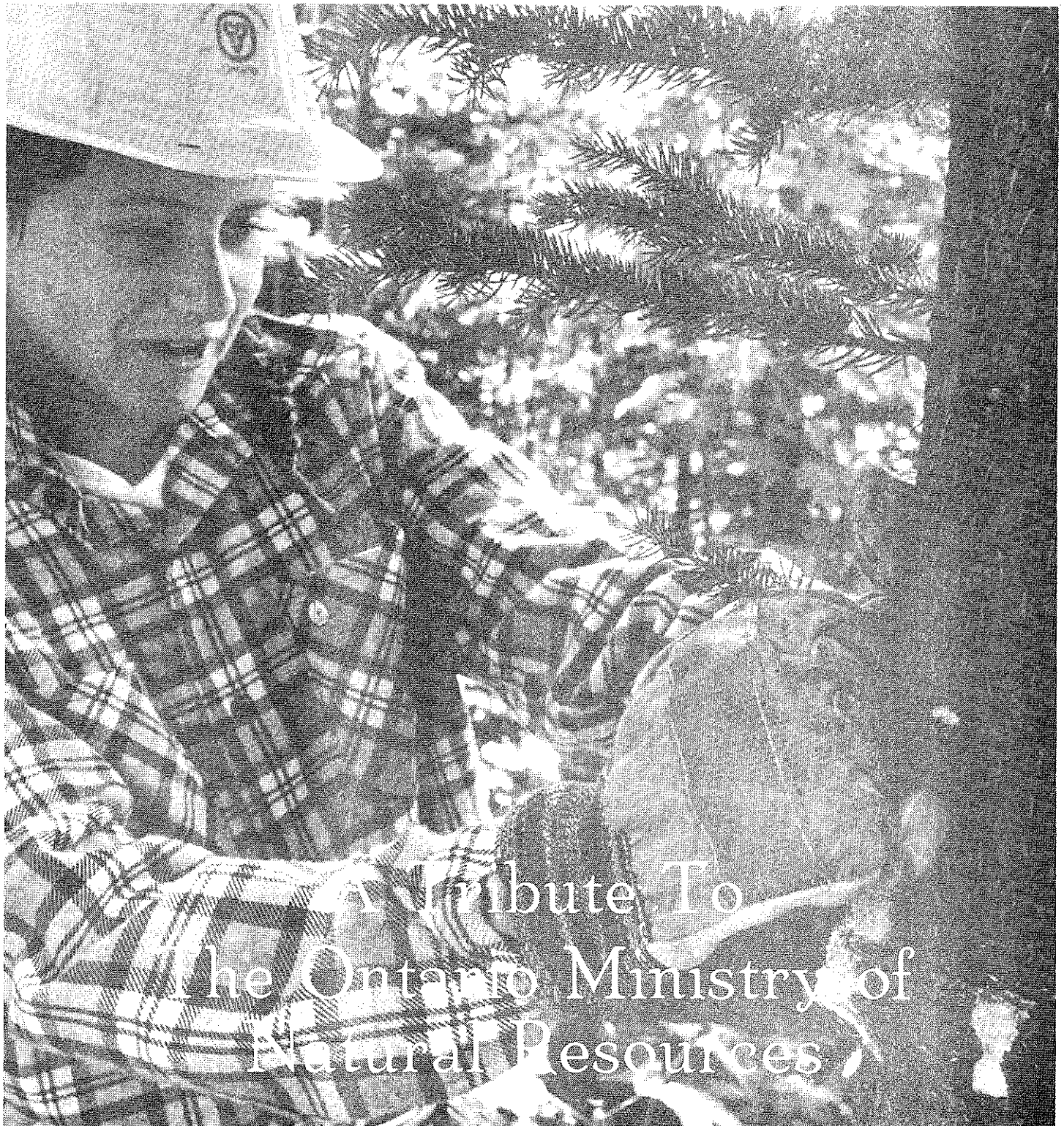


ANEE NEWS-JOURNAL



A Tribute To
The Ontario Ministry of
Natural Resources

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The Council Of Outdoor Educators Of Ontario

The Council Of Outdoor Educators Of Ontario

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From The Editorial Desk

With one letter to Mr. John Sloan, Deputy Minister of Natural Resources, the Communication Branch, under Valerie Chavossy, began to work. Correspondence was excellent, ideas clear, and as you will read, the articles topical and interesting.

The Ministry of Natural Resources has been one of the strongest supporters of outdoor education. Through grants and personnel leadership, over the past two decades, M.N.R. can take a great deal of credit for the quality and successes of the outdoor education movement in this province.

From the Deputy Minister, (John was a Director at Ste. Marie Among The Hurons) to the Conservation Officers in the District Offices, the citizens of Ontario are far more aware of the sensitive balance of our natural resources.

THANK YOU FROM C.O.E.O.

Thanks to Claire McGee and Stan Talesnick for the photo on the cover of the last issue.



The Council Of Outdoor Educators Of Ontario

Are You Interested In...

SHARING

- your expertise,
- with others, their expertise and experiences,
- common concerns.

A RECOGNIZED JOURNAL,

- Ours is called ANEE. Six issues per year bringing you up to date on:
- current issues, problems, and concerns,
 - workshops, meetings and resource material,
 - teaching ideas with children,
 - fun social times with others of similar interests and skills.

TEACHING METHODS AND TEACHING OUT OF DOORS

Then join the network of interested active Teachers, Interpreters, Recreationists and Environmentalists.

PROFESSIONAL TRAINING

- through university courses at the Post-Graduate Level (recognized by O.E.C.O. and most Ontario universities).
- through regional workshops and conferences.
- through workshops in conjunctions with O.T.F (during all seasons).

ENJOY THE BENEFITS OF C.O.E.O.

Upcoming Feature Topics

We hope to be able to have a small issue of Anee for you over the summer. No promises.

The next full issue of our news-journal will feature the Proceedings from London. The success of the work in London will depend on your involvement in the meeting there. Please read the program and register NOW! NOW!

The responsibility for the Proceedings is that of the conference staff.

From The Advisory Board

The Planning Committee would like to thank all of the C.O.E.O. members who made the effort to complete the membership survey found in the last Anee. The results of the survey are necessary for the development of a 5 year action plan for C.O.E.O. Other organizations, Ministries, government agencies and various elements of the educational community are also being surveyed to judge public perceptions of C.O.E.O. and to nurture support. The information from the membership survey and the external surveys will be the basis upon which the planning committee can set direction for the organization for the next five years. The plan when completed will provide a framework for the efficient operation of C.O.E.O. and the means to better serve its membership.

The results of the membership survey will be printed in a future issue of Anee. Should you wish to provide additional input into the planning process please feel free to contact one of the committee members listed below.

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From The Advisory Board

The Advisory Board Executive and the various sub-committees have been very busy working on several COEO projects. The Planning Committee is collecting data from you and from non-members in order to prepare a 5 year plan for COEO (I hope you've sent your membership survey to Mark by now!); another part of the planning procedure has been a review of existing records and historical data (Jean, Audrey and Clarke are our 'experienced' archivists).

Work on the brochure is progressing. We're hoping to have it completed before the summer, and begin work on our COEO display and slide show. Regional reps are planning June newsletters informing you of the many area workshops and upcoming professional development opportunities. The entries to the "photo" contest are now being reviewed and judged. Names of the winners will be announced in the next Anee. Thanks to all of those who submitted.

Take a look at the COEO/NIU course offerings for 1985-86. There are many outdoor educators who can discuss with you the quality and diversity of these Masters level courses.

Jim Gear and his Conference '85 committee have been working hard to encourage you to look for "the magic". Start your planning now for London, September 25 - 29, 1985. The program has something for everyone--and London offers many beautiful locations for personal and professional growth. Apply for those Board or Ministry funds now; Jim wants you to register early and allow for greater flexibility in program planning.

Pete Herlihy has been pouring over the old and the new revised Constitution of COEO. Take time to read through the changes and alterations. It's time COEO had a solid Constitution (although it hasn't taken as long as the Canadian version--!)

A couple of personal notes:

Thanks to Shel Lowe, Far North Rep, for his contribution to the Advisory Board in the past few years. Shel has resigned in order to spend more time with work and family commitments. We look forward to continued contact with Shel in COEO--the Advisory Board will miss his gentle good humour and sensitive concern for people.

Welcome aboard to Eileen Conroy as the new Far North Rep. You can contact Eileen at:

R.R.#2, Wahnapiatae, Ontario POM 3C0

An added thanks to Barrie Martin and Mark Whitcombe for many hours spent in organizing the membership survey and non-member survey. We're hoping that valuable information will be gained and shared with the membership.

AND...Congratulations on Spring Celebration, the Northern conference held May 10-12, 1985. Good work, all you committee members and resource people. It gave all of us who attended an added boost until the end of the school year in June!! (Sorry to those who work in the summer, Barrie!)

RESEARCH LIBRARY

Did you know that COEO has a small RESEARCH LIBRARY?

With financial assistance from the Ministry of Tourism and Recreation COEO has been able to assemble a collection of over fifty Doctoral Dissertations on various topics in Outdoor and Environmental Education.

A FEW SAMPLE TITLES-

The History of the Nature Study Movement and its role in the Development of Environmental Education

Factors That Influence Elementary Teachers in One School District of New Brunswick to Use Outdoor Education as a Teaching Method

The Effects of a Camp Program on the Reading Abilities and Attitudes of -----Disadvantaged Children

The Effectiveness of Field Trips compared to Media in Teaching Selected Environmental Concepts.

FOR A COMPLETE LIST OF TITLES contact Kathleen Huntingford, 5050 Yonge St., Willowdale, Ont. M2N 5N8 (416) 225-4661, extension 377

GRADUATE COURSE in OUTDOOR EDUCATION

A Course in FIELD SCIENCE will be offered this fall in the Toronto area.

DATES- Sat. and Sun. Sept. 14 & 15, Oct. 5 & 6, Oct. 26 & 27, Nov. 9 & 10.

