

ANEE NEWS-JOURNAL



VOLUME 14 NUMBER 5

ISSN 07711 - 351X

The Council Of Outdoor Educators Of Ontario

The Council Of Outdoor Educators Of Ontario

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From The Editorial Desk

This issue of Anee is truly a joint effort of the Editorial Board. Everyone did pitch in and assisted with the mechanics of putting it all together. My thanks to Skid, John Heaslip, Roni Splace and Mike Townsend and Greg Darbyshire for an evening's work.

This issue brings to print some interesting and thought-provoking ideas, suggestions and check sheets from other organizations and our talented and experienced membership. We trust that some will be of benefit and that you will be able to add the best to your file of resources.

Planning Committee Questionnaire

This information is urgently needed by the Planning Committee. Please remove or Xerox and return immediately. Your "nil" response will make a "big man" very unhappy and may bring tears to his eyes.



The Council Of Outdoor Educators Of Ontario

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SUMMER DISPLAYS TEACHING BULLETIN BOARDS

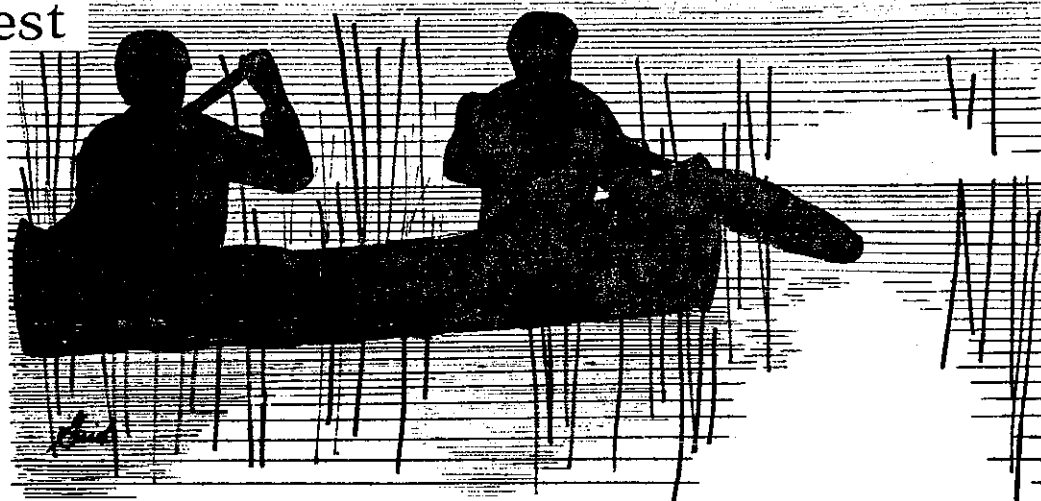
WE ARE LOOKING FOR ALL OF THOSE CREATIVE IDEAS THAT MAKE YOUR LEARNING ENVIRONMENT AN INTERESTING PLACE TO BE.

OCTOBER THE PROCEEDINGS FROM LONDON

Canoe and Quest

The Canadian Adventure

Skid Crease



In one of his famous Quetico reflections, Sigurd Olsen observed that when a man embarks upon a canoe trip he becomes a part of all those who travelled before. That thought has accompanied me on every canoe adventure, but, like Olsen, I had always limited the "before" to the realm of the Canadian voyageurs. It was not until I encountered an article by Queen's University Professor William C. James that I realized how deep into the past our canoe journeys take us. James's article, "The Canoe Trip as Religious Quest", suddenly provided the identity of the secret ingredient that, for me, had always made canoe tripping a passage beyond time.

It is in the timeless and subconscious patterns of the classical quest that we find the link between ancient hero and modern explorer. That traditional quest can be separated into four stages:

- 1) Preparation,
- 2) Separation,
- 3) Tribulation,
- 4) Re-Creation.

For a brief mythological refresher, we can examine the legend of Theseus and the Minotaur. Theseus prepared himself for his heroic lifestyle by perfecting his physical skills as a youth. When he had finished his vigilante cleanup of the Greek thoroughfares, he presented himself at the court of his father, Aegeus, King of Athens. No sooner were father and son reunited, than Theseus undertook the challenge of journeying to Crete to slay the dreaded Minotaur, a flesh eating half-man half-bull. This separation involved a passage by water from the known, Greece,

to the unknown, Crete. There, in the labyrinth of King Minos's palace he faced the trial of slaying the monster and finding his way back out of the maze. Successful in his quest, he returned home to receive a hero's glorious welcome and the kingship of his land.

You may not be able to see yourself as Theseus, but if you take a moment to reflect upon your last canoe trip, you will find an astonishing similarity between the stages of the classical heroic quest and the modern canoe quest. Your PREPARATION began years ago as you developed your skills in paddling, boat rescue, woodsmanship, and first aid. Your plans for the trip included pouring over maps, checking route books, researching historical journals, gathering up packs, tents, paddles, canoes, PFD's, and searching the house for every last piece of gear that would prove invaluable to your comfort and survival. Why, the very fact that you planned a canoe trip clarified your basic heroic nature: like those classical figures who went before you, you have accepted the challenge, taken the risk, and answered the call to adventure.

As you travelled to the access point of your trip, your SEPARATION from civilization and the known increased with every mile. This portion of your quest can be fraught with trials: the car breaks down, the flight is fogged in, the ice hasn't gone out yet. But, eventually, you arrived at that point

of final separation, as you launched your canoe and began the passage by water.

There can be no heroic element if the quest is too easy; therefore, facing and conquering TRIBULATION is a crucial part of the adventure. Remember the muscle knots building in your arms and shoulders as you made the day's passage against the wind; remember the frustration rising as you explored one bay after another for the portage entrance; remember the tump, slippery with sweat, jamming down across your eyes as you floundered through the sucking mud of northern bogs, with arms numbed from the unaccustomed pressure of the pack straps, and soul tormented by the swarms of relentless black flies and mosquitoes.

The heroic in you did not give up, and eventually the trial was over. At the end of that long portage you caught a glimpse of blue that lightened your burden, and a cooler breeze freshened your step. Slowly your muscles unwound, and as you pushed your body back down the trail to help your fellow questors, your mind took comfort in devising diabolical ceremonies for the destruction of *wanigans*. As each day passed, though, the tasks became less arduous, less painful, and your body and spirit cleansed and strengthened.

This was RE-CREATION: the realization that you could meet the challenges of wind, water, and portage and succeed without complaint or boast. More than this, you realized that the friendship of companions formed a bond stronger than self, and at the same time, the balm of solitude rekindled in your soul the song of the wilderness. This is the final confirmation of the heroic spirit.

Revitalized, you made the return to civilization, and as any classical hero would, you brought good, a boon, to those around you. You have not brought back the Gorgon's head, nor the Golden Fleece; rather, it is your easier laugh, your self-confident step,

your energy and enthusiasm that flow from you to family, friends, and colleagues. You are the gift. While not all of us become heroes, for some stumble on the tribulations, or never find the magic of re-creation, so great is the power of a quest that all who share in it are indelibly enriched.

The wanderers and wonderers of this world share a timeless and subconscious heritage; it is that primeval myth that is within each of us, and when we answer the challenge of that heroic call, we are following a pattern that is as old as mankind. Through the fulfillment of that primitive and sacred journey we are literally reborn. Backpackers find it in part, but they are landlocked; mountain climbers move closer to it as they ascend to the thrones of the gods. But the true quest must have a separation from land, a passage by water, and so it is left to sailors and canoeists to continue the ritual.

Those who ply the hidden coves by sail and oar are close in spirit to the wilderness paddler, who, with each journey, becomes part of an eternal quest that is as classical as those of our ancient heroes, and as familiar as our Canadian voyageurs. As the grip of winter is released from the land, and the spring run-off surges down our waterways, you will once again receive the Call. The hero is within you; it will be released when you discover that adventure is created out of ordeal only through the myth we carry with us, a myth that truly joins us in spirit with those who went before.



A Canoeing Experience

Penny Purcell



Are you interested in upgrading your paddling skills, from improving that "J" stroke to perfecting a solo dock landing? Or perhaps, you want to become faster and more efficient in a canoe rescue situation. Has your Board asked you to assist on a school canoe trip, and you felt inadequate? If so, the Canoe / Camping / Leadership Workshop is for you. Parts I and II of the CCLW, sponsored by COEO, are being held once again this summer at the Ontario Camp Leadership Centre (Bark Lake) and Camp Wanapitei.

This article on the CCLW is being written from the perspective of a former participant in the Part I course. I was certainly not an expert canoeist; in fact, I was a very inexperienced paddler who merely hoped to improve my skills, not only for increased personal enjoyment, but with the intention of teaching basic canoeing strokes to beginning students. This course enabled me to accomplish both these goals.

Accompanied by thirty-five other participants, each of whom possessed varying degrees of knowledge and skills, I arrived knowing how to don a PFD, how to propel a canoe in a straight line if the lake were big enough, and how to swim my hundred metre test without sinking too far below the surface. At the end of the six days, I had gained a semblance of competence, possessed more knowledge and ideas that I could pass on to students, and certainly felt more confident in my canoe camping leadership abilities.

Very briefly, the course offers certification from the Ontario Recreational Canoeing Association and the Royal Life Saving Society. The program is an intensive series of canoe skills and boat rescue sessions that fill the morning and afternoon, with the evenings reserved for practice and lecture sessions on everything from weather prediction to wet-proofing packs. The staff to student ratio was one to six, an excellent teaching/learning situation which enabled participants to benefit fully from their instructors' expertise. The teaching styles moved between task and discovery, which led to a high sense of personal achievement among the participants. Each session was well planned and suitably organized so that all skills were taught and learned in progressive, sequential stages.

The day started with an optional pre-breakfast paddle; this session, like the after dinner one, was for practice, perfection, and pleasure. If needed, a staff member was always nearby for additional instruction, but the intent was to provide a relaxed and comfortable respite from the hectic day lessons. The excellent rapport that developed between staff and participants was fully nurtured in these quieter moments. But there were no such moments during the day; it was filled with solo and tandem canoe skills and boat rescue drills. By the end of the course we felt we might be able to approach a sinking Great Lakes freighter, refloat the ship and rescue the crew - solo, in a canoe.

The evening sessions usually finished by 11:00; for some this signalled the end of a busy day, while others enjoyed a social "hour". It never failed to impress us that the staff could work so hard all day, sing and joke with us into the night, and greet each day with even more energy and enthusiasm than the one before.

Energy and enthusiasm are needed by the participants, as well; if fact, so busy is the course that future students would be well advised to take care of their basic bodily needs before the Workshop begins. There is definitely no time to even think of these natural functions during the six days - it's just not built into the schedule. However, it must be stressed, on a positive note, that the course is definitely not competitive - no participant was ever made to feel inadequate, and the emphasis was placed on personal achievement in skills and leadership.

There are aspects of the program that we regarded as "special", and this type of scheduling helped to break the routine, and at the same time served to further highlight the course: our Lake Orienting Race, our twenty-four hour overnight trip and the unforgettable star paddle under the aurora borealis, and the final memorable evening with a solo paddle upon a candle-lit lake. This final paddle, accompanied by song, served to sum up what the course meant to each and every one of us.

