs which could be offered to groups through the Red Cross. At this time there are 30 registered instructors in Ontario from the 5 courses that have been offered.

The components of such a course are:

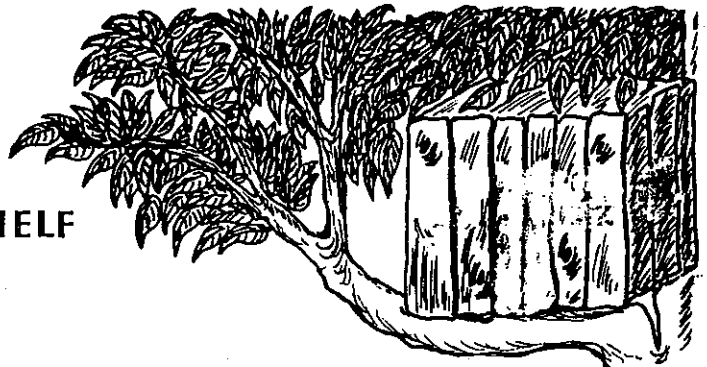
1. First Aid - The first aid taught is beyond the standard level of instruction. It is similar in approach to the paramedic training, dealing with the type of accident that might occur in a wilderness area.
2. Map and Compass Work - The level of map and compass instruction is at this stage controlled by the prerequisites inherent in the tour leaders program e.g. back bearings, triangulations and declinations. The map and compass exam consists of 15 related questions.
3. Search and Rescue Procedures - the knowledge of, in the event of an emergency how to set up search patterns and in the event of being benighted or in a stationary situation, the techniques of providing access in remote areas.
4. Technical Skills - Technical skills includes ropework, stretchers, pulleys, crossing rivers, taking stretchers out of confined areas and transporting.

This program is geared to individuals who are currently involved in outdoor programs. Having said this, I would assume that most individuals would have no problem in theory with the assessment process. As far as the assessment is concerned this is an ongoing affair through out the course. This gives the student a much more comfortable relationship with the areas which are being discusses. We feel, at this stage, due to the many complex areas of the course, that to have a final all encompassing exam at the end of the 40 hours of instruction would be a disadvantage.

This program has been designed as a non-seasonal certification, in other words, no relationship to a particular season. A participant should and must be able to conduct the search and administer first aid in a wilderness situation anytime of year. Obviously there will be some differences pertaining to the natural location - mountains or bush.

We encourage any group of individuals who are interested in such a program to contact the Red Cross. They will provide information about costs, dates, instructor availability. availability. Ontario Red Cross, 400 Jarvis Street, Toronto, M4Y 2H5, 416-923-6692.

THE OUTDOOR BOOKSHELF



WILDERNESS NOW: A STATEMENT OF THE PRINCIPLES AND POLICIES OF THE ALGONQUIN WILDLANDS LEAGUE (Third revised edition) Algonquin Wildlands League, Toronto, 72 pages, paper, \$6.00 including postage.

The tone and quality of this book are evident from the dedication, to the memory of a wilderness guide whose memorial fund made the publication possible, and to Charlie Cragg and Doug Pimlott, two former Directors of the League who made enormous contributions to the environmental movement in Canada. The thoughts and research of these individuals haunt every page because it was their hope that WILDERNESS NOW would "generate knowledge of and action for wilderness in Ontario and elsewhere."

The book contains a clear statement of what the Algonquin Wildlands League stands for, and why, by covering topics such as definition of wilderness, and "the regrettable necessity for parks." It also contains a unique review of the history and politics of the battle for parks, as well as a remarkably objective analysis of Ontario parks policy as it now stands. The Appendices pull together many useful legislative and policy tools such as the Wilderness Areas Act, Provincial Parks Act, Ontario Provincial Parks policy, Crown Timber Act, and much more.

This publication is very nicely designed and superbly illustrated with photographs by Bruce Litteljohn and Charlie Cragg. Charts and maps abound. For the interested student of wilderness policy or the embattled veteran who has been through a few of these issues on a personal basis, this is a well written, unique and important resource. It is available from: The Algonquin Wilderness League, Suite 308, 47 Colborne Street, Toronto, M5E 1E3.

Monte Hummel
Executive Director
World Wildlife Fund (Canada)

Editor's Note: The Algonquin Wildlands League, founded in 1968, is a non-profit citizen's organization committed to the preservation of wildlands in Ontario.

Co-sponsored by:



The Federation of Ontario Naturalists has just produced an educational resource kit entitled "Wildlife in Jeopardy". Our newest kit concerns Ontario's endangered and threatened wildlife and habitats. ORDER NOW!