CONTENT- overview of field biology and ecology

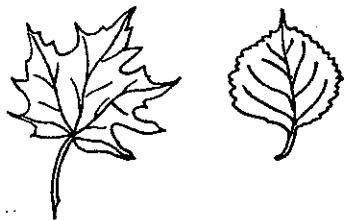
- basic ecological study techniques
- plant and animal identification
- activities and lessons for teaching in natural settings and school grounds

STUDY AREAS- forests, meadows, ponds, streams, marshes, roadsides, lawns, parks, schoolyards

INSTRUCTOR- Dr. Sonia Vogl

INFORMATION- contact Kathleen Huntingford (416) 225-4661, extension 377 5050 Yonge St. Willowdale, Ont. M2N 5N8

COURSE OFFERED BY NORTHERN ILLINOIS UNIVERSITY AND COEO BY PERMISSION OF THE MINISTER OF COLLEGES & UNIVERSITIES



EASTERN REGION NEWS

On Thursday, April 18, 1985, the Near-East Division of the Eastern Region, hosted and organized an evening workshop on Acclimatization. This was held at the Durham Board of Educations Resource Centre located at Camp Samac in Oshawa. The theme was aimed at acquainting teachers and outdoor education personnel with a variety of acclimatization activities that could be used in the school yard, on a neighbourhood walk, or as an integral part of residential camp.

Cathy MacDonald-Smith - of Fairport Beach Public School, and well known to COEO members as an avid canoeist, ardent rock-climber and winner of the Make Peace With Winter Cross-Country Ski Sprints '85- and John Borthwick - of Claremont Public School who has an extensive background in ACC activities (having worked at the Yamnuska Centre in Calgary for several years- both encouraged the participants to become actively involved in an ACC walk, introducing Ambulators, Quiet Activities and Active Games. Dave Lyons - from Camp Wanaketu, and an associate with the Earth Institute - presented a theoretical model of acclimatization to the twenty-two participants, and led an active and interesting discussion. For many of the participants, this was their first exposure to ACC activities and many expressed enthusiasm over its unlimited possibilities. Refreshments and a handout concluded the evening.

This is the third workshop that has been held in the Oshawa area over the past year, and there are tentative plans for an autumn workshop to be held in late September at the Durham Forest Centre - with the focus being on how to establish an Outer's Club at the elementary school level. It is hoped that through these workshops, COEO can better serve the needs of its members at the local level.

Penny Purcell



CENTRAL REGION NEWS

Central Region has not been hibernating this winter! The third annual attempt at the Third Annual Volkslauf was a snowy success. We would like to thank all those who had requests in with Mother Nature to hold off the February thaw and keep the snow on the ground! 43 participants gathered at Cedar Glen for a day of cross-country skiing, sleigh riding, sliding and good eats. Thanks to Judy Simpson for organizing a fun day!

At the end of February, John Percy from Erindale College dazzled us with a starry presentation on astronomy. His well prepared session included both easy to understand theoretical information and practical ideas for use in the teaching of astronomy to all ages. Unfortunately we were unable to get outside to see the real thing!

On May 9th, Phyllis Hill, East York's Co-ordinator of Outdoor Education presented a "Start in the Schoolyard" workshop at R.H. MacGregor P.S. She lead us through a myriad of activities for primary and junior students in a schoolyard that was basically pavement and mowed grass. Participants also received an excellent package of resource materials. Thanks to Phyllis - who went above and beyond the call of duty (in her 8th month) and Tom - who ran off all the resource materials.

On May 26th, we will also have been to the Royal Botanical Gardens in Hamilton to listen to a symphony in the Lilac Dell and paddle in Cootes Paradise with Barb McKean and Brian Holley.

Up coming in Central Region.....

Thursday June 6th - End of the Year BBQ - Forest Valley
5:00 pm Alice Casselman - Slide Show
Shelley Gordon - Music, Drama,
Dance Specialist.

If you would like more information on any of the upcoming events... contact Sue Brown at Forest Valley 630-6263. Hope to see you there!



I would like to thank the Council of Outdoor Educators of Ontario for inviting the Ministry of Natural Resources to contribute to the June issue of ANEE.

Informing the public about Ontario's natural resources is an important part of what we do at the Ministry. No matter what kind of resource information you are looking for, we have the experts to help you. Foresters, geologists, conservation officers, fish and wildlife biologists, outdoor recreation experts, parks specialists, and many others can be found in our offices across the province. The Ministry also produces a wide variety of books, brochures, fact sheets and films that are available to the public free of charge.

The following articles and photos highlight a few of our most popular outdoor education programs. I am sure many of you have taken part in some of them, and I hope these stories will encourage you to take part in even more.

At the end of each article is an address and phone number for more information. We would be happy to give you all the help we can in preparing your outdoor education lessons.

Yours sincerely,

Michael Harris

Leslie M. Frost Centre

When John Hoyes tells his students that they may not bring their Walkmans and ghetto blasters along when they visit the Leslie M. Frost Natural Resources Centre, the class always groans.

"They can't imagine living without their music for a few days," says John, who teaches science to Grades 7, 8 and 9 students at Northmount Junior High School in North York.

"But we want them to experience the peace and quiet of the outdoors without the distraction of loud rock music. And, at the end of each trip, the kids always tell me they didn't miss their music at all!"

The Frost Centre is located on 240 square kilometres of rugged Canadian Shield country and offers unique year-round opportunities to appreciate and understand the wise use and management of natural resources. John has been taking his students there for the last seven years.

"They have a super program, designed to get the kids really involved in a wide variety of outdoor themes," he says.

At the centre, students can do such things as watch a sawmill in action, learn how to stake a mining claim, test water to determine its quality for fish production and even create wildlife habitat. Specialists in fish and wildlife, forestry, mineral resources, water resources and recreation are on hand to manage the natural resources on 24,000 hectares of land and water, to offer their expertise and guidance in visitor programs, and to assist interpretive staff in delivering sessions and demonstrations.

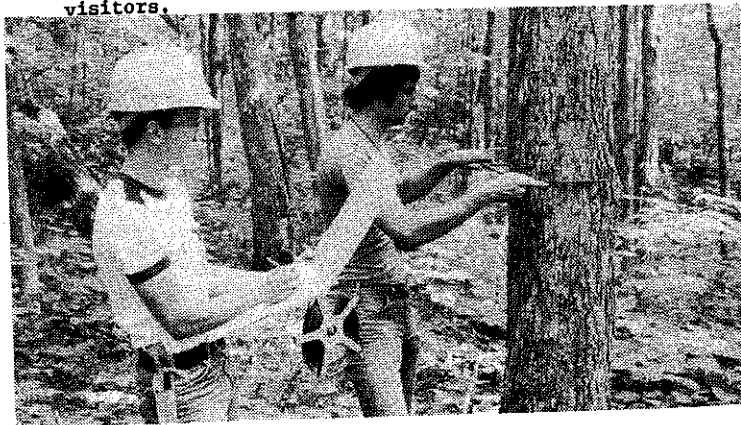
"Staff members are terrific," says Mr. Hoyes. "They go out of their way to help you in any way they can." In fact, to ensure that students and teachers get the most out of the centre, teachers are required to visit the centre before they bring their students. This gives them an opportunity to familiarize themselves with the place and to prepare their students for their experience in the north.

"Last winter, I was teaching my Grade 8 class about the balance of nature, but I don't think they really got the true impact of the lessons until they got to the centre," Mr. Hoyes says. "They talked to foresters, biologists and other specialists, and saw first-hand what it's all about."

"For example, a forester would explain what trees should be removed to improve forest productivity. It was a new angle these kids hadn't thought of before. It reinforces what we've done in the classroom."

Barrie Martin, who plans custom-made programs for visitors (and who is also a member of the advisory board to the Council of Outdoor Educators of Ontario), says that the Frost Centre is unique because it explains how natural resources are managed in Ontario. "We stress the wise use of natural resources. Many students from urban centres come here with the notion that all natural resources should be preserved. They leave with a new appreciation of the roles that the miner, forester, trapper, fisherman and hunter play in this province."

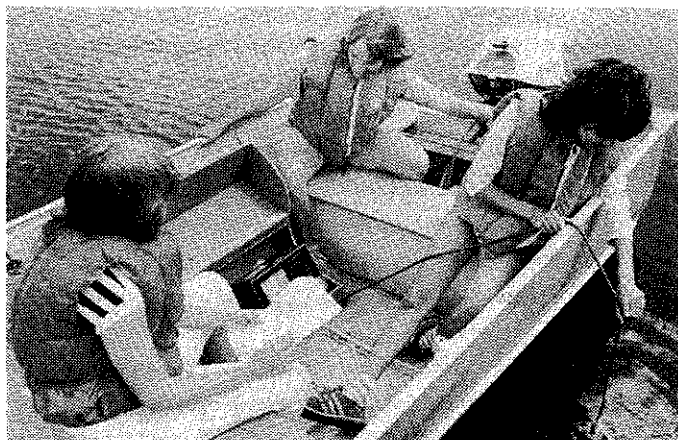
More than 10,000 students visit the Leslie M. Frost Natural Resources Centre every year. The dormitories can accommodate up to 180 visitors, and most school groups stay at least three days. But the centre is so popular that groups wanting to visit during the busiest periods (in the early fall and January through March) have to book two years in advance. The centre is also open to day visitors.



Students at the Frost Centre taking a forest inventory.

Because the centre is in the heart of cottage country, it offers a number of special programs for summer vacationers. These include sessions on water quality, how altering the shoreline at a cottage can be detrimental to fish populations, how to properly fell trees, and non-game appreciation. Admission is free for day visitors. Overnight accommodation is available to school groups and outdoor organizations. Individuals and families can choose from a wide variety of accommodation at commercial tourist establishments in the area.

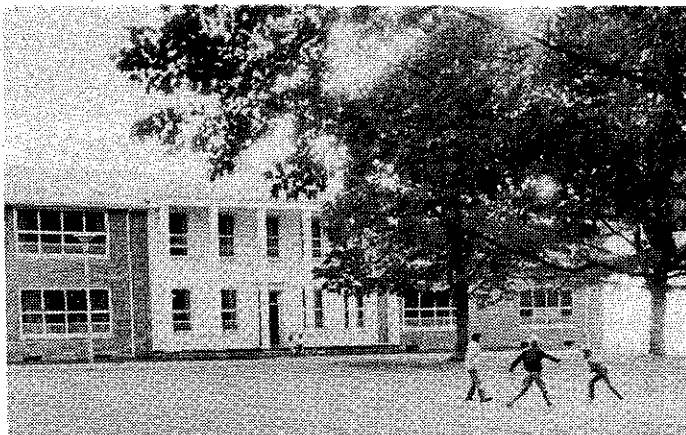
The centre is 11 km south of Dorset on Highway 35. For more information, contact The Leslie M. Frost Natural Resources Centre, Dorset, Ontario POA 1E0. Telephone 705-766-2451.