Finally, a write-up on this course would not be complete without a word about the high calibre of instruction that was provided by the staff. Any course is only as good as the quality of teaching offered in it; these staff members personify all that is excellent in teaching. Under the capable direction of Harry "Skid" Crease, the instructors revealed their intensive knowledge and imparted the subject material in ways that were clear, concise, helpful, and humorous. Their energy, empathy and patience were an inspiration to us all. We will never forget - Skid's witty and profound comments, Tanys Stevens's incredible musical talent, John Logan's multilingual counsel, "Brother" Fred Loosemore's irreverent impersonations, Tony Louwman's generous handouts, and Don McLeod's ability to find a complete meal in the wilderness.

We came from different parts of Ontario, and from widely varied backgrounds. Our common goal was canoeing, and yet in those short six days there was more sharing, concern, and thoughtfulness than one might hope to see in a lifetime. Our instructors gave us the best of themselves; we gave our best in return.

The CCLW is an excellent course for all levels of canoeists, and each participant personally benefited from the experience far beyond the skills of canoeing, camping, and leadership. We all departed the course with increased skills and knowledge, but we also established friendships and a network of professional expertise that will serve us well in the years to come.



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-

THIS EXCELLENT RESOURCE MANUAL HAS BEEN PREVIEWED BY COEO AND IS HIGHLY RECOMMENDED AS AN INVALUABLE TEACHING AID FOR CANOE SAFETY PROGRAMS. Manuals are available from the Canoe Ontario office at 1220 Sheppard Ave. E., Willowdale, Ontario, M2K 2X1; 416-495-4180. Canoe Ontario members - \$40.00; non-members - \$50.00; class sets of Canoe Ontario Safety Program Crests may be ordered at a cost of \$1.00 per crest. Make all cheques payable to Canoe Ontario.

A Rationale for Canoe Sledding & Tips for Canoe Sledders

Craig MacDonald

Spring break up is a technically difficult season to travel Canada's waterways. At this time ice bearing strengths on waterways can never be fully trusted for safe travel using exclusively winter equipment. On land, the spring thaw often turns easy portages into a nightmare of slumping snow surfaces and washouts requiring time consuming detours.

Although spring snow provides good support for walking when frozen, snowshoes must always be carried in the event of new snowfall or above freezing temperatures. With warm mid-day temperatures or rain, the snow will quickly soften and turn into unconsolidated layers of icy pellets which readily

collapse with any downward pressure. Even with large snowshoes, one will usually sink deeply into this snow, making travel difficult. Despite the re-emergence of bare ground along shorelines and on south facing slopes, snowshoes may still be required to traverse the more sheltered areas of the forest.

Loose pelletized spring snow is hard on snowshoes. Special guards must be worn to prevent damage. Otherwise the babiche netting along the inside edges of the frame and under the foot will be cut to pieces with just a few hundred metres of travel.

Large di-urnal temperature fluctuations and unpredictable weather conditions require a wide range of equipment to safeguard human comfort. The key pieces of equipment are the winter tent and wood stove, for they can bring warmth and dryness to a camp even in miserably wet and cold weather.

The most formidable difficulty with early spring travel is the combination of open water, solid ice and semi-solid ice that is usually encountered along the route. These completely frustrate an exclusively summer or winter approach to travel on waterways. Although many people try, it is very impractical to drag loaded canoes for any distance over frozen waterways or snow covered portages. Canoes just don't pull well when used as toboggans. It is equally impractical to shoulder canoes and heavy loads while on snowshoes. Even if snowshoes are not required, the frozen sections of most routes are so long that portaging them would be exhausting work. Conversely, winter equipment such as toboggans and sleds certainly cannot be used to travel on open water!

The traditional solution to this conundrum was to use a specially designed sled in conjunction with the canoe. The sled-canoe or sled-kayak approach has been widely used in many areas of North America from the Arctic to southern Ontario. For example, in the Northwest Territories, one need only refer to an engraving of Sir John Franklin's expedition reproduced in Plate VII of Farley Mowat's book Tundra-Selections from the Great Accounts of Arctic Land Voyages for adequate proof of use. Here in Haliburton less than one hundred years ago, the sled and birch bark canoe combination was commonly used by trappers on their annual treks to reach far-off spring trapping grounds in what is now Algonquin Park.

As a result of extensive interviews with native trappers and the experience of our recent WCA trip, I have reached conclusions about canoe sledding equipment and its use. In similar terrain and snow conditions to what we encountered, 7½ feet would appear to be the ideal length for a canoe sled to fit a seventeen foot canoe. Sleds much longer than 8 feet interfere with the bow

paddler when carried upside down over the canoe load. We also found it more difficult to pivot the runners around sharp turns on the snowshoe trail with our largest sled which measured 9½ feet long.

The two designs where the runners curved upwards on both ends, proved superior to the sled which only curved upward at the front. It required more effort to haul the latter design through sharp gullies and slump holes. Furthermore the sleds that were curved up at each end could be more easily backed up for three point turns on narrow trails.

In the 9½ foot sled, the crossbars were positioned well back from the runner tips. Great torsional forces developed in the runners when this canoe sled passed over uneven ground. This loosened, the runner-crossbar lashings more quickly than in the other sleds. Eventually on the last day of our trip, a rear crossbar seat broke off, even though the sled was build with much larger and stronger components than the others. To minimize these torsional forces, it would appear best to place the crossbars very close to the ends of the runners and to keep sled length under 8 feet.

A good tool to carry along on a canoe trip is the Swiss army knife with the awl blade. This blade is handy for boring holes in wood. We were able to bore a pair of two inch deep holes and effect a complete repair to our long sled in less than 30 minutes.

For hauling canoe sleds it is wise to provide every person with a standard leather 18 foot tumpline, as sledging conditions can change dramatically during a trip. When traveling open level areas, we found it is best to have two people pull from the front, one behind the other. The first hauler should be positioned four feet ahead of

the canoe bow and the second at eight feet. Four foot rope tump extensions will be needed for the tails of the leading tumpline. Both tumplines are tied, independent of each other, to rope loops on the front crossbar rather than to the canoe itself.

Where narrow uneven trails require manoeuvring, the lead tump can be looped backwards and stored in the canoe without untying it from the crossbar. One person then pulls from the front using the short tump while the other pushes, pulls and steers the canoe from the rear. Sometimes, if there is a point of attachment at the very rear of the canoe, a short loop of rope is handy for the rear person because it reduces the amount of stooping required. This loop can be used not only to hold the sled back on downhill pitches but to life the end of the canoe so pressure is taken off the runners when the canoe is pivoted around a turn or hauled up over windfalls or sharp hummocks along the trail. Steep downhills usually require the front person to hold on to the bow of the canoe on the opposite side of the person at the rear to provide steerage and extra braking power. The short tump can be simply looped back into the canoe and stored with the other tump. On side-hill trails it may be necessary to position the people at both ends of the canoe on the downhill side.

Travel strategy is important. In thawing weather close to spring break up, it is best to travel when the air temperature is below freezing. With the frost, any candled ice on the waterways is made stronger and spring snow in the woods will be hard enough to support the weight of a man without snowshoes. This may mean breaking camp each day at 4:00 a.m. and suspending ice and snow travel as early as 11:00 a.m.

Although canoe sleds are designed for weak ice, such travel is slow and dangerous. More daily distance can be covered either by paddling the canoe in open

water or by sledding the canoe over strong ice or snow surfaces. A good strategy is to select a course where changes can be made from one mode to another at locations which avoid weak ice. On rivers try landing or launching the canoe where open water sweeps close to the shore. For lake travel, small points or projections of land become likely locations to check for easy entry and exit with the sled. As the thaw advances, the ice along the shore of lakes melts first to form a margin of open water. However the loose floating plate of lake ice will remain in contact with the land at many points and head lands. Sometimes the shore can be safely reached at these locations even without the use of poles. At this stage of break up it is wise to sled well out from shore giving creek inflows a wide berth.

Additional equipment should be carried when travelling on weak ice. It is helpful to bring along at least 100 ft. of light rope, three 12 foot poles and one 6 foot pole per canoe. Poles can be cut from dead material en route - preferably of spruce. One of the long poles can be positioned cross ways to the canoe and lashed to the centre thwart to serve as an outrigger on both sides. If the sled runners break through the ice unevenly, this cross pole will prevent the canoe from capsizing on its side.

On weak ice, rather than pulling out front with tumps, the canoe should be pushed from opposite ends on opposite sides holding the gunwales. From this position one can quickly vault into the canoe before getting wet as the sled breaks through the ice. Since both weight and time are factors in ice breakage, it is often possible to traverse a very weak sagging section of ice by running with canoe.

The knots used to tie the canoe to the sled should be positioned over the load. In the event of break through,

they can easily be untied from inside the canoe without having to reach down into the water. Since the sled floats, it can quickly be retrieved from the under side of the canoe with the lashing ropes.

To regain solid ice, the cargo is simply shifted towards one end of the canoe so the other end can be paddled up on the firm ice. Poles can then be laid out on the ice parallel to the canoe on either side. The canoeists use these poles to stand on when the canoe is hauled farther up onto solid ice. The cycle is completed when the canoe is remounted onto the sled.

Before trying canoe sledding by yourself, there are several points of safety worth noting. First, when it is necessary to pass over ice of questionable strength one should hold the gunwales of the canoe for additional support. If for some reason it becomes necessary to leave the safety of the canoe, it is wise to carry a light six foot pole in your hands. This pole can serve as a probe, since the visual appearance of spring ice can NEVER be trusted as a reliable indicator of satisfactory ice bearing strength. If the pole goes through the ice with a single blow, the ice is too unsafe for walking.

In the event you happen to fall through the ice, the six foot pole is one of the best aides that can be carried for climbing back out of the hole.

ALWAYS attempt to climb out of the hole in the ice in the direction from which you came. Since the ice over which you walked held you once, it will likely do so again. Unless you can stand on bottom or are only a few feet from shore attempting to climb out of the hole in any other direction is a foolish gamble with untested ice. Many people drown by trying to exit in the direction of a nearby shore, exhausting themselves before reaching firm enough ice to support their weight.

The safety of canoe sledding during the final days of spring break up is largely dependant on the amount of ice formed over winter. As the spring melt proceeds, the ice cover over water bodies deteriorates into a mass of pencil thin vertically oriented ice crystals known as candled ice. During the above freezing air temperatures towards the end of break up, the frozen bands between these crystals melt so that the crystals in the ice are only loosely held together. What weight the ice surface can support is largely due to projections on the sides of the crystals which interlock with surrounding crystals to hold the ice cover together mechanically.

Where the maximum ice development does not exceed three feet (all bodies of water in Southern Ontario for most years) the crystals are too short to have sufficient mechanical interlocks to support the weight of a person when the bonds between the crystals become unfrozen. This means that there is usually a one to three week period immediately preceeding complete ice break up when all travel on water ways must be suspended.

In the far north, the crystals are formed from a much thicker layer of ice and as a result are much longer. Even when the bonds between crystals became completely unfrozen, the mechanical interlock between adjacent crystals is much stronger, so the ice layer will usually support the weight of a person. Although comparatively safe, when one walks on this candled ice, it will hiss like a tea kettle as the water and air are driven out from between the crystals as they are depressed. Because this candled ice is

stronger and more supportive, one can often travel by canoe sled right through spring break up to open water conditions without missing a single day.