A detailed black and white illustration of a Noah's Ark-style boat filled with various animals. A large bird, possibly a pelican, stands at the bow. A tiger is visible in the middle of the boat. Several birds, including a parrot and a duck, are also present. The boat is surrounded by water and reeds.

WILDLIFE IN JEOPARDY

ONTARIO'S
ENDANGERED & THREATENED SPECIES
an Educational Resource Kit

"Wildlife in Jeopardy" contains 5 teaching units:

- . Wildlife in Jeopardy
- . Communities in Jeopardy
- . Why Should We Care?
- . What Is Being Done?
- . What Can You Do?

Each unit contains:

- . introduction
- . table of contents
- . vocabulary
- . detailed lesson plans
- . topics for discussion
- . games and quizzes
- . experiments and projects
- . individual and group activities

All subjects which correspond to the Ministry of Education Curriculum Guidelines (The Formative Years and The Intermediate Science Curriculum) are identified.

Plus the "Wildlife in Jeopardy" Resource Unit:

- . 20 colour slides with commentary
- . 25 species fact sheets
- . 6 community fact sheets
- . Wildlife Reader (short stories etc.)
- . bibliography of related books
- . list of 16mm films on related topics
- . booklets and brochures:

- . Great Lake Water Quality Agreement
- . The Case Against Acid Rain
- . The Government of Canada at Your Service
- . World Wildlife Fund (Canada)
- . Elsa Wild Animal Appeal of Canada

- . Ontario's Breeding Bird Atlas
- . North American Wood Bison Information Sheet
- . Whooping Crane Information Sheet
- . Trumpeter Swan Information Sheet
- . Noah Didn't Have a Permit, What About You?
- . A Place For Wildlife
- . Wetlands

- . Bird Menu/House
- . Enjoy, Don't Destroy
- . How to Build a Marsh
- . FON membership brochure
- . sample issue of SEASONS magazine
- . Family Supplement to SEASONS
- . Backyard Habitat

The F.O.N. staff would be pleased to conduct teacher workshops to introduce you to "Wildlife in Jeopardy". For more information, please contact: Laura Thompson or Pamela Hickman at the F.O.N. office, (416) 444-8419.

WILDLIFE IN JEOPARDY KIT ORDER FORM

Name: _____
School: _____
Address: _____
City: _____ Province: _____
Postal Code: _____ Phone: _____

Price per kit: \$45.00 plus \$5.00 postage and handling.

Number of kits ordered: _____

☐ Cheque ☐ Money Order enclosed.

☐ Please send me information about the Wetlands Education kit



Federation of Ontario Naturalists
355 Lesmill Road,
Don Mills, Ontario
M3B 2W8
(416) 444-8419



December 9, 1983

NEWS RELEASE

KATIMAVIK SEEKS GROUP LEADERS FOR CHALLENGING YOUTH PROGRAM

If you

- enjoy working with young people;
- want to be part of a dynamic, growing and unique work program for youth;
- and are ready for a rigorous, enriching experience as a leader;

then a position as Group Leader with Katimavik may be the challenge you're seeking.

Canada's volunteer youth service program, has just launched a province-wide campaign to recruit Group Leaders for its Ontario programs. These new leadership opportunities are the result of a national expansion of Katimavik in 1984.

Katimavik is a unique non-profit work program for young people, funded by the Secretary of State. Through Katimavik 17 to 21 year-olds have the opportunity to carry out volunteer work service for Canadian communities, and to acquire important work and life skills.

Group Leaders play a vital role in this process: They facilitate, mediate and lead, and interact with the community.

Specifically, Group Leaders supervise the 12 participants assigned to a work project, manage the Katimavik home and monitor progress at the work sites. As well they develop work and life skills programs for the participants, direct community relations activities for the Katimavik group and maintain a close working relationship with sponsoring agencies.

For Group Leaders, Katimavik is an intense, demanding one-year live-in experience that calls for strong group management and inter-personal communication skills. Successful candidates should also have a proven ability to work with youth, and experience in administration and community relations.

What does Katimavik offer?

A rigorous, rewarding experience. A chance to strike out in new directions. The opportunity to integrate all of one's abilities in one work situation. And, above all, a year to refine one's leadership potential.