Students at the Frost Centre collecting water samples for testing.



Students at the Frost Centre use Hach Kits to test water samples for such things as acidity, dissolved oxygen and phosphates.



The main administration building at the Leslie M. Frost Natural Resources Centre.

Fire Prevention In Schools

Every spring, Ted Osesky visits about a dozen elementary schools in small communities north of Lake Superior. He is one of many Ministry of Natural Resources fire prevention technicians who spread Smokey Bear's fire safety message to schools each year.

"Children in the heavily forested parts of the province have to be made aware of the danger to their communities and the tremendous losses that can be caused by human carelessness," Ted says. "The evacuations of several northern communities two years ago helped increase the inhabitants' awareness of the problem; and they also demonstrated the need for prevention programs such as ours."

Ted, who is based at the ministry's Geraldton Fire Operations Headquarters, even visits communities accessible only by air, to talk to children in isolated northern reserve schools.

"Though the effects of such programs are often hard to measure, Geraldton District statistics do show a general reduction in fires caused by children since our visits began," he says.

Before Ted visits a school, he sends the teacher a special information kit. It contains fire prevention posters, T-shirt iron-ons, rulers, pencils, coloring books and cut-out puppets that can be given to the children and incorporated into lessons.

He usually starts his lesson with a fire prevention film a favorite with kindergarten to Grade 3 students being the Disney movie, The True Story of Smokey Bear. He then talks to the children about fire safety and fighting forest fires.

The staff and students of Henry Coaster Memorial School, Ogoki Post, with the statue of Smokey that they made. Ted Osesky is the bearded fellow to the bear's left.



"The co-operation of the teachers is essential to the success of the program, and their response has more than met our expectations," he says. "For example, the staff and students at the two-room Henry Coaster Memorial School in the village of Ogoki Post constructed a life-sized paper mache statue of Smokey. This proved to be a very useful teaching aid to me as well as the staff."

Ted says there is a big difference between children in the north and those in the south, when it comes to teaching fire prevention: "In a remote community like Ogoki Post, fire is part of each child's daily routine. It's not enough to tell them not to play with matches or to let their parents build the cook fires. Building the cook fires is one of the tasks the children are expected to do."

"So for these kids, the important things to learn are how to build safe cook fires and campfires and the proper way to put them out. They also have to learn how fire can spread and who to contact if a fire does get out of hand."

For his Ogoki Post presentation, Ted persuaded Geraldton OPP officer, Steve Starr, to put on a Smokey Bear costume and visit the school.

"Smokey was a big hit, Ted says, "Of course, he doesn't speak in public, so I had to pass on his whispered answers to the kids' questions. They wanted to know how old Smokey is, what he does at the ministry's fire centre, and what he does in winter. We don't want the magic to pall, so Smokey's visits never last more than 15 minutes.

"The point is to make the children of these remote northern areas enthusiastically aware of what they can do to prevent forest fires. Schools are the perfect places to pass on this message. Teachers, community leaders and the ministry's fire technicians must work together to help ensure that our children grow up to be conscious of fire safety."

Dale Smyk, a regional fire prevention technician at the ministry's fire centre in Thunder Bay, says school visits actually accomplish more than that. "Children are most receptive to our

fire prevention messages, and they act as a conscience for their parents, reminding them not to throw cigarettes out car windows, and to extinguish camp fires properly."

But schools are not the only places where the ministry spreads the word about fire prevention. Each year, television and radio ads warn people about the dangers of forest fires. Ministry fire prevention staff also take part in fairs and other community events, speak to public groups, and give tours of ministry fire centres.

For more information on the Ministry of Natural Resources' fire prevention activities, contact: Forest Fire Prevention Program Manager, Aviation and Fire Management Centre, P. O. Box 310, 747 Queen Street East, Sault Ste. Marie, Ontario P6A 5L8. Telephone 705-942-1800.

A is for Aggregate

Question: What are aggregates and what are they used for?

If you do not know the answer, you should consider buying a new 10-minute Ministry of Natural Resources filmstrip called A is for Aggregate. It explains that aggregates are sand, gravel and crushed stone -- the materials used to make everything from concrete and mortar to steel and glass. Included in the show, which is designed for a Grade 4-and-up audience, are simple explanations of extraction methods, government regulations and pit rehabilitation techniques.

"A lot of people don't understand that aggregates form Ontario's building blocks, says Dale Scott, of the ministry's Industrial Minerals Section. "Besides giving viewers a basic understanding of aggregates, we hope the film will encourage students to talk to their parents about the importance of these minerals -- especially when they're out driving and they see a pit or quarry."

The 35 mm filmstrip costs \$35 plus shipping, handling and sales tax. It can be ordered from Summit Film Productions Ltd., R. R. 22, Cambridge, Ontario N3C 2V4. Telephone 519-658-2852.

CFIP Projects in Schools

Michael Brown, a Brantford science teacher, recently recreated part of the outdoors in his classroom at Graham Bell Public School.

Last fall, he and his students placed hundreds of brown trout eggs in two large aquariums and filled the tanks with water from nearby Whiteman's Creek.

Throughout the year, the Grades 7 and 8 students kept a close eye on the development of the eggs, and monitored the water temperature and water quality.

About 150 of the eggs hatched, and the students eagerly fed the young fry with food from a local trout farm. The fish tripled in size -- to about five centimetres (two inches) in length -- by the time they were released into the creek at the end of the school year.

"This was a terrific experience for the students," says Michael. "They learned a great deal about the reproductive cycle, which is part of the curriculum for this level. And, of course, they became much more aware of the value of areas like Whiteman's Creek -- the environmental needs and hazards, and what they can do to help maintain it. We have the Ministry of Natural Resources to thank for make all of this possible."

This trout-hatching exercise was one of 107 projects funded in the past year by the Ministry's Community Fisheries Involvement Program (CFIP). Under the program, schools, fishing clubs, youth groups and others work with ministry people to increase fish populations by improving Ontario's lakes, rivers and streams.

Graham Bell Public School's CFIP grant of \$800 covered the cost of the aquariums, filters, air pumps and a cooling system. The eggs were provided by the local Brant Rod and Gun Club, another group involved in the CFIP program.

Graham Bell is one of three schools currently involved in CFIP. In Alliston, students at Banting Memorial High School are improving a local stream by planting vegetation along its banks to prevent erosion, adding gravel to improve spawning areas, and narrowing the stream to make it more suitable for fish.

Students at Bayside Secondary School in Belleville are doing similar rehabilitative work on a stream there.

"We're delighted to see school groups taking such an interest in improving Ontario's fisheries," says Jerry Smitka, of the ministry's Fisheries Branch. "And we'd like to encourage other school groups to become involved. Our fisheries experts are always happy to visit schools and talk about some of the ways that students and teachers can get involved in important local fisheries improvement projects."

For more information on CFIP and other ministry fisheries programs, contact your local district office of the Ministry of Natural Resources.



Brantford teacher Michael Brown checks the progress of brown trout fry with, left to right, students Marie Hardy, James Kojelis and Dio McConkey.

The Council of Outdoor Educators of Ontario (COEO)

presents

WHERE'S THE MAGIC?

preconference: Sept. 25-27

conference: Sept: 27-29

program

Both conferences offer a wide range of sessions on-site and off-site.

On-site sessions feature skills workshops, demonstrations and social activities

Off-site sessions highlight local attractions (Sifton Botanical Bog, Hawk Cliff, Children's Museum) and a variety of activities (canoeing the Thames, historical bicycle tour, sailboarding at Fanshawe Lake)
And Many Many More

location

on-site sessions, meals, and accommodation at SPENCER HALL and SPENCER LODGE - a natural setting overlooking the Thames River floodplain near the heart of London and the University of Western Ontario

contact

CHAIRMAN

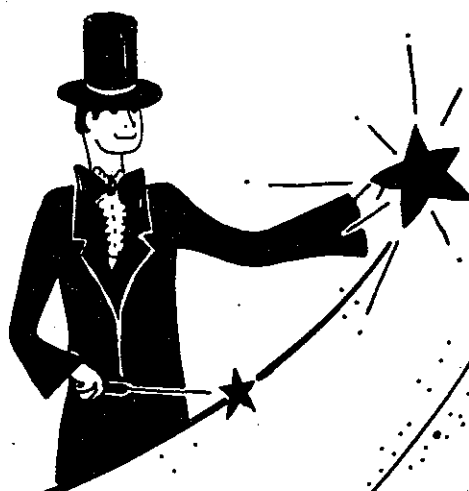
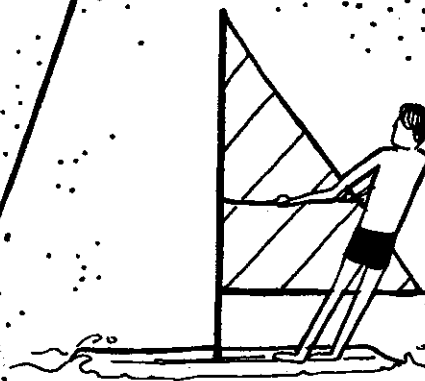
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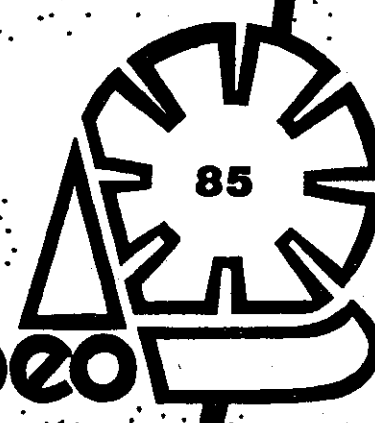
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COEO



REGISTRATION INFORMATION

A. FEES

PRE-CONFERENCE FEE INCLUDES ALL ON-SITE AND FIELD TRIP SESSIONS FROM WEDNESDAY, SEPTEMBER 25 TO FRIDAY, SEPTEMBER 27 AFTER LUNCH. THERE WILL BE SOME BETWEEN CONFERENCE OPTIONAL ACTIVITIES ON THE FRIDAY AFTERNOON FOR THOSE STAYING FOR THE MAIN CONFERENCE.