Cheemaun Odawban

Craig MacDonald

The purpose of this WCA trip, apart from the adventure itself, was to comparatively evaluate three different designs of canoe sled under actual late season travel conditions in the Dorset area of Ontario. Participants included Jim Greenacre, Jim MacLachland, Graham Barnett, Trish Hennessy, Mark Sriver and myself. Several weeks prior, a profound thaw created ideal canoe sledding conditions - glare ice on the waterways and well developed spring snow in the forests which would support the weight of a man without snowshoes. During pre-trip tests on Lake St. Nora, it was found that on level glare ice a single person could easily pull an enormous load of well over 350 killograms. However, a few days before the trip several centimetres of snow fell creating more difficult sliding, akin to winter travel. This necessitated tandem hauling (2 persons per canoe) for most of the route to move comfortably the size of loads taken on this trip.

The first day found us leaving from the Menil Road to travel up a chain of four lakes in beautiful but unseasonably cold, clear weather. Indeed throughout the trip, temperatures never rose sufficiently to soften the crust and require the use of snowshoes. As we stopped that day for lunch on the Margaret-Dan Lake portage we were passed by the dog team of Mike Buss who was travelling the Three Island Lake circuit. After this encounter, we had the waterways entirely to ourselves for no dog sled or for that matter no snowmobile could possibly follow our route. Progress was surprisingly rapid and we quickly passed over the height of land between Lake Ontario and Georgian Bay. An early camp was made on a beautiful south facing, pine-clad point on Horse Lake. This allowed us a few hours to explore the

waterfalls and rapids on the Black River as well as to clear a couple of windfalls off our next portage.

That night the temperature dropped very low making us thankful of our winter tent and stove. However, Mark Scriber amazed us. After working up a sweat while cooking supper over the wood stove, Mark suddenly exited from tent and removed the remainder of his clothes. He then ran bare foot onto the lake and rolled several times in the snow to cool off and get clean. For washing most people usually prefer the indoor hot water sponge bath method.

In response to the low temperature, the lake thumped and groaned with vengeance (unusual for so late in season) - this in combination with at least three hooting barred owls and intense northern lights made for an eerie late evening stroll across the lake.

The second day was warmer and just as beautiful. Our next challenge was the steep Horse Lake - Black River portage with its nasty side hill section along Horse Creek. The entrance to this portage was devoid of snow. To get the sleds over some exposed rock faces, sticks and poles were laid down cross wise to the direction of travel at approximately half metre intervals. These sticks and poles came from dead windfall material lying in the bush. The runners will slide very well over wood, wet leaves and grass. However rock and sand are abrasive and will quickly damage plastic or wooden runners. Generally speaking it is faster to place sticks over these hazards than to cover them with shoveled snow.

Our intended plan was to take the canoes off the sleds and paddle the black River down to the first falls. However, the severe overnight cold froze over several sections of the river. Even where there was open water in the centre of the river, sufficient strength

had developed overnight in the ice along the edges to permit reasonably safe sledding. By sledding this section we were spared the time consuming task of breaking out a mid-river channel with axes and poles to pass through sections that had completely frozen over.

Just above the falls the canoes were de-mounted from the sleds. Rather than dis-assembling the sleds they were placed upside down in the canoes on top of loads. We then paddled down a small riffle and across to the north shore to gain entry to the next portage. Using strictly winter equipment, this is a stiff portage as the trail climbs over a high hill at its lower end to avoid rapids and open water. Yet with the canoe sleds, only the upper falls was portaged by sledding. The river below including the next set of rapids could be run in canoes. Because of the unusual cold, we did however, have to break approximately 30m of thin ice with the axe to pass farther down river to Black Lake.

The inflow of the Black River into Black Lake creates a huge eddy which circles counter-clockwise along the north shore until it is deflected by the first point of land and dissipates half way out in the lake. After lunch at the river mouth, we re-mounted the canoes and crossed on a relatively strong strip of ice between the eddy and the Three Island Creek inflow on the south side of Black Lake. The cabin of the recently deceased Orrington Avery, the very last of the old time Dorset trappers, was passed in early afternoon. A short distance down river from the outlet of Black Lake the ice became too thin to carry us, so the sleds were hauled through a forest trail on the north side until we reached open water. By this point the warm sun had increased the air temperature to just above freezing so Mark could now travel in his

short pants. From here it was an uninterrupted paddle to our campsite on the Black River above Chalk Creek.

The following day we awoke to a driving blizzard which by night fall delivered 22 centimetres of new snow. Our route took us farther down river by paddle, then by sled following an old snowshoe trail and a chain on four

beaver ponds to the height of land. To cross over, the sleds were double teamed on the steepest pitch. We then quickly passed through another series of beaver ponds to Markgaret Lake, our final destination.

It is with some regret that circumstances did not permit us to fish at an excellent speckled trout hole, however we were more throughout the trip. Tracks of fox, wolf, otter, marten and moose were much in evidence. The deer yard west of Black Lake was so heavily tracked that it was only by chance that we did not see them. Possibly the highlight was an excellent view of a bald eagle which flew over head at tree top height.

This trip confirmed that canoe sledding is a very practical way to travel at spring break up. If you are interested in trying this type of travel for yourself, I recommend that you read my article "A Rationale for Canoe Sleds and Tips for Canoe Sledgers" found elsewhere in this issue of Nastawgan.

WHO GIVES A HOOT?

Who gives a hoot? Owls, of course! Kluane has six different species of owls, the most common being the Great Horned Owl or "Cat Owl" identified by its "ear" tufts and deep hoot.

All Indians tribes of the area have superstitious beliefs about the owl. If it alights near camp it means bad luck and a harbinger of death. Owls are also used as "bogey men" to help discipline children and keep them home at night. Little wonder why many people get in almost a frantic state "when the owl calls their name."

One story of the Sourther Tutchone tells of a monster man-eating owl with huge copper claws that ravaged the countryside near Dalton Post. It is said that a large scar on a mountain near Nugwa'ik village on the Tatshenshini River is the spot where a clever old woman killed and burnt the owl.

The owl's hoot was also used as a type of barometer. Natives claim that if the "weather owl" gives a slow, deep hoot there was to be warm weather, a faster hoot meant colder weather.

Listen for the call of the owl on some moonlit winter night, but don't let your imagination get carried away!

HI & LOIS

by Mort Walker & Dik Browne



THE STING

If you're afraid of being stung, watch your step while hiking in Kluane! The woods are full of paper wasps or yellow-jackets. These insects can inflict a painful sting and are a real pain in the neck for back-country travellers.

Yellow-jackets are social insects who live together in colonies or nests. In the spring the queen wasp looks for a place to start her colony. She chews soft-wooded plants such as a willow or poplar and spits it out slowly, building a paper nest on a branch or in a hollow log. The queen rears the first generation herself until her workers can take over. From that point things really get moving and the hive enlarges by leaps and bounds.

Wasps are more numerous in dry weather. Indians say this means the following winter will be a cold one.

So be careful in the woods. Don't leave fish or other fresh meat out in the open. If it doesn't attract bears it will attract yellow-jacket wasps. A sting is like the touch of a hot match, and once one wasp stings others will follow. This is because the wasp gives off an alarm scent or pheromone which tells other wasps an invader is in the area. And remember, wasps are able to sting you time and time again because their stinger doesn't have a barbed hook to anchor their body. The wasp, unlike the bee who stings once and dies, can live to sting another day.

If you do get stung, look for a willow to relieve the pain. Simply chew the leaves into a mash and apply it directly to the afflicted area. Willow is full of A.S.A., the famous pain ingredient in aspirin.

SNOW FLEAS

If you get the itch when you are out snowshoeing, don't blame it on snow fleas! These tiny black insects which cover the snow during spells of warm weather are not fleas at all, but SPRINGTAILS.

Springtails spring to life from underneath bark and decaying wood and are easily spotted as millions of pinhead-sized dots leaping and jumping on the snow. They go unnoticed in the late spring and summer - but in the winter they're very obvious. "Snow fleas" are scavengers and not blood-sucking creatures like true fleas. They jump with a long, forked tail which can be quickly flicked. There are 314 species of springtails in North America of which the Snow Flea (*Achorute nivicolus*) is one.

QUOTES

- Rabbit tracks make very poor soup.
- Although it may not appear such when climbing a hill, is is the same distance up as down.
- The reason it is so cold out is due to the lack of heat.
- First rule of the winter traveller "don't eat yellow snow."
- Everything is going well - I must have over looked something.
- Nothing is impossible for the person that doesn't have to do it.

WELCOME TO THE NEWEST COEO MEMBER! Skid and Liz Crease are pleased to announce the arrival of Jeffrey Harrison. Like a true COEO member he chose to arrive in the middle of the March 4th snowstorm. Looks like Skid has a new paddling pal!

HERE'S A CHECK LIST TO MAKE THE CANOE TRIP GO WELL

The Canadian Recreational Canoeing Association provides this check list to assist in planning safe and satisfying canoe trips. All facets of planning are included; some may not apply due to geography or length of trip.

	Yes	No
1.0 OBJECTIVES		
1.1 Do you have written objectives?	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Can the objectives be evaluated?	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Are participants made aware of the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.0 PARTICIPANTS		
2.1 Is your canoe travel group twelve participants or less?	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Is the age range of participants consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Is the participant's experience and technical ability consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Is the participant's fitness level consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Is the composition (male, female, co-ed) of the group consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Have you considered the compatibility of the individual within the total group?	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Is the medical status of the participant consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are participants well rested and nourished prior to commencement of the canoe trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.0 LEADERSHIP (leaders refers to designated group leader and assistant group leader)		
3.1 Do you have 2 designated leaders for your canoe travel experience?	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Is one leader designated group leader?	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Is one leader designated assistant group leader?	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Do the group leaders have written job descriptions?	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Are the roles and responsibilities of each leadership position clearly defined and understood by each leader?	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Are the leaders compatible under trip circumstances?	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Does the group leader have experience at least equivalent to the current trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Is the group leader 21 years of age or older?	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Is the assistant group leader a minimum of 18 years of age?	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Have the leaders experienced positive leadership training related to canoe travel?	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Do the leaders have previous practical experience:		
- as a participant?	<input type="checkbox"/>	<input type="checkbox"/>
- as an assistant group leader?	<input type="checkbox"/>	<input type="checkbox"/>
- as a group leader?	<input type="checkbox"/>	<input type="checkbox"/>
3.12 Have the leaders previously canoed the designated canoe area?	<input type="checkbox"/>	<input type="checkbox"/>
3.13 Is the maturity of the leaders consistent with the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
3.14 Are the leaders physically and emotionally fit to lead the canoe trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.15 Have the leaders' medical conditions been evaluated within the last 3 months prior to the canoe trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.16 Can the leaders demonstrate effective rescue techniques for this trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.17 Do the leaders have standard St. John's or Red Cross first aid training or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
3.18 Is the first aid training current (within the last three years)?	<input type="checkbox"/>	<input type="checkbox"/>
3.19 Do the leaders possess C.R.C.A. Level IV (whitewater, flatwater and canoe camping) skills or provincial standards?	<input type="checkbox"/>	<input type="checkbox"/>
3.20 Do the leaders possess a Bronze Medallion or equivalent in lifesaving?	<input type="checkbox"/>	<input type="checkbox"/>
3.21 Is the Bronze Medallion or equivalent certificate current?	<input type="checkbox"/>	<input type="checkbox"/>
3.22 Are the leaders well rested and nourished before commencement of the trip?	<input type="checkbox"/>	<input type="checkbox"/>
3.23 Is the leader to participant ratio 1 to 5 or less?	<input type="checkbox"/>	<input type="checkbox"/>
4.0 ROUTE PLANNING		
4.1 Is the proposed route consistent with meeting the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Have participants been fully informed about the nature of the canoe trip?	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Have you consulted with the following to obtain route information? (i.e. government agencies _____, canoeing associations _____, written materials _____, historical documents _____, local inhabitants _____, and previous trip participants _____)	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Have you considered:		
- total length of the route?	<input type="checkbox"/>	<input type="checkbox"/>
- access to exit points?	<input type="checkbox"/>	<input type="checkbox"/>
- nature of the geography (whitewater, ocean, lake)?	<input type="checkbox"/>	<input type="checkbox"/>
- weather probabilities?	<input type="checkbox"/>	<input type="checkbox"/>
- water levels?	<input type="checkbox"/>	<input type="checkbox"/>
- water temperature?	<input type="checkbox"/>	<input type="checkbox"/>
- water quality?	<input type="checkbox"/>	<input type="checkbox"/>
- campsites - location and quantity?	<input type="checkbox"/>	<input type="checkbox"/>
- portages and conditions?	<input type="checkbox"/>	<input type="checkbox"/>
- unusual hazards?	<input type="checkbox"/>	<input type="checkbox"/>
- emergency communication?	<input type="checkbox"/>	<input type="checkbox"/>
- available mapping?	<input type="checkbox"/>	<input type="checkbox"/>
- daily mileage?	<input type="checkbox"/>	<input type="checkbox"/>
- seasonal variations?	<input type="checkbox"/>	<input type="checkbox"/>
- fire restrictions?	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Having considered all route information, is the route compatible with the participants abilities and expectations?	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Have permits and authorizations been obtained for presentation en route?	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Is your route itinerary documented and left with responsible authorities?	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Have you allowed a minimum of one rest day per 7 day week?	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Are local authorities informed of the details of the trip?	<input type="checkbox"/>	<input type="checkbox"/>