For additional information and application forms, contact:

KATIMAVIK - Human Resources
146 Front St. West # 680
Toronto, Ont. M5J 2L7

Please quote File GL 102 in all correspondence

Katimavik, Ontario Regional Office
146 Front Street, West Suite 680, Toronto, Ontario M5J 2L7, Tel.: (416) 593-4525

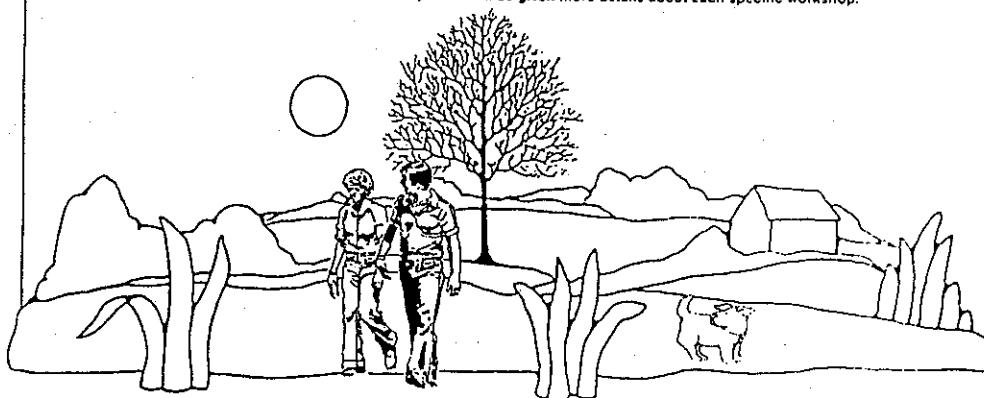
WORKSHOPS: IN, FOR AND ABOUT THE OUTDOORS

1983/84

Date	Topic	Time	Location
October 12	Birding in South Waterloo	4:00 - 6:00	Wrigleys Corners Environmental Education Centre
November 8	Stream Community	4:00 - 6:00	Laurel Creek Outdoor Education Centre
November 22	School Site Orienteering (Junior)	4:00 - 6:00	Howard Robertson Public School
January - February	C.A.N.S.I. Certification Clinic		To be announced
February 4	Cross-Country Skiing For Fun (Beginner, advanced, family tours)	10:00 - 2:00	Sites to be announced
February 7	Winter Camping	4:00 - 6:00	Blair Outdoor Education Centre
March 20	New Routes and Navigation on Lakes, Rivers and Trails	4:00 - 6:00	Blair Outdoor Education Centre
March 28	Owl Hoot	7:00 - 9:00	Wrigleys Corners Environmental Education Centre
April 8	Maple Syrup Open House	2:00 - 4:00	Laurel Creek Syrup Bush
April 16	Nature Photography - Tips and Tricks	7:00 - 9:00	Laurel Creek Outdoor Education Centre
April 26	Tripping: Salfey and First Aid	4:00 - 6:00	Blair Outdoor Education Centre
May 2	Endangered Species	7:00 - 9:00	To be announced
May 7	Schoolyard Experiences: K - 4	4:00 - 6:00	To be announced
May 9	Bird Outing: Spring Migrants	4:00 - 6:00	Wrigleys Corners Environmental Education Centre
May 16	Wildflowers	4:00 - 6:00	Wrigleys Corners Environmental Education Centre
May/June	Canoeing Certification (Funding provided)		To be announced

Note:

Your school outdoor education contact person will be given more details about each specific workshop.



OUTDOOR EDUCATION DEPARTMENT

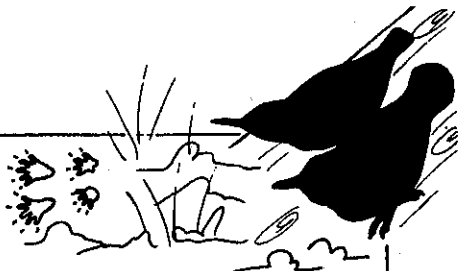


The Waterloo County Board of Education



UNIVERSITY OF GUELPH

ARBORETUM



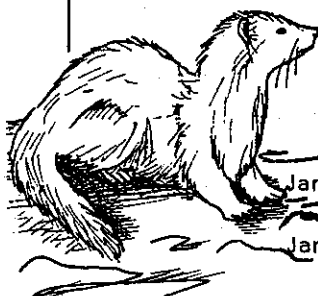
SUNDAY AFTERNOON WALKS

2:00 - 4:00 pm

WALK BEGINS FROM THE J.C. TAYLOR NATURE CENTRE

Co-ordinator : Alan Watson, Arboretum Biologist

Walk Leaders : Cathy Alex, Deane Atherton, Dawn Hollyer, Maureen Kennedy, Roel Teunissen, Jeanne Vallance, Wendy VanLoon, Cay Weir



Jan. 8 WINTER BIRDS: A look at the birds found in the Arboretum during winter and how to identify them.

Jan. 22 SOLAR GREENHOUSE: Visit our new passive solar greenhouse and learn the ways in which we capture and store the sun's energy for use in heating the greenhouse and nature centre. See our success and discover some of the problems and their remedies.