MAIN CONFERENCE FEE INCLUDES ALL ON-SITE AND FIELD TRIP SESSIONS FROM FRIDAY EVENING, SEPTEMBER 27 UNTIL SUNDAY, SEPTEMBER 29 AFTER LUNCH. SEE PROGRAM INFORMATION FOR MORE DETAILS ON THE SESSIONS OFFERED. IT ALSO INCLUDES A STEAK BANQUET FOR THE A.G.M.

B. MEALS

PRE-CONFERENCE MEALS INCLUDE BREAKFAST, LUNCH AND SUPPER ON THURSDAY AND FRIDAY. BREAKFAST IS A BUFFET STYLE OF A WIDE SELECTION OF FOOD. LUNCHES ARE BOX LUNCHES INCLUDING A CRUSTY ROLL SANDWICH, FRUIT, BEVERAGE, AND DESSERT. SUPPER ON THURSDAY EVENING INCLUDES TWO ENTREES, SALAD BAR, POTATO, BEVERAGE AND DESSERT. FRIDAY SUPPER CONSISTS OF A HAMBURGER BBQ, SALAD BAR, DESSERT AND BEVERAGE.

MAIN CONFERENCE MEALS ARE VERY SIMILAR TO THOSE OFFERED FOR PRE-CONFERENCE. SUNDAY LUNCH WILL BE A BUFFET STYLE MEAL. THE SATURDAY BANQUET IS INCLUDED IN THE CONFERENCE FEE.

C. ACCOMMODATION

PLEASE MAKE SURE YOUR PREFERENCES FOR ACCOMMODATION ARE CHECKED OFF BOTH ON THIS INFORMATION SHEET AND YOUR REGISTRATION FORM. PLEASE INDICATE YOUR FIRST, SECOND AND THIRD CHOICE. WE WILL TRY TO GRANT YOU ONE OF YOUR FIRST TWO CHOICES. BY REGISTERING EARLY YOUR CHANCES FOR YOUR FIRST PREFERENCES WOULD BE BETTER OF COURSE.

C.1 **SPENCER HALL** WE HAVE A LIMITED NUMBER OF ROOMS (10 SINGLE) WITH THREE-PIECE BATH AT THE WINDERMERE CONFERENCE SITE. FIRST PRIORITY WILL BE GIVEN TO PRESENTERS.

C.1 _____

C.2 **SPENCER LODGE** RUSTIC AND MODIFIED DORMITORY ACCOMMODATION ON SITE. MUST BRING OWN SLEEPING BAG, PILLOW, TOWEL.

C.2 _____

C.3 **CAMPING OR ADIRONDACKS** ON SITE.

C.3.1 **CAMPING.** MUST BRING OWN TENT, FOAM PAD OR AIR MATTRESS, SLEEPING BAG, TOWEL.

C.3.1 _____

C.3.2 **ADIRONDACKS.** THREE-WALLED WOODEN SHELTERS, CANVAS CURTAIN FRONT (4 PEOPLE). ACCESS TO WASHROOMS AND SHOWERS. MUST BRING OWN FOAM, SLEEPING BAG, PILLOW, TOWEL.

C.3.2 _____

C.4 **BRIARWOOD INN/HOTEL** LOCATED 8 MINUTES FROM WINDERMERE SITE IN DOWNTOWN LONDON.

C.4.1 1 PERSON, 1 BED \$50.00

C.4.1 _____

C.4.2 2 PERSONS, 1 BEDS \$53.00

C.4.2 _____

C.4.3 3 PERSONS, 2 BEDS \$57.00

C.4.3 _____

C.4.4 4 PERSONS, 2 BEDS \$61.00

C.4.4 _____

TAXES ARE NOT INCLUDED

- D. IF YOU ARE A COEO MEMBER BUT HAVE NOT PAID YOUR 1986 DUES OR IF YOU WISH TO JOIN, YOU MAY FILL OUT THE APPLICATION FORM IN ANEE AND SEND IT IN WITH YOUR CONFERENCE APPLICATION.
- E. STUDENTS WILL RECEIVE A \$10.00 REDUCTION PER CONFERENCE FROM THE CONFERENCE FEES. STUDENTS ARE NOT SUBJECT TO THE LATE REGISTRATION FEES BUT SHOULD REALIZE THERE ARE A LIMITED NUMBER OF REGISTRATIONS.
- F. THE FEES WILL BE INCREASED \$10.00 PER CONFERENCE FOR APPLICATIONS RECEIVED AFTER JUNE 28 AND ANOTHER \$10.00 PER CONFERENCE FOR THOSE RECEIVED AFTER SEPTEMBER 09.
- G. ANYONE WISHING TO ATTEND THE MAIN CONFERENCE ON THE SATURDAY ONLY MAY DO SO FOR \$40.00 AND ANOTHER \$12.00 FOR THE ANNUAL GENERAL MEETING (A.G.M.) BANQUET IF THEY WISH TO ATTEND.
- H. WE WILL ACCEPT A MINIMUM OF \$30.00 DEPOSIT PER CONFERENCE. THIS IS FULLY REFUNDABLE IF THE REGISTRAR IS NOTIFIED ON OR BEFORE 1985 SEPTEMBER 09. WE DO NOT ENCOURAGE, HOWEVER, WE WILL ACCEPT CHEQUES POSTDATED NO LATER THAN 1985 AUGUST 01.

PLEASE PRINT

REGISTRATION FORM FOR "WHERE'S THE MAGIC" COEO '85

SURNAME	GIVEN NAME	(AREA)	HOME PHONE
ADDRESS		POSTAL CODE	BUSINESS PHONE

PERSONAL STATUS INFORMATION

MALE ☐ FEMALE ☐

I ATTENDED THE COEO '84:

PRE-CONFERENCE ☐ MAIN CONFERENCE ☐

CURRENT MEMBERSHIP #

REGION

IF NON-MEMBER OR HAVE NOT RENEWED FOR 1986, SEE D BELOW

OCCUPATION

- TEACHER - ELEMENTARY ☐
- SECONDARY ☐
- OUTDOOR SCHOOL ☐
- CONSULTANT OR ADMINISTRATOR ☐
- COLLEGE/UNIVERSITY ☐
- CONSERVATION AUTHORITY ☐
- PRIVATE OUTDOOR SCHOOL ☐
- STUDENT ☐
- OTHER (PLEASE SPECIFY)

FOR DETAILS ON THE FOLLOWING INFORMATION SEE REGISTRATION INFORMATION SHEET

TOTALS PER SECTION

- A. CONFERENCE FEES - PRE-CONFERENCE \$65.00
 - MAIN CONFERENCE \$76.00 (INCLUDES AGM BANQUET)

A

- B. MEALS - PRE-CONFERENCE \$40.00
 - MAIN CONFERENCE \$29.00

B

C. ACCOMMODATION

- C.1 \$25.00/NIGHT
- C.2 \$ 5.00/NIGHT
- C.3.1 FREE
- C.3.2 FREE
- C.4.1 \$50.00/NIGHT
- C.4.2 \$26.50/NIGHT/PERSON
- C.4.3 \$19.00/NIGHT/PERSON
- C.4.4 \$15.25/NIGHT/PERSON

INDICATE
1ST, 2ND,
AND 3RD
CHOICES

I AM WILLING TO SHARE
ACCOMMODATION WITH
STRANGERS ☐

IF YOU WISH TO SHARE
ACCOMMODATION WITH OTHERS,
PLEASE STATE NAMES

C

FOR OFFICE
USE ONLY

- D. IF MEMBERSHIP IS INCLUDED ADD APPROPRIATE MEMBERSHIP FEE

IF NON-MEMBER ADD \$25.00 PER CONFERENCE

D

- E. STUDENT: UNIVERSITY/COLLEGE STUDENT #

STUDENTS ARE NOT SUBJECT TO LATE FEES

INCLUDE -\$10.00
IN BLOCK E FOR
STUDENT DISCOUNT

E

- F. MISSED EARLY BIRD SPECIAL JUNE 28 - ADD \$10.00
 MISSED LATE REGISTRATION DATE (SEPTEMBER 09) - ADD ANOTHER \$10.00

F

- G. SATURDAY ATTENDANCE ONLY - \$40.00 (NO MEALS)
 - \$12.00 AGM BANQUET

G

- H. DEPOSIT (MINIMUM OF \$30.00 PER CONFERENCE)

H

- I. OTHER COSTS (PLEASE SPECIFY)

I

- J. AMOUNT STILL OWING

J

FOR OFFICE
USE ONLY

WHERE'S THE MAGIC?

CHEQUES

PLEASE MAKE CHEQUES PAYABLE TO COEO.
PLEASE SEND CHEQUE AND APPLICATION FORM TO:

VERONICA SFERRAZZA
664 EMERY STREET EAST
LONDON, ONTARIO
N6C 2G4

TELEPHONE 519-672-3133

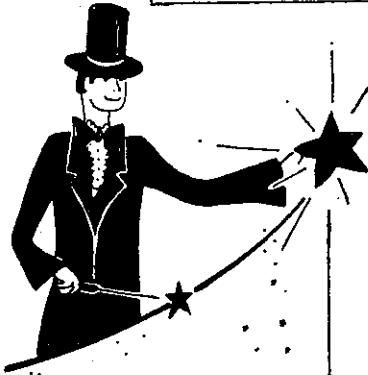
ADVERTISING

YOU CAN HELP US TO ADVERTISE BY POSTING THIS INFORMATION AND/OR MAILING COPIES TO ANYONE IN YOUR AREA WHO COULD BE INTERESTED. FEEL FREE TO PUT YOUR NAME ON IT AS A LOCAL CONTACT. HELP OTHERS TO SHARE THE MAGIC OF COEO '85

CRITICAL DATES

- JUNE 28 - APPLICATIONS MUST BE RECEIVED BY THIS DATE FOR THE EARLY BIRD SPECIAL.
- SEPTEMBER 01 - THE LAST DAY WE CAN GUARANTEE ACCOMMODATION AT THE BRIARWOOD DUE TO A LARGE PLOWING MATCH TAKING PLACE IN LONDON AREA AT THE SAME TIME.
- SEPTEMBER 09 - APPLICATIONS MUST BE RECEIVED BY THIS DATE OR THEY WILL BE SUBJECT TO LATE REGISTRATION.
- ANYONE WISHING A FULL REFUND ON THEIR DEPOSIT MUST NOTIFY REGISTRAR BY THIS DATE.