5.0 ORIENTATION AND TRAINING

- 5.1 Are you conducting a pre-trip training session?
- 5.2 Does your training session include both theory and practical sessions in a simulated trip environment?
- 5.3 Do the training sessions include the following minimum canoe skills?
- 5.4 Does the training session cover basic campcraft skills (i.e. fire lighting, cooking, axemanship, equipment use)?
- 5.5 Are the levels of swimming and lifesaving tested in conditions similar to those experienced on the canoe trip?
- 5.6 Are the participants made aware of the contents and location of the first aid and survival kits?
- 5.7 Are the participants instructed in first aid and survival procedures?
- 5.8 Do the participants go through canoe rescue techniques (canoe over canoe, canoe-tipping, and self rescue)?
- 5.9 Are participants made aware of emergency management procedures?
- 5.10 Are participants made aware of appropriate environmental concerns?
- 5.11 Are participants made aware of on route organizations?
- 5.12 Are participants taught navigation skills (map and compass)?
- 5.13 Are participants made aware of weather prediction techniques?
- 5.14 Have leaders and participants been made aware of rules and regulations?
- 5.15 Has the rationale for these rules and regulations been discussed with the participants?
- 5.16 Do participants take part in a one or two day shakedown cruise?
- 5.17 Is the equipment used in trip training the same equipment taken on the trip?

6.0 ADMINISTRATION

- 6.1 Objectives
 - 6.1.1 Are the written objectives recorded and kept on file?
- 6.2 Records
 - 6.2.1 Is the following information on participants on file (name, address, phone number, parents or guardians address and phone number, medical health number and alternate emergency contact)?
 - 6.2.2 Is there a medical record on file for each participant?
 - 6.2.3 Are canoe trip log books made available to group leaders (accident reports, medication administered, etc.)?
 - 6.2.4 Is there a written record on file of all food and equipment taken?
 - 6.2.5 Is there a written record on file of the route itinerary and alternatives?
 - 6.2.6 Have written menus been developed which observe the Canada Food Guide?
 - 6.2.7 Are there evaluations completed for the following (program objectives, updated route information, post trip, medical forms, equipment)?
- 6.2.8 Is the above information recorded?
- 6.3 Contracts and Agreements
 - 6.3.1 Is written permission obtained and kept on file for each participant to take part in the program?
 - 6.3.2 Do you have clear written agreement with the parent or guardian on designed management of the participant in the event of an emergency? (see appendix _____)
 - 6.3.3 Are parents or guardians informed regarding the general scope and nature of the trip?
 - 6.3.4 Is there a written job description on file for each person who is assigned a leadership position?
 - 6.3.5 Is there a written contract between the group leaders and the sponsoring agency?
- 6.4 Legal and Insurance
 - 6.4.1 Have the necessary permits been acquired for the route?
 - 6.4.2 Do you have current insurance policies in force?
- 6.5 Financial
 - 6.5.1 Are proper financial practises or procedures being used?
- 6.6 Transportation
 - 6.6.1 Are the vehicles used in transport of participants and equipment checked on a regular maintenance basis? (as per manufacturers manual)
 - 6.6.2 Is the driver's schedule conducive to the safety of the participants as well as his own?
 - 6.6.3 Are trailer hitches, canoe tie-downs and electrical directional signals checked on a regular basis en route?
 - 6.6.4 Do all vehicles, including trailer, have usable spare tires and attached equipment?
 - 6.6.5 Has the licensing of the drive been checked in relation to the size of vehicle being used?
 - 6.6.6 Does the drive of the vehicle carry essential documents at all times?
 - 6.6.7 Are persons involved in transportation aware of all pick up and delivery schedule?
 - 6.6.8 Are accessories (first aid kit, fire extinguisher and highway signals) present and in usable condition?
 - 6.6.9 Are vehicle load capacities observed?
- 6.7 Equipment
 - 6.7.1 Is all equipment checked to ensure it is in good condition before the trip departs?
 - 6.7.2 Are the canoes designed for the most demanding water conditions on the planned route?
 - 6.7.3 Are the canoes designed to facilitate appropriate rescue procedures?
 - 6.7.4 Has the capacity of the canoe been observed in relation to the weight of the passengers and equipment?
 - 6.7.5 Is there a bailer and extra paddle in each canoe?
 - 6.7.6 Is there an approved lifejacket or approved personal flotation device for each individual?
 - 6.7.7 Is this equipment included (i.e. repair kits _____, signal flares _____, portable stove and fuel _____)?
- 6.8 Special Considerations
 - 6.8.1 Have food drops (caches) been arranged if required?
 - 6.8.2 Are adequate emergency funds provided to the leaders?
 - 6.8.3 Do you go through a brief final checklist?

7.0 TRIP EN ROUTE

- 7.1 Are exceptions from recommended procedures recorded for future reference?
- 7.2 Are incidents that signify accomplishments of the trips objectives recorded?
- 7.3 Are there opportunities for evaluation by participants on the progress of the trip?

8.0 EVALUATION AFTER THE TRIP

- 8.1 Is there an opportunity for participants to evaluate the trip experience (written or verbal)?
- 8.2 Is there a written evaluation of the trip experience by the leaders?
- 8.3 Is there an opportunity for the parents or guardians to comment on the effects of the quality of the experience?
- 8.4 Is there an opportunity for administrators to evaluate the trip experience?
- 8.5 Is there an opportunity for leaders to discuss the canoe tripping experience with a view to improving the tripping program?
- 8.6 Are all forms and documents properly filed and kept for future reference?



(5)

DENOGRAPHIC SECTION

1. Age:
- under 20
 - 21 to 30
 - 31 to 40
 - 41 to 50
 - 51 to 65
 - 66 +

2. Sex:
- Male
 - Female

3. I have been a member of COEO for:
- 1 year
 - 2 or 3 years
 - 4 or 5 years
 - 6 or 7 years
 - 8 or more years

4. I belong to the following region of COEO:
- Eastern
 - Central
 - Western
 - Northern
 - Far North
 - out-of-province
 - don't know

5. I heard about COEO in the first place:
- from professional contacts
 - at college, university
 - from friends
 - at a conference
 - don't remember
 - other

6. My last completed academic training was:
- High School
 - Community College
 - Bachelor's Degree
 - Master's degree
 - Doctorate Degree
 - other

7. My major area of academic study was: (circle as many as apply)
- Natural Science
 - Physical Science
 - Social Science
 - Fine Arts
 - Languages
 - Physical Education/Recreation
 - Education
 - General
 - other

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO MEMBERSHIP SURVEY

A REQUEST

This Membership Survey is designed to gather information in formulating short and long range plans for the improvement of COEO. The Planning Committee is contributing considerable time and effort on behalf of COEO and we are requesting some work from all members. We hope you'll take twenty minutes to complete and return this survey. By doing this, you'll be contributing some information of value to the organization and eventually to yourself. We need a high return rate to generate enough data for valid analysis. *Please return your completed survey by May 10th, 1985.*

The survey has three sections:

- The Demographic Section seeks information on who COEO members are. What are our backgrounds, qualifications, and competencies?
- The Needs Section seeks to draw out what you personally need as a professional Outdoor Educator and as a person interested in the outdoors.
- The Services section allows you to critique the services you currently receive from COEO.

There is no commitment on your part beyond returning the completed survey. Each question requires circling of the appropriate response(s). Some statements offer you the option of writing short answers. In the design, we've tried to accommodate all main groups of Outdoor Education professionals but we know there are some members who may not fall into the designated groupings. Please don't be offended, but specify your response in the "other" line.

We will welcome any additional written comments. Also, all members of the Planning Committee and all Advisory Board members welcome expression of your concern or insight into COEO and its future.

Returning the survey means contributing time, thought, an envelope and a stamp. The Committee feels you'll care enough to do this. Please and thank you.