Jan. 29 SNOWSHOE WALK: A walk through our woods and fields on snowshoes. We'll explain the history of snowshoes and the hows and whys of different types.

Feb. 5 ARBORETUM DAY: Enjoy the music of the Amat! Trio with violin, viola and cello at the Arboretum Centre at 2:30 p.m. and join us for a guided snowshoe walk to observe winter wildlife at 1:00 or 3:30 p.m.

Feb. 12 SNOW: We'll try to convince you that snow is pretty interesting stuff. Learn about its properties, capture a snowflake and generally get to know it better.

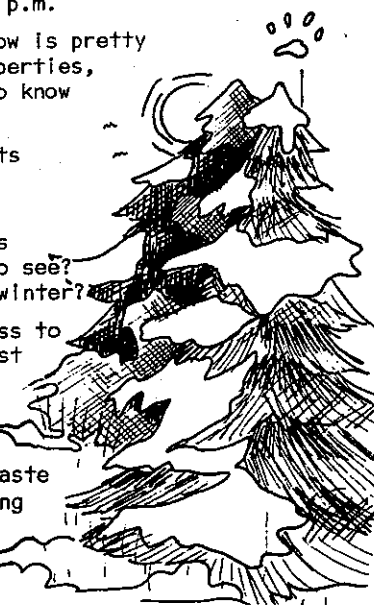
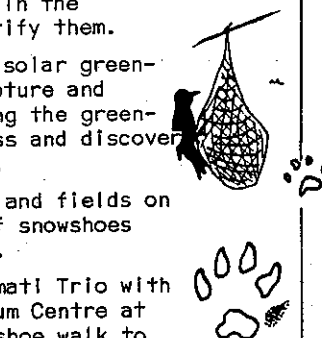
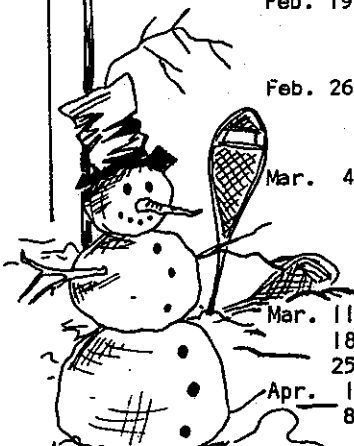
Feb. 19 INSECTS IN WINTER: Discover where insects spend the winter and what techniques they use to survive it.

Feb. 26 MAMMALS IN WINTER: What kinds of mammals and signs of mammals would you expect to see? How do they cope with the hardships of winter?

Mar. 4 BACKYARD MAPLE SYRUP: Do you have access to a Sugar Maple? It could produce at least 1 litre of maple syrup. We'll show you all that you need to know to make your own.

Mar. 11 MAPLE SYRUP EXHIBIT: Come and have a taste of maple syrup and see maple syrup making methods. Spring at last! (9:30 a.m. to 3:30 p.m.)

Apr. 1 8





FACULTY OF EDUCATION

ENVIRONMENTAL STUDIES

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

SUMMER 1984

ED/ENST 3600.08
Introduction to Teaching
Environmental Studies: Part 1

ED/ENST 4610.08
Planning and Implementing
Programmes of Environmental
Studies in Grades K-13: Part 2

Where?

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

When?

July 3-July 20
9:00 a.m.-4:00 p.m.

ED/ENST 4620.08
The Organization and
Administration of Environmental
Studies Programmes: Specialist

Where?

York Campus (Finch and Keele)

When?

Wednesday evenings, May 2 to
June 27, plus September 12, 19,
and 26
6:00 p.m.-10:00 p.m.

As well, candidates will be
involved in one weekend of
backpacking to be decided with
class; assignments to include
major independent study (e.g.
design of a curriculum unit).

FALL/WINTER 1984/85

ED/ENST 3600.08: Part 1
ED/ENST 4610.08: Part 2

Where?

York Campus (Finch and Keele)

When?

Monday evenings from
September 24 to April 1
6:00 p.m. - 9:30 p.m.

Course Directors (for summer
and fall/winter programmes):
Fred Mayor
Judi McCutcheon

For further information,
please contact:

The Office of Student Programmes,
York University, Faculty of Education,
N801 Ross Building,
4700 Keele Street, Downsview,
Ontario, M3J 1P3.
or telephone: (416) 667-6305.



MEMBERSHIP APPLICATION FORM

COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

PLEASE PRINT COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW
 NAME (mr.) (mrs.) (miss) (ms) _____

HOME ADDRESS _____ MAILING ADDRESS IF DIFFERENT FROM HOME _____

POSTAL CODE _____

POSTAL CODE _____

TELEPHONE

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