THE NUMBER OF PARTICIPANTS PER CONFERENCE IS LIMITED AND WILL BE FILLED ON A FIRST-COME, FIRST-SERVED BASIS. DON'T PROCRASTINATE AND PAY MORE OR TAKE A CHANCE OF MISSING THE MAGIC.



* COMING UP *
* WATCH FOR "MAGIC SPOTS" AND *
* "HONOURING THE ELDERS" PLUS *
* MORE PROGRAM INFORMATION *



* REGISTER NOW *
* IF YOU ARE NOT SURE YOU CAN GET *
* PERMISSION TO ATTEND THE CONFER- *
* ENCE OR MIGHT HAVE OTHER CONFLICTS, *
* WE SUGGEST THAT YOU REGISTER PRIOR *
* TO JUNE 28 TO SAVE TWENTY DOLLARS *
* AND ENSURE A SPACE. IF YOU CANNOT *
* ATTEND, LET US KNOW BY SEPTEMBER 9 *
* AND YOU WILL GET A FULL REFUND. *

PROGRAM

THE PROGRAM ON THE FOLLOWING PAGES IS MOST BUT NOT ALL OF WHAT WE HOPE TO PRESENT TO YOU AT EACH CONFERENCE. THERE ARE STILL A NUMBER OF EXCITING PROGRAMS THAT WERE NOT FULLY CONFIRMED AT PRESS TIME. WE HOPE TO HAVE THE FULL CONFERENCE BOOKLETS AVAILABLE IN LATE JUNE SO THEY CAN BE MAILED TO REGISTRANTS TO ALLOW THEM TO PRE-REGISTER FOR SESSIONS. IF YOU WANT TO HELP ENSURE THAT WE OFFER THE FULL COMPLEMENT OF PROGRAM THAT WE ARE ADVERTISING, WE NEED YOUR HELP - TALK SOME INTERESTED COLLEAGUES INTO ATTENDING THE CONFERENCE WITH YOU. WE NEED BODIES TO FILL SESSIONS. REGISTER NOW AND HELP COEO "COME ALIVE IN '85" FOR FURTHER PROGRAM INFORMATION, CONTACT:

PETER FERGUSON
320 WESTMINSTER AVENUE, #98
LONDON, ONTARIO N6C 5H5



COEO



PRE-CONFERENCE

TOUR OF THE CHILDREN'S MUSEUM

T.B.A.

AN INFORMAL TOUR OF THE INTERESTING AND UNIQUE CHILDREN'S MUSEUM IN LONDON. LEARN HOW THIS TYPE OF FACILITY COULD BE OF BENEFIT TO YOUR PROGRAM. GET SOME NEW IDEAS TO MOTIVATE STUDENTS.

WATER MAGIC

PETER ATTFIELD

IN THIS SESSION, WATER WILL BE SHOWN TO BE A MAGIC INGREDIENT BY A WATER WIZARD. THE SCIENCE BEHIND THE PHENOMENON OF H_2O WILL BE DEMONSTRATED IN A MAGICAL WAY.

SLIDE/SOUND PRESENTATIONS

GREG DERBYSHIRE

A BRIEF LOOK AT PUTTING TOGETHER A SLIDE/SOUND PRESENTATION FOR PUBLIC RELATIONS AND INSTRUCTIONAL USE. EQUIPMENT NEEDS WILL BE CONSIDERED.

LEARNING TO SEE THROUGH NATURE'S WINDOWS

JOEL JOHNSON

DISCOVER THE WONDERS OF A FOREST WETLAND OR PICTURESCUE RAVINE AS YOU CAPTURE THE MOMENT ON FILM. TIPS ON EQUIPMENT AND PHOTOGRAPHY WILL BE FOLLOWED BY AN OUTDOOR HIKE TO EXPLORE THE MAGIC OF NATURE AT CLOSE RANGE. BRING A CAMERA AND FILM TO COMPOSE PICTURES WITH THE ASSISTANCE OF A PROFESSIONAL PHOTOGRAPHER.

ACID RAIN - A FIRST HAND LOOK

T.B.A.

FOLLOWING A FILM DOCUMENTARY ON ACID RAIN, STAFF FROM THE MINISTRY OF THE ENVIRONMENT WILL DEMONSTRATE THE ACID RAIN TESTER LOCATED ON THE LONGWOODS ROAD PROPERTY. YOUR MANY QUESTIONS WILL BE ANSWERED CONCERNING ACID RAIN AND ITS DEVASTATING EFFECTS ON THE ENVIRONMENT.

WOODLAND INDIAN POTTERY AND PIT FIRING

JACKIE CHRISTIAN

MIX CLAY, TEMPER AND WATER. ALTER ITS FORM BY USING FIRE. WHAT SOUNDS LIKE A SIMPLE PROCESS INVOLVES COMPLEX TECHNIQUES LEARNED BY NATIVE PEOPLE AND PASSED THROUGH MANY GENERATIONS. MAKE YOUR OWN POT USING THESE TRADITIONAL METHODS.

AVOIDING BURNOUT IN AN OUTDOOR CENTRE

JIM GEAR

TWO OF THE DIFFICULTIES OF TEACHING IN AN OUTDOOR CENTRE ARE THE REPETITION AND THE FACT THAT IT IS MORE DIFFICULT TO SEE GROWTH AND DEVELOP A RAPPORT WITH THE STUDENTS (ESPECIALLY IN A DAY CENTRE). THIS SESSION WILL FOCUS ON A FEW SOLUTIONS TO THIS PROBLEM INCLUDING: HOW TO OBTAIN AND USE VOLUNTEER HELP; CREATIVE USE OF AUDIO-VISUAL; CREATIVE APPROACHES TO YOUR JOB; AND TECHNIQUES TO HELP YOU GET TO KNOW STUDENTS QUICKLY AND DEVELOP A STRONGER BOND IN A SHORTER PERIOD OF TIME. THE SESSION FOLLOWING THIS "REMEMBERING NAMES" IS A GOOD FOLLOW-UP SESSION.

CAMPOUTS A-Z

GARY McNAUGHTON

PLANNING A CAMP-OUT TAKES A LOT OF PREPARATION. ALLOWING STUDENTS TO PLAN A CAMP-OUT TAKES A LOT OF THOUGHT. THIS SESSION WILL SHORTCUT YOU THROUGH A LOT OF THIS AND WILL PRESENT YOU WITH MANY NEW IDEAS AND SOME VERY VALUABLE HAND-OUTS.

BUILDER, GATHERER, MEDICINE MAN

JANET COBBAN

IF WE NEEDED A SITE FOR A VILLAGE, WOOD AND BARK FOR A LOGHOUSE, PLANTS FOR MEDICINE, OR ANIMALS FOR FOOD, WHERE COULD WE FIND THEM? WHILE EXPLORING THE TRAILS AT LONGWOODS, DISCOVER SOME OF THE NATURAL RESOURCES USED BY IROQUOIAN NATIVE PEOPLE, ONE THOUSAND YEARS AGO.

ARCHAEOLOGY - ON SITE

RON WILLIAMSON

WORKING AT A REAL ARCHAEOLOGICAL SITE, UNCOVER PRE-HISTORIC ARTIFACTS AND LEARN HOW THESE ARTIFACTS YIELD INFORMATION ABOUT NATIVE LIFE 1000 YEARS AGO. ALSO INCLUDED ARE A FLINT KNAPPING WORKSHOP AND A SLIDE SHOW. TRANSPORTATION WILL BE REQUIRED TO THE ARCHAEOLOGICAL SITE.

HANDICAPPED PROGRAMS IN OUTDOOR EDUCATION

T.B.A.

THIS SESSION WILL ALLOW YOU TO BETTER UNDERSTAND HOW TO DEVELOP AND IMPLEMENT OUTDOOR EDUCATION PROGRAMS FOR THE HANDICAPPED.

ARCTIC EXCHANGES

T.B.A.

THIS SESSION WILL FOCUS ON AN EXCHANGE OF STUDENTS AND TEACHERS WHO EXCHANGED LIFESTYLES AND EXPERIENCES WITH THOSE OF AN ARCTIC COMMUNITY.

LIVE BEE PRESENTATION

BILL SAVAGE

MAKING USE OF A HONEYBEE DEMONSTRATION HIVE, BILL WILL SHOW HOW THIS LIVING RESOURCE CAN BE HELPFUL IN TEACHING ECOLOGICAL CONCEPTS TO BOTH VERY YOUNG AND OLDER STUDENTS.

CANOE TRIPPING - A TEACHER TRAINING PROGRAM

TOM PURDY

PARTICIPANTS WILL EXPERIENCE MANY OF THE ACTIVITIES AND RESOURCES EMPLOYED TO PREPARE TEACHERS IN THE LONDON SYSTEM TO LEAD SAFE, ENVIRONMENTALLY SOUND CANOE TRIPS WITH SECONDARY STUDENTS.

THE PLANETARIUM - NIGHT SKY MAGIC

TOM PURDY

PARTICIPANTS WILL BECOME FAMILIAR WITH A PLANETARIUM USED IN AN ENVIRONMENTAL CENTRE SETTING. THE NIGHT SKY WILL BE EXPLORED AND PARTICIPANTS WILL HAVE AN OPPORTUNITY TO INTERACT WITH THE PRESENTER AND THE FACILITY.

EDUCATIONAL RESEARCH APPLIED TO OUTDOOR EDUCATION

JAN STEWART

THIS SESSION WILL EXAMINE SOME OF THE WORK OF P.R.I.D.E. AND T.T.L.C. (TEACHING THROUGH LEARNING CHANNELS). IT WILL EXPLAIN LEARNING CHANNELS, MOTIVATING TECHNIQUES AND METHODS OF QUESTIONING. FINALLY ALL OF THESE WILL BE RELATED TO THE TEACHING OF OUTDOOR EDUCATION.