Please complete the survey and return by May 10th to:

COEO Planning Committee
c/o Mark Whitcombe
34 Blind Line
Orangeville, Ontario
L9W 3A5



(10)

(11-19)

8. At this time, I am:

- a community college student
- a university student
- a classroom teacher
- a consultant/co-ordinator
- a university or college teacher
- working at an outdoor education day centre
- working at an outdoor education residential centre
- other _____

[20]

9. At this time, I am employed by:

- a school board
- a private school
- a community college
- a university
- a conservation authority
- a provincial government
- a camp
- other _____

10. FOR TEACHERS ONLY: At this time, I am:

- a Primary classroom teacher
- a Junior classroom teacher
- a Intermediate classroom teacher (subject _____)
- a Secondary classroom teacher (subject _____)
- a college or university teacher (subject _____)
- a principal, vice-principal or administrator
- a consultant or co-ordinator (_____)
- other _____

11. I belong to the following organizations:

(circle as many as apply)

- ESTRO
- ORGE
- STRO
- Acclimatization Inst.
- REE
- Interp. Canada
- New York OE Ass'n
- OCRA
- Bruce Trail Ass'n
- FOI
- NPPAC
- Pollution Probe
- Quetico Foundation
- Sierra Club
- Canoe Ontario
- CANSI
- CSA
- CSIA
- Ont. Rock Climbing Ass'n
- Other _____

[23-42]

12. I have current certification in the following:

- First Aid
- CPR
- Lifesaving
- Swimming
- Canoeing
- Kayaking
- Nordic Skiing
- Alpine Skiing
- Hoodsmanship
- Rock Climbing
- Sailing
- Small Craft Safety
- Coaching
- other _____
- none

[43-57]

13. I have competencies in the following areas of Outdoor Education: (circle as many as apply)

- nature interpretation
- astronomy
- birds
- collections
- field ecology
- fishing
- forestry
- geography
- geology
- hunting
- insects
- mammals
- plants
- resource management
- snakes and amphibians
- trapping
- arts and crafts
- beekeeping
- camping/woodsman'ship
- canoeing/kayaking
- communication skills
- cultural geography
- drawing and painting
- garden
- group dynamics
- farming
- local history
- language arts
- maple syrup
- music
- native studies
- orienteeering
- outdoor leadership
- photography
- pioneers
- rural life
- skiing
- swimming
- summer camps
- travel
- Brownies/Guides
- Cubs/Scouts
- 4H Clubs
- other _____

[58-101]

14. Which of the following Outdoor Education issues are of personal concern to you? (circle as many as apply)

- certification
- liability
- safety
- curriculum development
- environmental issues
- leisure time and recreation
- special populations
- other _____

[102]

15. In personal terms, in five years I would like my involvement in Outdoor Education to be:

- greater
- the same
- less

[110]

16. What experiences, events or motivating factors led you to involvement in Outdoor Education?

'experience is the best teacher'

[111]

NEEDS SECTION



17. How important are the following for your personal Outdoor Education needs as a COEO member?
(Circle the appropriate level)

Very important = VI
Moderately important = MI
Slightly important = SI
Not important = NI

- ☒ VI ☐ SI ☐ NI 1) professional contacts
☒ VI ☐ SI ☐ NI 2) social contacts
☐ VI ☒ MI ☐ SI ☐ NI 3) content information and ideas
☐ VI ☒ MI ☐ SI ☐ NI 4) teaching information and ideas
☐ VI ☒ MI ☐ SI ☐ NI 5) skill information and ideas
☒ VI ☐ SI ☐ NI 6) job information
☒ VI ☐ SI ☐ NI 7) professional development
☒ VI ☐ SI ☐ NI 8) opportunity to share my own ideas/skills/knowledge
☐ VI ☒ MI ☐ SI ☐ NI 9) recreational opportunities
☐ VI ☒ MI ☐ SI ☐ NI 10) other _____

[112-121]

18. With which of the following Outdoor Education issues do you think COEO should be concerned? (circle as many as apply)

- ☒ a. certification
☐ b. liability
☐ c. safety
☒ d. curriculum development
☒ e. environmental issues
☐ f. leisure time and recreation
☐ g. special populations
☐ h. other _____

[122-129]

19. COEO should facilitate professional development of its members through: (circle as many as apply)

- ☒ a. university Outdoor Education courses
☒ b. Teacher Training
☒ c. Outdoor Education journal
☒ d. skill development courses
☒ e. leadership development courses
☒ f. sharing through conferences
☒ g. sharing through workshops
☐ h. other _____

[130-137]

20. COEO should become more involved: (circle as many as apply)

- ☐ a. in endorsing outdoor programmes
☐ b. in endorsing outdoor products
☒ c. in publishing
☒ d. in promoting Outdoor Education with government
☒ e. with other organizations and associations
☐ f. other _____

[138-143]

21. In addition to promoting Outdoor Education, COEO should be politically active in environmental issues.

- ☒ a. Strongly Agree
☐ b. Agree
☐ c. No Opinion
☐ d. Disagree
☐ e. Strongly Disagree

[144]

22. The following factors impede me from accomplishing more in Outdoor Education: (circle as many as apply)

- ☒ a. finances for programmes
☐ b. fear of liability
☐ c. lack of administrative support
☐ d. lack of peer support
☒ e. lack of personal competencies
☐ f. lack of personal time
☐ g. lack of personal interest
☐ h. other _____

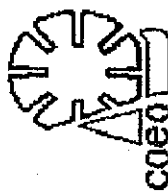
Comments: _____

23. I have a desire to know about: (circle as many as apply)

- ☐ a. COEO constitution
☒ b. COEO aims and objectives
☐ c. COEO structure
☐ d. COEO business
☐ e. COEO programmes
☐ f. COEO regional affairs
☐ g. nothing else about COEO
☐ h. other _____

[154-161]

24. COEO is not meeting my Outdoor Education needs in the following areas: (circle as many as apply)



SERVICES SECTION

25. In the past year, I have helped organize the following: (circle as many as apply)

- ☒ a. regional workshops/seminars/meetings
☒ b. annual conference
☒ c. Area Advisory Board
☐ d. other _____
☐ e. none

[163-168]

26. In the past year, I have contributed expertise to the following: (circle as many as apply)

- ☒ a. regional workshops/seminars/meetings
☒ b. annual conference
☒ c. Area Advisory Board
☐ d. other _____
☐ e. none

[170-174]

27. In the past year, I have attended the following COEO functions: (circle as many as apply)

- ☒ a. regional workshops/seminars/meetings
☒ b. annual conference
☒ c. Advisory Board meetings
☐ d. other _____
☐ e. none

[175-179]

28. In the past year, I have attended the following number of regional workshops:

- ☒ 0
☐ 1 or 2
☐ 3 or 4
☐ more than 5

[180]

29. Workshops run in my region fulfill my needs:

- a. Strongly Agree
b. Agree
c. No Opinion
☒ d. Disagree
e. Strongly Disagree

Comments:

[181]

30. On average, I read *Rhaz* in the following manner:

- a. skim
☒ b. selectively read
c. read in detail
d. don't read

[183]

31. *Rhaz* meets my needs through: (circle as many as apply)

- a. discussion of Outdoor Education issues/philosophy/concerns
b. information on the content of Outdoor Education programmes
c. regional news
☒ d. information on COED conferences, workshops, courses
e. Advisory Board business
f. other _____

[189]

32. *Rhaz* could be improved by:

making it more O.E. oriented.
i.e. old; new teaching ideas

[190]

33. I have not attended COED functions such as regional workshops or annual conferences because:

[191-204]

- (circle as many as apply)
1. I don't like workshops and conferences
2. There weren't any offered
3. I wasn't aware of them
4. I wasn't aware of them soon enough to plan
5. They were scheduled at the wrong time for me
☒ 6. They were too expensive
☒ 7. They were too far away
8. There was nobody to go with
9. I felt unwelcome
☒ 10. The topics offered were not appropriate
11. The quality offered was inferior
12. The desired workshop etc. was full and I was turned away
13. other _____
14. I almost always attend

34. How important are the following for your personal Outdoor Education needs as a COED member?

(Circle the appropriate level)
Very Important = VI
Moderately Important = MI
Slightly Important = SI
Not Important = NI

- | | | | |
|----|----|----|---|
| VI | SI | NI | professional contacts |
| VI | SI | NI | social contacts |
| VI | MI | NI | 3) content information and ideas |
| VI | MI | NI | 4) teaching information and ideas |
| VI | MI | NI | 5) skill information and ideas |
| VI | MI | NI | 6) job information |
| VI | MI | NI | 7) professional development |
| VI | MI | NI | 8) opportunity to share my own ideas/skills/knowledge |
| VI | MI | NI | 9) recreational opportunities |
| VI | MI | NI | 10) other _____ |

[205-214]

35. I have generally benefited from being a COED member.

- a. Strongly Agree
☒ b. Agree
c. No Opinion
d. Disagree
e. Strongly Disagree

Comments:

[215]

[216]

36. I have strengths that I can contribute to others through COED.

- a. Yes
☒ b. No

Comments:

[217]

[218]

37. COED could improve its services to me by:

[219]

Please complete the survey and return by May 10th to:

COED Planning Committee
c/o Mark Whitcombe
34 Blind Line
Orangeville, Ontario
L9W 3A5

Responsible Tour Leading

by
Jerry Best

The past few years have seen a tremendous growth in the number of people who are taking to the ski trails.

Statisticians tell us that nearly 50% of Canadian homes now have cross-country skis hiding somewhere. With this growth, we have a growing number of people who are taking others on tours. A tour can mean a family outing on the golf course, or a ski traverse of Baffin Island. A tour leader is the person who is in charge of the tour. I have on occasion met people who have been "turned off" cross-country skiing because their initial experiences were not very pleasurable. Unfortunately, this is sometimes the fault of the person leading the tour. If we are to provide beginning and even experienced skiers with a pleasurable experience and bring them back safely, we have a number of considerations and responsibilities.

The following is a partial checklist of items to consider if you find yourself in the position of being a tour leader:

- plan the tour well in advance
- limit the number of people you will lead
- limit the tour itself to the capabilities of those you are leading
- inform all members of the tour as to the route, the length or duration of the tour and any potential difficulties
- inform everyone as to proper dress and equipment for the tour and check with everyone before starting your tour
- have everyone carry spare clothing and enough food and drink for your tour
- as a leader carry spare clothing and offer it to others if needed
- carry a repair kit
- check weather conditions before your tour

- carry map and compass and know how to use them
- inform a responsible person of your intended route and possible alternates. This person can notify authorities if you have not returned on time
- lead the tour near the front of the skiers in order to control the route
- appoint someone to "bring up the rear" and stay in touch with that person
- if skiing where you have to break trail, everyone should take a turn at trailbreaking
- stop your tour often enough to replenish water and food supplies, adjust clothing, enjoy the scenery or merely to keep in touch with your group
- keep your group together, as in other outdoor pursuits, your group must travel at the pace of the slowest member
- know the symptoms of cold injuries and watch your tour members carefully
- carry a First Aid Kit and have a working knowledge of First Aid
- if using prepared trails, use good trail etiquette as an example to your tour members

By taking the time to plan our tours, being well informed ourselves, and by showing good example, we can offer very valuable experiences to young and old alike. "Be a responsible tour leader".

Suggested repair kit and First Aid Kit Group First Aid Kit

Triangular bandages

1 tensor bandage

2" bandage

Gauze pads

3" roll of tape

bandaids

First aid crea, iodine

292's

Tetracycline

Dexodrene

Sleeping pills

Lomotil

Kaopectate

Gravol

Salt tablets

Opthalmic ointment (snow blindness)

Moleskin

Tweezers

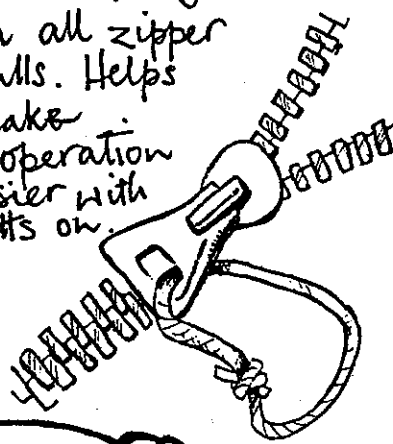
Cleansing soap

Glacier creme

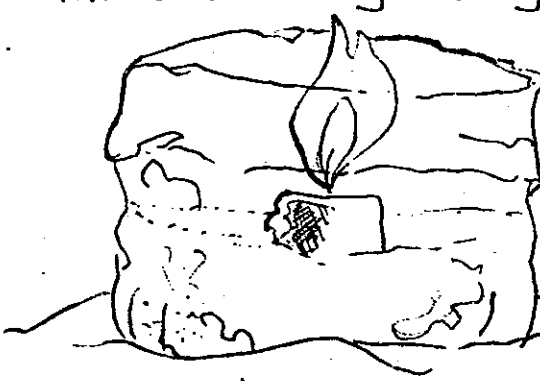
Zinc oxide creme

Indigestion tables

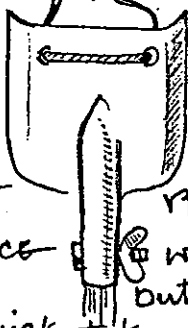
Tie loops of cord on all zipper pulls. Helps make operation easier with mitts on.