OUTDOOR EDUCATION LEADING THE WAY

JIM GEAR

THROUGH OUR OUTDOOR EDUCATION PROGRAMS WE HAVE THE UNIQUE OPPORTUNITY TO HAVE A VERY POSITIVE INFLUENCE ON EDUCATION. THIS SESSION WILL FOCUS ON HOW WE CAN MAXIMIZE THIS UNIQUE OPPORTUNITY.

PRE-CONFERENCE

REMEMBERING NAMES

JIM GEAR

IN AN OUTDOOR CENTRE (ESPECIALLY DAY CENTRE) IT IS DIFFICULT TO GET TO KNOW THE NAMES OF ALL THE STUDENTS BECAUSE WE SEE SO MANY FOR SUCH A SHORT PERIOD OF TIME. BOTH OUR TEACHING AND OUR ATTITUDE TOWARD THE GROUP IMPROVE WHEN WE LEARN THEIR NAMES. THIS SESSION WILL GIVE PARTICIPANTS SKILLS WHICH WILL HELP THEM TO LEARN A LARGE NUMBER OF NAMES IN A SHORT PERIOD OF TIME.

INNOVATIVE TEACHING STYLES

AUKE VAN HOLST

THIS SESSION WILL DESCRIBE A NUMBER OF TEACHING STYLES (ESPECIALLY THE WORK OF MOSTON) AND WILL SHOW THEIR DIRECT APPLICATION TO TEACH OUTDOOR EDUCATION. WITH A NUMBER OF EXAMPLES AND SOME HANDS-ON EXPERIENCE, PARTICIPANTS WILL BECOME VERY FAMILIAR WITH SOME NEW TEACHING STYLES.

VALUES APPROACH TO OUTDOOR EDUCATION

FRANK GLEW

THE IMPORTANCE OF THE AFFECTIVE DOMAIN IN OUTDOOR EDUCATION WILL BE USED AS THE BASIS FOR A VALUES APPROACH TO UNITS IN OUTDOOR STUDIES.

LEADERSHIP BLENDING NATIVE AND MODERN APPROACHES

GEORGE HENRY/
AIDAN SPILLER

THIS SESSION WILL BLEND A COMBINATION OF MULTIMEDIA, SMALL GROUP PRESENTATIONS AND SMALL GROUP DISCUSSIONS. PARTICIPANTS WILL BE INTRODUCED TO TRADITIONAL INDIAN SYMBOLS INCLUDING A VARIETY OF MEDICINE WHEELS AND THE EAGLE FEATHER. TO DATE, THE PRESENTERS HAVE COMPLETED THREE TELEVISION DOCUMENTARIES ON THIS TOPIC.

AN INNOVATIVE CANOEING PROGRAM

JIM GEAR

IF YOU DO TEACH, MAY HAVE TO TEACH, OR WOULD LIKE TO TEACH CANOEING, THIS SESSION IS A MUST. PARTICIPANTS WILL BE INTRODUCED TO AND INVOLVED IN A COMPLETE CANOE INSTRUCTION PROGRAM. THERE WILL BE NO ON-WATER CANOEING, HOWEVER, THERE WILL BE INVOLVEMENT WITH MECHANICAL TASKS, ROLLER CANOES AND CANOE VIDEOS.

PIONEER STUDIES

KIM MILLS ET AL

IN THIS SESSION PARTICIPANTS WILL BE GIVEN AN OVERVIEW OF THE LONDON BOARD OF EDUCATION PIONEER STUDIES PROGRAM (GRADE 7 & 8). PARTICIPANTS WILL GET A CHANCE TO TRY SOME OF THESE ACTIVITIES. A SPECIAL SESSION ON PIONEER GAMES WILL BE PRESENTED AND RAY KETTLEWELL WILL DEMONSTRATE PROPER TECHNIQUES FOR SHARPENING PIONEER TOOLS INCLUDING A CROSS-CUT SAW. THERE WILL ALSO BE AN OPPORTUNITY FOR PARTICIPANTS TO BRING AND SHARE PIONEER PROGRAM IDEAS.

ATTRACTING DAY-USE TO YOUR CENTRE

PANEL

THE SURVIVAL OF MANY OUTDOOR CENTRES IS DEPENDENT ON THEIR ABILITY TO ATTRACT DAY USE TO THE CENTRE. A PANEL MADE UP OF PEOPLE WHO HAVE MET WITH SOME SUCCESS IN THIS AREA WILL SHARE IDEAS WITH THE GROUP AND IT WILL BE EXPECTED THAT THE AUDIENCE WILL THEN SHARE SOME OF THEIR IDEAS.

NEW, NEW GAMES

CATHY BEACH & DAVE PADDOCK

SOME OLD NEW GAMES AND MANY NEW, NEW GAMES FROM THE NEW BOOK "SILVER BULLETS" PUBLISHED BY PROJECT ADVENTURE WILL BE INTRODUCED TO PARTICIPANTS. REMEMBER, COME READY TO LAUGH AND PARTICIPATE.

RESIDENTIAL PROGRAMS

MARK WHITCOMBE ET AL

IN THIS SESSION MARK WILL SHARE SOME OF THE RESULTS OF THE DEMOGRAPHIC SURVEY AND WILL SHOW THE RAMIFICATION THIS HAS FOR RESIDENTIAL PROGRAMS. THE SESSION WILL SHARE IDEAS AND CONCERNS AS THEY RELATE TO PROGRAMS, PROBLEMS AND SOLUTIONS THAT ARE SPECIFIC TO RESIDENTIAL OUTDOOR PROGRAMS.

THE LEARNING SPIRAL

AUKE VAN HOLST

FOR ANY SIGNIFICANT LEARNING TO TAKE PLACE THERE MUST BE A SUFFICIENT AMOUNT OF ALL OF THESE FOUR INGREDIENTS: READINESS, RELEVANCE, INVOLVEMENT AND SATISFACTION. THIS SESSION WILL DESCRIBE WHAT IS INVOLVED IN EACH OF THESE INGREDIENTS AND WILL DEMONSTRATE HOW THE KNOWLEDGE OF THIS WILL IMPROVE ANY TEACHING-LEARNING SITUATION.

OOEO - WHERE IT IS AND WHERE ITS GOING?

JAN STEWART

THIS SESSION WILL EXPLAIN MANY OF THE DIRECTIONS THAT OOEO IS NOW GOING AND WILL PROVIDE THE OPPORTUNITY FOR INPUT FROM THE GROUP. IF YOU WANT AN OPPORTUNITY TO CONSTRUCTIVELY CRITICIZE, THIS WOULD BE A GOOD TIME.

THE REFLECTIVE PRACTITIONER

BERT HORWOOD

THIS SESSION IS A WORKSHOP-LIKE INTRODUCTION TO NEW THEORETICAL INSIGHTS INTO IMPROVING PROFESSIONAL PRACTICE. THE USUAL NOTION THAT PROFESSIONALS SHOULD IMPROVE PRACTICE BY LISTENING TO OUTSIDE EXPERTS IS TURNED UPSIDE-DOWN. INSTEAD THE SOURCE FOR IMPROVEMENT IS THE PROFESSIONAL'S INSIGHTFUL REFLECTION ON HIS/HER OWN ACTIONS. PARTICIPANTS WILL TRY IT OUT.

MAIN CONFERENCE

WHITE-TAILED DEER TRAIL

TOM PURDY

DURING THIS ACTIVITY, PARTICIPANTS WILL EXPERIENCE DEER ECOLOGY USING MANY TECHNIQUES USED BY WILDLIFE BIOLOGISTS.

HORSEBACK RIDING AND YOUR PROGRAM

JOAN RUSSELL

COME AND PARTICIPATE IN A SESSION ON WESTERN HORSEBACK RIDING AND GENERAL HORSEMANSHIP INFORMATION. LEARN HOW TO ENHANCE A DAY FIELD TRIP OR HOW TO INCLUDE IT INTO A PHYSICAL EDUCATION CURRICULUM. THE PROGRAM WILL INCLUDE A RIDE AND WILL COST \$15.00 FOR THE THREE-HOUR SESSION.

MAIN CONFERENCE

MYTHS AND MAGIC OF THE FOREST

ALLAN FOSTER

THIS SESSION WILL DISCUSS HOW PLANTS AND ANIMALS CAN BE SEEN AS BEING RICH IN MAGICAL FOLKLORE. PARTICIPANTS WILL LEARN WHY A ROBIN'S NEST IS GOOD LUCK, WHY WITCHES IN BOSTON WERE BURNED FOR HAVING YARROW, AS WELL AS A CHANCE TO MAKE A WITCH'S FLIGHT OINTMENT OR NATURAL HAIR TONIC.

MOCASIN WALK

CAROL RAY

THIS SESSION WILL DEMONSTRATE HOW TO RUN A PROGRAM ON THE IROQUOIS WHICH REQUIRES ONLY A WOODLOT - NO ARTIFACTS OR FACILITIES. PARTICIPANTS WILL LEARN ABOUT THE NATURAL RESOURCES USED BY INDIANS AND SOME INDIAN GAMES.

FROGS, TURTLES AND MARSHLAND MONSTERS

BONNIE CAREY

EQUIPPED WITH NETS AND BUCKETS YOU WILL ENJOY THIS WETLAND SAFARI TO REVEAL THE WEALTH OF NATURAL BEAUTY AND ACTIVITY OF ONTARIO'S VANISHING RESOURCE. APPRECIATE THE IMPORTANCE OF PRESERVING AND UNDERSTANDING WETLANDS AS YOU SEARCH FOR WATER AND LAND CRITTERS OF THE MARSH.

DISCOVER SKA-NAH-DOHT

JANET COBBAN

SKA-NAH-DOHT IS A RECREATION OF A PREHISTORIC IROQUOIAN INDIAN SETTLEMENT WITH SIXTEEN STRUCTURES ILLUSTRATING NATIVE LIFE 1000 YEARS AGO. EXPLORE THE VILLAGE, PARTICIPATE IN NATIVE SKILLS WORKSHOPS AND LEARN ABOUT A PROGRAM THAT ATTRACTS OVER 8000 CHILDREN ANNUALLY.