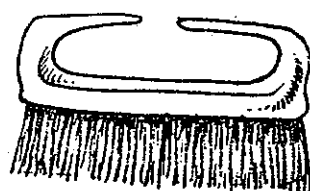
Make a handy-dandy lantern by placing a candle in a plastic bag 1/2 full of snow.



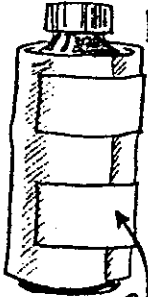
Drill holes in snow shovel to make it easier to attach and replace boer and nut for quick take-apart.



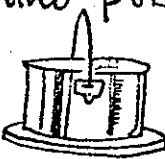
Carry a small nail brush to remove snow from boots etc.



Cut up an old 'insalite' sheet to insulate your water bottle. Cut some pads for under stores and pots when cooking.

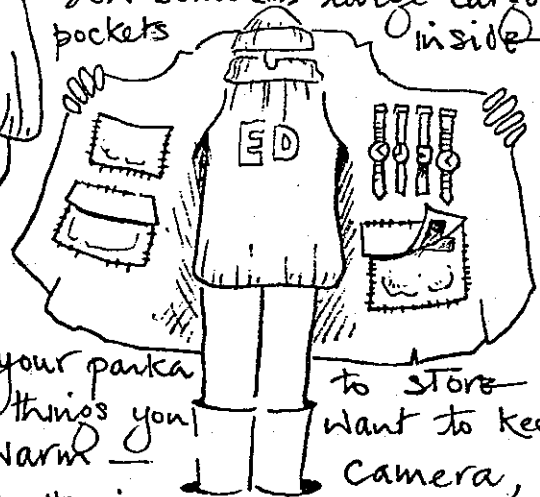


duct tape

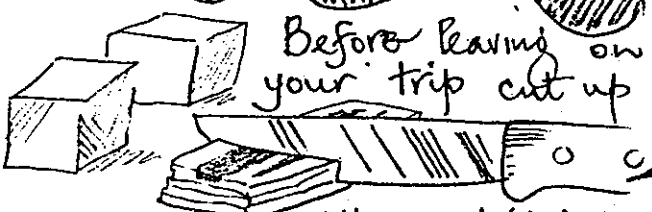


Sew some large cargo pockets inside

your parka things you want to keep warm - camera, batteries, water bottle, boots in camp etc.



Before leaving on your trip cut up



all meat (i.e. bacon) and cheese before it freezes en route

OUTDOOR ED'S WINTER CAMPING TIPS

drawings by Mike Gough

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The "Compleat Ski Tripper"

Jack Schick

There are few experts on winter ski camping in Kluane - and we do not consider ourselves to be such. But having skied the Park and talked to others in the same area of interest, we would like to help you enjoy your trip by passing on a few tips learned from experience. If you have tips of your own, or disagree with ours, please write!! Our readers will be grateful.

1. CLOTHING

Warmth and dryness under all conditions is the key to ski tripping enjoyment. When applied to clothing, this means a down or fiberfill parka for severe cold and inactive times plus a variety of "layers" that can be shed or added, depending on wind, etc., while travelling. Net underwear, light shirt, wool sweater or jacket, wool knickers, "breathable" socks (not nylon) plus heavy Icelandic wool socks form a good selection. A "balaclava", wool mitts (not gloves) plus nylon outer mitts are good outer coverings. Make sure to take a complete change of clothes in a water-proof container as insurance against a "dunking" while crossing lakes or streams. A rain jacket and wind pants are also essential. The new "Goretex" material is ideal for this type of gear as it allows for the escape of water vapor which builds up during exertion.

Sweating is one of your biggest enemies. By removing out clothing as your body heats you can alleviate the problem somewhat. But be prepared to don your parka whenever you rest. Otherwise rapid cooling and hypothermia may occur.

"Gaiters" that cover your legs and ski boots are super for cold weather skiing. They help to insulate feet which might otherwise become cold in the usual light cross-country boots. They also

keep boots much drier by preventing snow accumulation in seams, etc.

2. BOOTS AND SKI EQUIPMENT

Since each individual has his own preference of skis and boots - nearly all working well if properly cared for - we don't go into this too far.

The heavy alpine touring gear adapted for both downhill and cross-country is superior in mountainous terrain but unnecessary if you are prepared to go around the steeper routes, or turn back if the going becomes too difficult. The advantages of the former are better control and warmer feet since the boots are well insulated and water-proof to a degree.

But by wearing gaiters, "snow-sealing" and drying your boots each evening, you can keep your feet dry and warm in light cross-country boots as well.

Don't forget a good selection of waxes.

3. CAMPING HINTS

Despite the praises of "bivouacing", "trenches", "snow caves", and "quinzies" (snow huts), the most comfortable shelter in miserable weather is a tent. And miserable weather is common! A tent large enough for you and your partners plus gear will provide a welcome respite when winds blow, wet snow falls or temperatures drop. The longer the trip, the more you will appreciate a tent. And don't forget the fly. Wet snowfalls and rain have occurred in January as well as spring and nothing is worse than wet sleeping gear!

(NOTE: Under severe wind and snow conditions in the alpine a snow cave can be better than a tent.)

Speaking of sleeping gear, we prefer the following: a very good down or fiberfill bag that lies on top of a two-inch thick "foamy" which is on top

of a closed-cell foam pad, which lies on a "space blanket". With this combination, body moisture (a surprising amount) condenses in the foamy and migrates down to the pad. This keeps it away from you and a sleepless night. Otherwise, moisture draws out your body heat, giving you cold bum syndrome!

If out for more than a couple of nights, make sure to try your foamy and bag. Otherwise, your foamy becomes a wet sponge and nights turn into ordeals.

4. THE ESSENTIAL "EXTRAS"

Sun can be a mortal enemy in Kluane, especially this year when sunspot activity is at a peak. "Skreen" or equally effective sun-blocking lotions plus special snow goggles are a must in wide open alpine terrain. Snowblindness or very sore eyes, blistered and burnt skin - and even skin cancer - may be the result of a lack of these items.

A spart parts/extra kit may never be used but will prove a "savior" if needed. Wire, pliers, tape, extra goggles, screws for bindings, spare baskets and ski tips are a few of these extras. Don't forget those first-aid "extras" as well, such as blister pads, aspirins, bandages, etc.

Dehydration can be as dangerous as snow blindness and hypothermia, so remember to take your water bottle or thermos. Although there is ample snow to melt for a drink, a bottle containing water and flavor crystals saves time and effort while travelling during the day. It will often turn out to be the "spark" that brightens spirits and keeps you going.

5. EATING

Another big subject, and controversial, too. So we'll keep to a few little hints. Fruit cake and sausage is a great day-trip snack, providing ample short- and long-term energy supplies. "Gorp", Granola, etc. can become tedious - but adds to variety,

which is the best idea. Freeze-dried foods for breakfast and supper help to keep your pack light, but don't overdo it. Other items such as rice, dried fruit, dried soup ingredients, etc. are cheaper and can be nutritious, flavorful variations on long trips.

Cookware need not be great in quality or variety. One pot, a large, light teflon-coated frying pan and a coffee pot are the only items needed for a group of three or four. Add to this your personal gear such as an insulated cup (keeps warm), bowl and fork and spoon (jack-knife as well) and you're set. But mark everything brightly - as you have done with your tent pegs, etc. Small items are lost easily in snow.

6. PACKING IT ALL

Again, individual preference rules in the area of backpacking. If you already have a pack and find it comfortable, then use it. If not, try out an internal frame pack. Although it will carry less weight than frame packs, it is adequate for most trips of a week or two duration. Such a pack fits firmly against your back, therefore helping to maintain balance while skiing. A frame pack tends to "sway" and, if your balance is like mine, it causes falls on downhill runs or when a ski breaks through the crust.

Naturally, an article of this length cannot cover very much of the ski camping subject. But hopefully it will be enough to ensure a more comfortable journey.

If you intend to tour, please ensure that you register at park headquarters. We would also be happy to discuss your plans with you.

- JACK SCHICK

Best Wishes for good health to Phyllis Hill, East York Board of Education, who will be on leave in the Fall. Rumour has it that a Junior Phyllis is expected.

Eastern Region Weekend A Success

Cathy Beach

HYPOTHERMIA!

Prevention is the best cure!

1. Avoid exposure.
2. Use warm clothing, stay dry and beware of the wind.
3. Avoid overheating.
4. Eat high energy foods.
5. Make camp before exhaustion sets in
6. Register at park headquarters before taking overnight trips.

Beware of the number one killer that can sneak up on winter travellers - hypothermia. Always wear several light warm shells of clothing which can be put on or removed according to your physical exertion. DON'T SWEAT. If you lose heat through your clothing your body may not be able to replace the lost heat energy. The result is a lowering of the normal body temperature. First signs are stupor, lack of orientation, followed by collapse and death.

ON TIME

We measure time by the clock. Nature measures time differently. The day is one complete rotation of the Earth. The month or "moonth", is one cycle of the moon's four phases. The year is defined as one full revolution of the Earth about the Sun.

These natural divisions of time give us our four seasons - spring, summer, autumn and winter. The seasons cause plants to flourish and die, animals come and go, age-old landforms slowly change.

To bad we're more concerned with the 9 to 5 shift. It keeps us out of touch with natural rhythm.

Cold winter temperatures are a little hard to bear on the way to the outhouse, but they're nothing that some outdoor fun, warm food and drink and some indoor camaraderie can't cure. This is what 30 outdoor enthusiasts discovered at the Eastern Region's Winter Weekend held February 1 to 3 at Camp Cameron Outdoor Learning Centre.

Things got underway on Friday evening with a wine and cheese and a short organizational meeting. People then got bundled up for a late night walk and returned for a sing song led by Cathy Beach.

After waking to the music of Camp Cameron's resident birds Saturday morning everyone was treated to a hearty breakfast in the Dining Hall. The participants broke into three groups and by 9:30 a.m. Cathy Beach had hers wriggling through the snow in a workshop on Inuit Games. Jann Atkinson took a group on a snowshoe hike around the property and highlighted some of its history and natural features. Under the expert direction of Carmel Hunt, the remaining participants built lean-tos and fires in a Winter Survival Skills session. They and 'lucky' passers-by also had the bonus of tasting hot soup and bannock cooked over the fires.

After another one of Camp Cameron's famous meals, satisfied participants were treated to an in depth presentation of the Fur Trade Game by Cathy Beach. The game was created by Jan Stewart of the North York Board of Education and revised by Cathy. It is a simulation based on the 18th Century fur trade in Canada, and the complex cultural heritage that resulted from it. In a few hours we relived the days of the Coureurs de Bois.

When supper was finished a weary but rowdy bunch played a spirited round of Bingo - 'Camp Cameron Style'. The rest of the evening was filled with cheerful company, good conversation and fun-filled card playing. Our accommodating host, Gerry Greenslade introduced us to some basic trapping technique and the control of beaver numbers on his property (increased beaver numbers are a problem at the camp). The climax of the evening came in the form of a gift wrapped present given to Cathy Beach by Gerry. The surprise was Jacques Castor (as he was so christened) - a beaver trapped out of Camp Cameron. Cathy would like to know if anybody has extra freezer space! With a wind-down night walk the weary group went to a well deserved sleep.

Sunday morning the temperature was colder but that did not stop anyone from going on a fun and informative Trivia Walk led by Cathy Beach. Nor did it prevent Bill Sheffield of South Carleton High School from providing an excellent cross-country ski workshop. About eight people attended his instructional session while others enjoyed a relaxing ski on their own through the property.

Hot soup and lunch brought the weekend to a close. As first time participants in a COEO Workshop we felt completely at home. The warmth generated at the gathering was extended not only to old friends, but also to new ones to be.

We offer many thanks to Carmel Hunt and Cathy Beach for organizing a relaxing weekend of activities. We also extend a thank you to our host and hostesses, Gerry, Danielle and Natasha Greenslade. Here's hoping we can all get together for more of the same fun in the future!

Mike Yee
Kathy Lajeunesse

Book Reviews

SOMETHING NEW FROM PROJECT ADVENTURE:

A REVIEW

By Bert Horwood
Faculty of Education
Queen's University

All outdoor educators have a "bag of tricks". Some of it is scattered through files, books and conference notes. Few of us ever get around to gathering all those terrific ideas into a single comprehensive collection. But a notable exception is adventure educator, Karl Rohnke. Karl is a tireless and prolific collector and publisher of fine programme ideas. His earlier works are well-known: Cow's Tails and Cobras, High Profile, and Cranking Out Adventure, to name a few. So the latest offering from Project Adventure, Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities is a welcome addition to the list.

At the Project Adventure home base in Hamilton, Mass., Karl and his team develop, collect and distribute materials and methods for a broad spectrum of outdoor education programmes. The theme is usually "adventure", broadly interpreted to include venturing forward into explorations of personal and social possibilities. There is always an emphasis on the progressive training and education of participants as individual and co-operative problem solvers. Solutions and activities demand the total interplay of mind, body and emotion. Safety and readiness are integral components of every aspect of curriculum. In the hands of Karl or one of his colleagues, a ropes course or a new game or a cycle tour become much more than whatever they might appear to be on the surface.

In Silver Bullets we are offered a collection of activities, new and old, which generally address themselves to the issue of building trust and coherence in a group of people. Emphasis is on creativity, lowering

inhibitions and barriers to co-operation, and on invoking that magic moment of fun and freedom when invention flourishes and people come to really like each other. The curriculum applications are endless, although at first sight, the ideas in Silver Bullets appear to have a Physical Education flavour. Upon closer examination, the opportunities for using the activities with any group, from those on a spiritual retreat, to a natural science class are only a matter of instructor adaptation.

There are one hundred and sixty-five activities described under the headings of Games, Trust, Initiatives, and Stunts. The last category is not very well named as "stunts" trivializes a very useful collection. But "miscellaneous" is not any better as a category, and so the Project Adventure crew settled on "stunts" for the hard-to-classify items. There is a pithy introduction to the collection indicating that the goals are to increase confidence of individuals, to increase mutual support within a group, to increase agility and physical co-ordination and over-all sense of well-being. There are also pointed disclaimers regarding safety and lesson-planning. It is made mighty clear that safety is a continual task for the practitioner on the spot, and so is detailed daily planning. No recipes are given.

But there is a lot of useful information provided for the instructor beyond the mere rules for each activity. There are warnings about potentially difficult "sticking points" that may interfere with progress, and suggestions are given for modifications. Where there are dangers in over-doing an activity, warnings are given, often under the heading "Contraindications". Throughout the descriptions it is assumed that there will be a lot of discussion among participants and leaders; hints and suggestions are offered, based on wide experience, about how those discussions might be enhanced and facilitated. These things are done in

an adaptive spirit, one which says to the leader, "Here are some effective ideas for you to modify, play with, try out and enjoy." It is refreshing to have a book that does not presume to do the teacher's job, and that puts it up front that teachers and students need to enjoy their work.

An outstanding feature of the book's organization is the set of bold symbols which are printed at the outside corner of each page. The symbols tell at a glance whether the activity is suited for outdoors, indoors, or both; whether it demands a high or low level of physical demand; and whether or not it needs props. In addition there are attractive photographs and cartoons of the ideas in action. The type and layout are remarkably appealing, making the book easy to read. In fact, when I first opened my copy I found it hard to put down.

It is usual in a review to identify both strengths and faults in a book. It's hard to find much wrong with this one. I always like to check the index, and there isn't one in Silver Bullets. But the names of the activities can be scanned at a glance in the Table of Contents, and the bold titles and illustrations throughout the book are so effective that it's hard to know what an index would contribute that's not already there. The book is simply tremendously inviting, including the offer at the end, "...when it comes to games and jollity, 'don't shade your eyes ... plagiarize'."

Silver Bullets is available on order from Project Adventure, P.O. Box 100, Hamilton MA USA 01936 for US\$ 14.95 plus 1.50 postage and handling.

People In The News

Don Morrison (Waterloo County Board of Education) Has left Blair Outdoor Education Centre and moved north to Heidelberg to become a principal. Congratulations! We still want you!

15th ANNUAL COEO CONFERENCE

ACCOMODATIONS

The 1985 COEO Pre- Conference and Main Conference will be held at Spencer Hall and Spencer Lodge (the Windermere site). This site is located in North London, five minutes from downtown, on 60 acres of picturesque land backing onto the Thames River.

Spencer Hall is a very beautiful Conference Centre, offering a variety of conference rooms and lounges for our on-site sessions. There is also a limited number of rooms available for presenters' accommodations and possibly the very early registrants. This building will be shared with another group during a portion of each Conference.

Spencer Lodge is the Scout Headquarters for the London District, offering dormitory facilities for thirty people in the main building, with another thirty people accommodated in adapted dormitory facilities. There will be Adirondaks (tent/cabins) and/or camping offered free of charge to those who wish to be a little closer to nature during this Conference, or for those late registrants who wish to stay on site.

For those who would prefer motel accommodation, a "happy bus" will be provided to shuttle back and forth between the Conference site and the motel, only a five minute drive from Windermere. Anyone wishing to provide their own accommodation can book a complete Conference and meal package, excluding accommodation.

The programs will take place at a variety of locations. These include Circle R Ranch, Lower Thames River Conservation Authority, Pond Mills Environmental Centre, Camp Sylvan, Rock Glen Conservation Area, Upper Thames Conservation Authority (Fanshawe Park), The Windermere Site, plus a number of other sites for specific programs. All areas offer unique and exciting sessions for Conference participants. Evening and social activities will all be held on the Windermere site.

We are expecting the variety of indoor accommodations at Windermere will be booked first. Bookings will be taken on a first come - first serve basis, so book your preference early. Look for the registration form in the next issue of ANEE, and mail it in early. Don't miss the Magic of the COEO '85 Conference in London, Ontario.

WHERE'S THE MAGIC ?

As the 1985 Conference draws nearer, the program which will be offered is developing into an interesting and stimulating one. With the theme of "Where's the Magic?", you will have the opportunity to experience some of the magical programs happening in Outdoor Education and take some of that Magic back with you. Both Conferences will offer a pot-pourri of sessions which will allow participants to follow a particular theme, if they wish, throughout (i.e. Geography, Recreational skills, Environmental Studies).

Pre-Conference Program

During the Pre-Conference you may wish to share issues, problems, and solutions as they relate to residential or school programs, or you may attend a session offering some creative methods that have been used to attract day use to outdoor centres. If you have found that the students at your Outdoor Centres are beginning to look the same, and the repetition is beginning to get to you, there are several sessions to take note of: one will show how to use video, volunteers, creative teaching styles, and a variety of other techniques that avoid the "treadmill" syndrome. Other sessions provide simple techniques to help you turn frustrating daily challenges into magical moments.

If you are interested in values education, enhancing self-concept, innovative teaching styles, motivating techniques and how those directly apply to teaching Outdoor Education, you will find many sessions to interest you. Outdoor Education programs can provide a powerful vehicle for helping teachers move away from traditional teaching not only in the field experience, but in the lead-up and follow-up activities. Three sessions address this issue in different ways: A) Outdoor Education Leading the Way. B) Planning an Interdisciplinary Field Trip in a Secondary School, or C) Creative Use of Video Cameras.

If canoeing is your love, you may be interested in a comprehensive and innovative program which uses roller canoes, mechanics tasks, video, and many other unique features, or you may wish to preview COEO's CCLW or the London Board of Education's teacher training programs for canoe tripping certification.

For some, computers are at the opposite end of the spectrum from outdoor education. If you would like to see how some outdoor educators are using them, preview software, or check out the computer as an administrative assistant, this would be the session for you. If you have computer programs to share, please let us know!

History starts with the pioneers and a session featuring pioneer games, and pioneer skills will be offered. A sharing session will also be included, along with a look at the London Board's Pioneer Education Program, "Builder, Gatherer, Medicine Man". Other historical buffs may be interested in an historical tour of the City of London.

If environmental studies is your niche, you may wish to come with us to a unique bog and a boreal forest in the centre of London. A session on "The Earth Speaks" will introduce many of the

programs of Steve Van Matre et al. You may wish to learn some of the techniques many environmentalists have used to save natural areas, or learn how to involve your students in an acid rain study. You may also like to visit a live bee demonstration, or a planetarium built into an outdoor centre.

Evening programs will include the magic and science of wolf-howling, a paddle through floating candles, and new games from the book, Silver Bullets. Social programs and the key-note speaker are still being finalized, however, the key-note address will be preceded by a special slide presentation called "Where's the Magic?"



Main Conference Program

For the Main-Conference there will be a large choice of topics from skill improvement to increasing awareness. Horseback Riding, roller skiing, orienteering, canoeing, windsurfing, fishing, outdoor cooking, and a ropes course will provide how to's for you and your students.

Environmentalists can choose from water wizardry, wetland and stream studies, waste disposal, ecology trail, forest management, as well as star studies, owl prowls, bird watching, and migration monitoring.

Games are a valuable way of stimulating student involvement, and a wide variety of exciting new simulation games will be offered. Initiative tasks are great for group dynamics, and new methods will be explored.

For those interested in the past, a visit to native people's sites or an archeological dig or an historical canoe ride down the Thames River might be for you.

Other programs include storytelling, camp-fire activities, school yard programs, a sensory awareness hike, and wilderness first aid. For those who like to tap their creative juices, there will be sessions on art, photography, and creative writing. Sessions will have a maximum - minimum operating basis. We expect all participants to pre-register for sessions; those not filled will be cancelled. So register early to find the MAGIC.

Instructor Certification Information

Seneca College Outdoor Rec Program

The following is a list of outdoor recreation disciplines with the certifying organizations to contact and some notes on the specific instructor courses. The disciplines are listed in alphabetical order with Coaching and some important "notes" at the end. These are the major disciplines related to the Outdoor Recreation Technician Program but others may be approved.