THE ORIENTAL STORY BOX

STEVE SAUNDER

TAKE A VOYAGE ON AN OUT-RIGGER SAIL BOAT AND FISH FOR SHARK IN THE BAY OF BENGAL. CLIMB THE HIMALAYAS TO THE TIBETAN BORDER. TRAVEL THIRD CLASS THROUGH INDIA SHARING YOUR SEAT WITH A GOAT.

LEARN HOW TO USE THE STORY BOX IN YOUR CLASSROOM OR OUTDOOR SETTING.

HISTORICAL CANOE TRIP OF THE MIGHTY THAMES

ANDY CHISHOLM

BUFF UP ON YOUR CANOEING SKILLS AND LEARN ABOUT THE HISTORY OF THE THAMES RIVER AS YOU PADDLE DOWN THE RIVER. MANY NEW AND INTERESTING FACTS WILL BE OBSERVED AS YOU DISCOVER THE THAMES AS NEVER SEEN BEFORE.

THE MAGIC OF EARTH EDUCATION

RICK ROMAN

YES, NATURE PROGRAMS CAN BE FUN! JOIN IN ON SOME ENVIRONMENTAL EDUCATION ACTIVITIES AND LEARN WHAT MAKES IT MAGICAL. AN "EARTH WALK" AND "DISCOVERY PARTIES" ARE TWO OF THE ACTIVITIES PLANNED, PLUS AN OVERVIEW OF EARTH EDUCATION AND WHAT IT HAS TO OFFER TEACHERS IN THE OUTDOORS.

WAITING FOR THE SNOW, SKIING WITHOUT THE SNOW - IT'S MAGIC

CHRIS MCCRADY

A WORKSHOP WHICH WILL GIVE TEACHERS IDEAS FOR PREPARING CHILDREN FOR SKIING BEFORE THE SNOW FALLS. DRYLAND COACHING TECHNIQUES WILL INCLUDE ROLLERSKIING, VIDEO ANALYSIS AND MORE.

PLANNING A CAMPFIRE

T.B.A.

IN THIS SESSION YOU WILL LEARN THE IN AND OUTS OF A CAMPFIRE PROGRAM. SONGS, SKITS, THEMES AND SPECIAL CAMPFIRES WILL BE DISCUSSED AND ILLUSTRATED. YOU WILL ALSO GET THE CHANCE TO SEE HOW TO MAKE A CAMPFIRE MAGICAL.

THE FUN AND ADVENTURE OF A ROPES COURSE

T.B.A.

A HANDS-ON APPROACH TO THE USE OF A ROPES COURSE. YOU WILL GET TO TRY OUT SEVERAL AREAS OF A ROPES COURSE AND THEN DISCUSS THE BENEFITS AND INTRIGUE OF ROPES COURSE PARTICIPATION.

PREPARING AND RUNNING A COOKOUT

T.B.A.

A PRACTICAL SESSION ON THE DIFFERENT STEPS IN HAVING A COOKOUT WITH YOUR GROUP. EQUIPMENT NEEDS, TYPES OF FOOD, AND ACTIVITIES WILL BE ILLUSTRATED IN A HANDS ON COOKOUT. BRING YOUR APPETITES FOR THIS ONE!

A HAWK CLIFF ADVENTURE

DAVE MARTIN

EACH AUTUMN THOUSANDS OF MIGRATING BIRDS OF MANY SPECIES FROM NORTHERN ONTARIO AND QUEBEC FLY SOUTH. RATHER THAN FLYING ACROSS LARGE BODIES OF WATER, THEY FOLLOW THE SHORELINE UNTIL THEY REACH THE NIAGARA PENINSULA OR THE DETROIT RIVER WHERE THEY CAN CONTINUE SOUTH IN SAFETY. HAWK CLIFF, ON THE NORTH SHORE IS ONE AREA WHERE MIGRANTS ARE HIGHLY VISIBLE IN LATE SEPTEMBER.

BINOCULARS WILL BE SUPPLIED, BUT NOT TRANSPORTATION.

TOUR OF THE FANSHAWE DAM

DAVE MARTIN

THIS SESSION WILL PROVIDE AN OVERVIEW OF CONSERVATION AUTHORITIES WATER MANAGEMENT PROGRAMS THROUGH A TOUR OF THE DAM. IT WILL ALLOW PARTICIPANTS TO SEE HOW TO VARY SUCH A PROGRAM TO DIFFERENT EDUCATIONAL GROUPS. A DISCUSSION WILL FOLLOW ON ISSUES INVOLVED IN "CONSERVATION EDUCATION" VS "OUTDOOR EDUCATION".

THE SIFTON BOG - A UNIQUE TEACHING RESOURCE

BILL GIRLING/
BILL OLDHAM

A LOOK AT SOME OF THE VEGETATION CHARACTERISTICS OF ACID BOGS AND A CONSIDERATION OF THE BOG AS AN EXAMPLE OF PRIMARY SUCCESSION.

THE SESSION WILL BE SPLIT INTO TWO PARTS, FIRST LOCAL NATURALISTS WILL INTERPRET THE BOG ON A EXPLORATORY HIKE. THEN A TEACHER WILL SHOW HOW THE BOG CAN BE USED TO COMPLEMENT CLASSROOM STUDIES.

MUSICAL ECOLOGY

ROB HENDERSON

THIS SESSION WILL EXAMINE SOME OF THE LINKS BETWEEN CONTEMPORARY MUSIC AND DEEP ECOLOGICAL THEMES. WORKS TO BE EXAMINED INCLUDE MUSICIANS AND AUTHORS SUCH AS: BRUCE COLBURN, THE POLICE, RUSH, TAKING HEADS, PSYCHEDELIC FURS, THEODORE ROSZAK, PAUL SHEPARD, IAN MCHARG AND MARILYN FERGUSON.

PROSPECTING - THE SCIENCE THEN AND NOW

TOM PURDY

PARTICIPANTS WILL HAVE A HANDS-ON EXPERIENCE WITH GOLD PANNING AND THE USE OF ELECTROMAGNETIC DETECTORS ON A MODEL MINING CLAIM. THE EMPHASIS WILL BE ON THESE ELEMENTS OF THE GRADE 7 AND 8 EARTH SCIENCE PROGRAM.

MAIN CONFERENCE

PUPPETRY AND SENSORY HIKE

**COBINA SAUNDER/
DEBRA FLETCHER**

PROFESSOR HOO-HOOTER THE OWL, ABBOT THE RABBIT, FREDDY THE FROG AND SPENCE THE SNAKE, ALL LIFE SIZED PUPPETS, WILL INTRODUCE YOU TO THE FOREST IN A MAGICAL WAY. DISCOVER A MAGIC SCARF WHICH DISCLOSES MANY FOREST TREASURES, A SPECIAL POTION WHICH GIVES US ABILITY TO SMELL THE FOREST IN A NEW WAY AND MORE. ALL PARTICIPANTS WILL HAVE THE OPPORTUNITY TO BE PUPPETEERS.

WILDERNESS FIRST AID, RESCUE AND EVACUATION

BILL SAVAGE

EXAMINATION OF THE WILDERNESS, BE IT PRACTICE OF FIRST AID TECHNIQUES IN A WILDERNESS SETTING; SIMULATION OF A RESCUE AND EVACUATION AND MORE.

FIRST EXPOSURE: THE BEGINNERS GUIDE TO GETTING THE PICTURE YOU WANT

GREG DERBYSHIRE

THE BASICS IN A FLASH! LIGHTING, FILM, EQUIPMENT, SUBJECT MATTER AND MORE. HANDS-ON PRACTICAL EXPERIENCE. BRING A CAMERA (ANY KIND).

INITIATIVE TASKS

T.B.A.

IN THIS SESSION PARTICIPANTS WILL NOT ONLY BE INTRODUCED TO THE TASKS BUT WILL SEE SOME CREATIVE METHODS OF PREPARING FROM THE POINT OF VIEW OF ENVIRONMENT STORIES AND AS A FRENCH LANGUAGE ACTIVITY.

ENVIRONMENTAL SONGS

DALE HUBERT

DALE HAS MADE A LIVING AS A PROFESSIONAL MUSICIAN AND IN THIS SESSION HE WILL SHARE WITH YOU MANY OF THE ENVIRONMENTAL SONGS HE HAS LEARNED OVER THE YEARS.

INSTINCTS FOR SURVIVAL

FRANK GLEW

IN THIS SESSION YOU WILL HAVE THE OPPORTUNITY TO HEAR THE EXTREMELY POPULAR GAME DESCRIBED BY ITS INVENTOR. FRANK WILL PRESENT IT AS A VALUES DEVELOPMENT UNIT AIMED AT DEVELOPING A RESPECT FOR WILDLIFE. TWO NEW GAMES WILL BE INTRODUCED: WOLF PROWL AND CYCLES.

INDIAN TRADE GAME

T.B.A.

THIS IS A NEW AND VERY DYNAMIC GAME DESIGNED BY BOB KELLY TO HAVE STUDENTS EXPERIENCE A SIMULATION OF LIFE AS A MEMBER OF A NATIVE BAND. THE GAME ALLOWS EACH BAND TO SURVIVE OR FAIL BASED ON THEIR ABILITY TO USE WHAT THEY HAVE AND GET WHAT THEY NEED THROUGH COOPERATION AND/OR CONFLICT. THE SIMULATION TAKES PLACE PRE "WHITE MAN" AND AS "WHITE MAN" ARRIVES.

LOGS AND JOURNALS

ROB HENDERSON & SKID CREASE

JOURNEY THROUGH TIME THROUGH THE EYES OF PAST EXPLORERS TO EXAMINE HOW THEY SAW THE LAND. MANY OF THEM WERE SEEKING TO HAVE THEIR WORKS PUBLISHED AND THEREFORE KEPT DETAILED AND ACCURATE LOGS. WITH SLIDES AND OTHER TECHNIQUES, CULTURAL RE-EXPLORERS WILL LEARN HOW TO RECORD THEIR JOURNEYS IN A COLOURFUL AND MEANINGFUL STYLE.

NIGHT LEARNING

BERT HORWOOD

THIS IS A PRACTICAL WORKSHOP ON ACTIVITIES (AND REASONS) FOR STUDENTS TO DO AT NIGHT. EMPHASIS WILL BE ON PROGRESSIVE DEVELOPMENT, WARM UPS, FEAR RECOGNITION AND APPRECIATION, SAFETY CONTROL AND BENEFITS.