This material should assist in initial exploration and initial decision-making toward individual O.R.T. certification paths.

Adapted Aquatics Canadian Red Cross
Society, Hamilton
Branch, 416-522-8485.

Instructor Level One - one weekend.

Pre-requisites: Red Cross Water Safety
Instructor

Alpine Skiing

Canadian Ski Instructors Alliance,
Contact: Ontario Sports Centre,
416-495-4240

Instructor Level One - one weekend

Pre-requisites: Correct basic ski
technique, Molstar gold

Board Sailing

contact: Ontario Sailing Association,
Ontario Sports Centre, 416-495-4240

Instructor Level - one week course

Pre-requisites: Skill Level II plus
Bronze and First Aid.

Canoeing-Lakewater

Ontario Recreational Canoeing Affilia-
tion, contact: Canoe Ontario, Ontario
Sports Centre, 416-495-4180

Level III, Lakewater Instructor -
approx. one week resident course.

Pre-requisites: Skill Level II and
Bronze or special permission.

Canoeing - Moving Water (open canoes)

Ontario Recreational Canoeing Affilia-
tion, contact: above

Level III, Moving Water Instructor -
approx. one week resident course.

Pre-requisites: Skill level II and
Bronze and First Aid or special per-
mission.

Canoe-Tripping

Ontario Recreational Canoe Affiliation,
contact: above.

Level III, Canoe Tripping Instructor -
approx 10 day course.

Pre-requisites: Canoe Tripping II and
Bronze and First Aid or special per-
mission.

Canoeing Whitewater (decked canoes)

Ontario Wildwater Affiliation, contact:
Canoe Ontario, Ontario Sports Centre,
416-495-4180

Instructor Level

Pre-requisites: newly developed course,
inquire.

Cycle - Touring

National Cycling Association, contact:
Ontario Cycling Association, Ontario
Sports Centre, 416-495-4141.

A new Cycle Tour Leader program is
being developed.

Wilderness First Aid and Rescue

Canadian Red Cross Society contact:

Ontario Division, 460 Jarvis St.,

Toronto, M4Y 2H5, 416-923-6692.

40 hour course newly developed.

Pre-requisites: in First Aid and CPR
and outdoor experience

Coaching

A number of outdoor pursuits do not have an "instructor" certification within their national organization. For the purposes of this Seneca College O.R.T. program, in any discipline where a Coaching certification is sought, Level II Theory and Level I practical will combine to equate to an "Instructor" level.

A partial list follows of those disciplines without "instructor" ratings for which the coaching attainment is possible. In addition to these, coaching attainment in any non-municipal outdoor recreation discipline may be accepted.

Theory:

National Coaching Certification Program,
Ontario contact: Ministry of Tourism
and Recreation, Coaching Program,
416-965-6546

Archery:

Ontario Association of Archers, Ontario
Sports Centre, 416-495-4285

Cycling:

Ontario Cycling Association, Ontario
Sports Centre, 416-495-4141

Equestrian:

Ontario Equestrian Federation, Ontario
Sports Centre, 416-495-4125

Flatwater Canoeing:

Ontario Flatwater Affiliation, Canoe
Ontario, Ontario Sports Centre,
416-495-4180

Flatwater Kayaking:

Ontario Flatwater Affiliation, Canoe
Ontario, Ontario Sports Centre,
416-495-4180

Marathon Canoeing

Ontario Marathon Canoe Racing Association,
Canoe Ontario, Ontario Sports
Centre, 416-495-4180.

Orienteering

Ontario Orienteering Association,
Ontario Sports Centre, 416-495-4160.

NOTES:

1. Ontario Sports Centre address is 1220 Sheppard Ave. E., Willowdale, M2K 2X1. Tel. 416-495-4000.
2. A Standard First Aid certificate is required by the O.R.T. program through either Canadian Red Cross Society of St. John Ambulance. It is strongly recommended that this basic level be attained by the end of Semester One.
3. A Royal Life Saving Society Bronze Medallion is a nationally recognized minimum required to work in many water related positions. It is strongly recommended that O.R.T. students obtain a Bronze Medallion before graduating.
Contact: Royal Life Saving Society
Bronze Medallion Courses - offered through local community pools.
4. Ski patrol certification through the Canadian Ski Patrol System plus one season of patrol experience equates to an Advanced Participant level in outdoor first aid for O.R.T. program purposes.
Contact: Canadian Ski Patrol System,
750 Oakdale Rd., Downsview, M3N 2Z4,
416-745-7511
5. Although not acceptable as one of the certifications for this program, O.R.T. students successful in their regular course work and having completed a "Psychology of Leisure" course are eligible to apply for an Ontario recognized Recreationist B Certificate, Outdoor Affiliation. This is administered by: Parks and Recreation Federation of Ontario, Ontario Sports Centre. (Telephone number not yet available. Inquire through 495-4000).

First Aid

Canadian Red Cross Society, Ontario
Division, 460 Jarvis St., Toronto,
M4Y 2H5, 416-923-6692.

Pre-requisites: Standard Red Cross
First Aid

NOTE: This instructor rating plus the
Wilderness First Aid Course are re-
quired to meet O.R.T. "instructor"
standards in first aid.

First Aid

St. John Ambulance, 46 Wellesley St. E.
Toronto, Provincial branch: 416-923-8411
Instructor Level - 40 hour course.

Pre-requisites: Current Standard First
Aid plus Teaching aptitude - interview
may be required.

NOTE: This Instructor rating plus the
Wilderness First Aid course are re-
quired by the O.R.T. program.

Hunter Safety

Ministry of Natural Resources, District
Office, local contact: Maple District,
Ken Faulkner, 416-832-2761.

Instructor Exam - 3 hours.

Pre-requisites: affiliated with a gun
club, hunting licenced over 6 years -
no criminal record.

Nordic Ski Technique

Canadian Association of Nordic Ski
Instructors, contact: C.A.N.S.I. Ontario
Sports Centre, 416-495-4210.

Instructor Level One - one weekend.

Pre-requisite: Correct basic ski
technique.

Nordic Ski Tour Leading

Cross Country Canada Tour Leader Program,
contact: Tour Leader Program, Ontario
Sports Centre, 416-495-4210.

Tour Leader One, Part one - 5 evenings
or 1 fall weekend. Part two - one
winter weekend.

Pre-requisites: First Aid, skiing
proficiency.

Riding for the Disabled

Canadian Therapeutic Riding Association
contact: Canadian Association for Riding
for the Disabled, 4777 Dufferin St.,
G. Ross Lord Park, Downsview, M3H 5P3,
416-667-8600

New Instructor program in development.

Rock Climbing

Ontario Rock Climbing Association
contact: Brian Hibbert, 416-762-6771,
or Paul Sevcik, 416-563-4542.

Top Roping Instructor, weekend course/
exam

Pre-requisites: Climbing equipment
and skill. Level may be revised.
Check with O.R.C.A.

Sailing

Canadian Yachting Association
contact: Ontario Sailing Association,
Ontario Sports Centre, 416-495-4240.

Instructor Level - one week course.

Pre-requisites: C.Y.A. skill level plus
Bronze and First Aid.

Small Craft Safety

Canadian Red Cross Society, Ontario
Division, 460 Jarvis St., Toronto,
M4Y 2H5, 416-923-6692.

Instructor Level: Required in Canoe
& Rowboat & Power Boat for O.R.T.

Two weekends or one week.

Pre-requisites: Bronze or Leader's
& Boating experience.

Swimming

Canadian Red Cross Society, Ontario
Division, 460 Jarvis St., Toronto,
M4Y 2H5, 416-923-6692.

Instructor level - 40 hour course

Pre-requisite: Leader's level and
Bronze

NOTE: Contact local community pools
for courses offered.

Swimming

Royal Lifesaving Society of Canada,
Ontario Branch, 8 York St., Toronto,
416-368-1809.

Instructor Level - 20 hour course.

Pre-requisites: Bronze, 17 years of age

NOTE: Contact local community pools
for courses offered.

Water Skiing

Canadian Water Ski Association, contact
Ontario Water Ski Association, Ontario
Sports Centre, 416-495-4201.

Instructor Level - one week course.

Pre-requisite: swimming competence.

OTF/FEQ

THE ONTARIO TEACHERS' FEDERATION IN CO-OPERATION WITH THE COUNCIL OF OUTDOOR EDUCATORS OF
ONTARIO, THE MINISTRY OF TOURISM AND RECREATION AND THE ROYAL LIFE SAVING SOCIETY PRESENTS -



Canoe/Camping Leadership Workshop

PART I

THE ONTARIO CAMP LEADERSHIP CENTRE, BARK LAKE

New DATES : August 19, 20, 21, 22, 23, 24, 25, 1985.

FEE : \$200.00 includes all meals, accomodation, and instruction

PREREQUISITE : All candidates must be able to swim 100 metres.

This Workshop is for all teaching personnel who wish to develop or extend the following skills:

- 1) Learning and teaching canoe skills. Various ORCA levels are available to successful participants.
- 2) Canoe safety skills. The RLSSC Boat Rescue Award will be given to successful participants.
- 3) Leadership styles and methods related to experiential education.
- 4) Planning canoe trips.
- 5) Developing environmental awareness.
- 6) Integrating outdoor experiences with on-going curriculum.

This intensive program is offered by a highly recognized staff.

REGISTRATION LIMITED TO 32 PARTICIPANTS

(tear off)-----

Mail to: Skid Crease, CCLW Director, 20 Granada Crescent, Scarborough, Ont. M1B 2H5

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING
LEADERSHIP WORKSHOP, PART I, TO BE HELD August 19 - 25, 1985.


NAME _____ BOARD _____

ADDRESS _____

POSTAL CODE _____

OTF/FEO

THE ONTARIO TEACHERS' FEDERATION IN CO-OPERATION WITH THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO, THE MINISTRY OF TOURISM AND RECREATION AND THE ROYAL LIFE SAVING SOCIETY PRESENTS -



Canoe/Camping Leadership Workshop

PART II

THE LONG AWAITED SEQUEL TO CCLW I

LOCATION : Camp Wanapitai, Temagami

DATES : Aug. 2,3,4,5,6,7,8,9,10,11,12, 1985.

FEES : \$ 395.00

PREREQUISITES : CCLW I, or Course Director's permission

This workshop is for all teaching personnel who wish to develop or extend the following skills:

- 1) Learning and teaching advanced canoe skills. All successful participants will receive their ORCA Canoe Tripping Level II.
- 2) Canoe safety, rescue, and self rescue skills.
- 3) Leadership analysis skills.
- 4) Implementation of a five day canoe trip.
- 5) Interdisciplinary applications of the canoe trip/quest.

This very intensive Workshop is given by the same highly qualified staff that developed CCLW I. This course is specifically designed for teacher canoe trip leaders.

REGISTRATION LIMITED TO 18 PARTICIPANTS

(tear off)-----

Mail to: Skid Crease, CCLW Director, 20 Granada Crescent, Scarborough, Ont. M1B 2H5

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING LEADERSHIP WORKSHOP, PART II, TO BE HELD Aug. 2 - 12, 1985.

NAME _____

BOARD _____

ADDRESS _____

POSTAL CODE _____



Membership Application Form

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