LANGUAGE ARTS IN THE OUT-OF-DOORS

SKID CREASE

TEACHERS WILL LEARN HOW TO HAVE THEIR CLASS PUBLISH A MAGAZINE AS A FOLLOW-UP TO A RESIDENTIAL (OR DAY) FIELD TRIP EXPERIENCE. BY ANALYZING THE "OWL" MAGAZINE FORMAT STUDENTS WILL LEARN TO RECORD INFORMATION, LAY-OUT COPY, PROOF, EDIT AND PUBLISH A MAGAZINE THAT YOU WOULD BE PROUD TO SEND TO YOUR DIRECTOR OF EDUCATION OR TRUSTEES.

METRIC TRAIL AND ECOLOGY TRAIL

KIM MILLS

THE METRIC TRAIL DESIGNED FOR GRADE 7 & 8 STUDENTS AND THE ECOLOGY TRAIL AIMED AT GRADE 9 & 10 (BOTH CAN BE ADAPTED TO DIFFERENT GRADE LEVELS) AND ARE BOTH SET UP AT CIRCLE R RANCH. PARTICIPANTS WILL BE INTRODUCED TO BOTH TRAILS AND THEN WILL BE GIVEN THE OPPORTUNITY TO GO OUT ON ONE OR BOTH.

FRENCH LANGUAGE LEARNING IN THE OUT-OF-DOORS

DONNA SUSI ET AL

FRENCH TEACHERS OR OUTDOOR SPECIALISTS WISHING TO INTRODUCE FRENCH LANGUAGE ACTIVITIES TO THEIR CENTRE WILL BE INTERESTED IN THIS SESSION. YOU WILL LEARN HOW TO ORGANIZE A DAY OF ACTIVITIES, HOW TO ADAPT ACTIVITIES TO FRENCH LANGUAGE LEARNING AND HOW TO PREPARE STUDENTS IN ADVANCE FOR THE ACTIVITIES.

STORYTELLING

T.B.A.

LEARN THE ART OF STORYTELLING. THIS SKILL HAS BEEN DYING OUT - A VICTIM OF MODERN MEDIA - BUT RECENTLY HAS BEEN MAKING A VERY STRONG COMEBACK. COME AND LEARN A SOMEWHAT FORGOTTEN SKILL.

CANOE SKILLS

JIM GEAR & SKID CREASE

THIS IS AN OPPORTUNITY FOR YOU TO BRUSH UP SOME OF YOUR CANOEING SKILLS. YOU WILL RECEIVE ASSISTANCE WHETHER YOU ARE A COMPLETE BEGINNER OR ALMOST AN EXPERT.

BASIC WINDSURFING

FADS (STORE)

PARTICIPANTS WILL BE INTRODUCED TO THE SPORT OF WINDSURFING. FOR A FEE OF FIFTEEN DOLLARS PARTICIPANTS WILL BE PROVIDED WITH A BOARD AND SAIL, A WETSUIT AND THREE HOURS OF INSTRUCTION. THIS SESSION WILL PROBABLY HAPPEN TWICE IF THERE IS THE DEMAND. ONCE WILL BE ON THE FRIDAY AFTERNOON BETWEEN THE PRE- AND THE MAIN CONFERENCE AND ONCE DURING THE MAIN CONFERENCE.

LIFE IN THE CANADIAN FUR TRADE

CATHY BEACH

THIS WILL BE A MULTI-MEDIA AND HANDS-ON SESSION EXPLORING ASPECTS OF THE FUR TRADE: BOURGEOIS, CANOES, VOYAGEURS, CANOE ROUTES, FOOD, CLOTHING, ETC. THE GAME WILL CONCENTRATE ON THE LIFE OF THE NORTH WEST COMPANY AND IS AN ADAPTED VERSION OF JAN STEWART'S FUR TRADE GAME. THE SESSION WILL END WITH AN INTRODUCTORY WALK THROUGH OF THE GAME AND HANDOUTS. THE GAME IS TOTALLY BILINGUAL AND THE HANDOUTS WILL BE AVAILABLE IN BOTH LANGUAGES.

ADAPTIONS - THE BARE BONES

TOM PURDY

PARTICIPANTS WILL WORK WITH A NUMBER OF SKULLS AND SKELETAL MATERIALS TO EXPERIENCE THE SPECIALIZED ADAPTATIONS OF CARNIVORES, HERBIVORES AND OMNIVORES. THE MAMMALS OF ALGONQUIN PARK WILL BE THE FOCUS.

Provincial Parks Offer A Unique Hands-On Experience

Terry Crabe does not want students to be bored when they visit Pinery Provincial Park. "A lot of kids probably think, "How dull, we have to sit and listen to a park naturalist today." I make sure they get excited about the natural world around them," he says.

When school groups visit, Terry gets them "using their senses instead of just reading displays."

To learn about river ecology, students jump into a river with nets to catch turtles and frogs. To learn about endangered species, they touch the rare eastern hognose snake in the park's display centre. They put on blind-folds to listen to artificial bird-calls, and watch and listen as real birds in the area answer them.

Pinery, which is on Lake Huron near Grand Bend, is Ontario's most popular provincial park, with 360,000 visitors a year. Famous sand dunes stretch up to two kilometres inland from the shore. Terry and the park's other naturalists do their best to make sure that visitors never forget their stay.

"We show them just how unusual and sensitive this sand dune environment is, and we point out its rare and uncommon flora and fauna. We also explain why it's so important that these kinds of areas be protected. After all, the park is not just for this generation, but for future ones as well," Terry says.

This philosophy of protection and appreciation is also reflected in the many programs Pinery offers in the summer for its day visitors and campers.

In addition to such standard fare as guided nature walks and slide shows, the park also offers a number of rather special programs. For instance, one night every week, visitors are invited to gather in a large, natural bowl-shaped dune to take part in the renowned Rum'n'Spirits Walk. "Spirits" from days gone by, including a rumrunner, a hunter, a drowned sailor and pioneer housewife, pop out of the woods to tell tales about the area.

"This event was originally a walk through the woods, with characters popping out at various stages. But it became so popular that we had to hold it in a dune area. The shows often attract up to 700 people," Terry says.

Other events at Pinery include sunset walks, sing-song campfires, and an Ooze and Gooze program, in which mud oozes and goozes through participants' toes as they wade into a river with a park naturalist to learn about the aquatic environment.

Park staff also visit schools regularly and take part in teachers' professional development days, to let them and their students know about the many educational opportunities available at Ontario's provincial parks. "And it's good business, too," Terry says. "Our studies have shown that 66 per cent of school group visitors come back later with their parents."

Many of Ontario's provincial parks offer special interpretive programs for school and outdoors groups, as well as the general public. For more information, contact: Public Information Centre, Ontario Ministry of Natural Resources, Room 1640, Whitney Block, 99 Wellesley Street West, Toronto M7A 1W3. Telephone 416-965-3081.



Children at Pinery Provincial Park experience a variety of wildlife activities -- everything from examining wildlife habitat to holding a rare eastern hognose snake.

Junior Conservationist Award Program

Last summer, 17 year-old Grant Gilchrist and six fellow nature buffs spent five weeks on the banks of Silver Creek which flows into Lake Erie. Working every day of the week, rain or shine, they made detailed scientific notes on more than 60 kilometres of the creek and its tributaries. They recorded everything from the quality of the water and fish habitat to erosion, pollution and irrigation sites.

Grant was one of only 28 teenagers chosen to take part in the Ontario Ministry of Natural Resources' Junior Conservationist Award Program. Under this program, begun in 1966, four groups of 16-to-18-year olds do conservation research work at various spots in Ontario every summer.

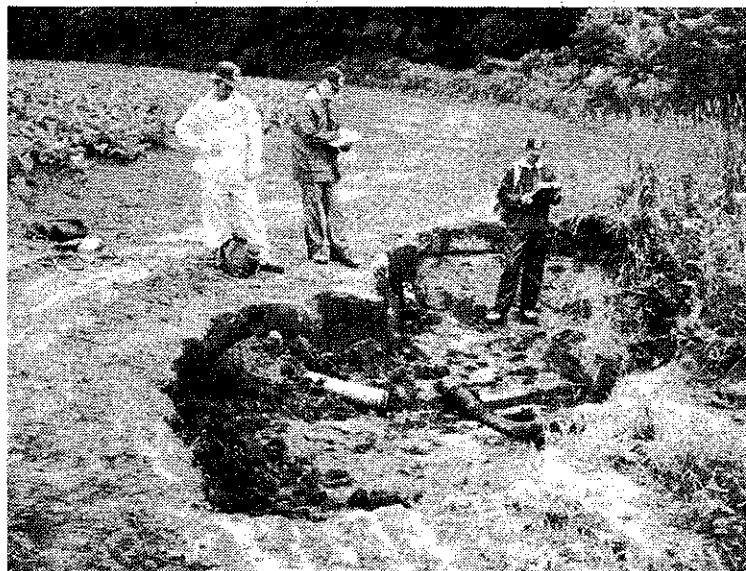
"It was a super experience," Grant says. "For the first time in my life, I got to apply what I was learning in high school. For instance, I got to see what erosion was really like, after learning about in geography. It was very exciting. What I lacked in salary, I sure gained in skills, experience and exposure to the real world."

Students in the Junior Conservationist Award Program earn \$10 a day, plus room and board. They live on site under the supervision of a trained group leader. Each year, there are two groups for boys and two for girls.

Grant's team camped at the Springwater Conservation Area, in the heart of southwestern Ontario's tobacco farming country. "Not only did I learn a lot," he says, "but living away from home, cooking my own meals and being responsible for myself taught me a lot as well."

One of his most rewarding experiences was preparing, with the rest of his group, a 200-page report on their findings for the Ministry of Natural Resources. Called Silver Creek Valley-lands Study 1984, the report points out such things as problem erosion spots, and areas where water was being pumped from the creek for irrigation. The group's findings also included suggestions on how to improve the creek for its trout population.

"The Catfish Creek Conservation Authority is delighted to have this detailed inventory," says



Junior conservationists Sandy Dobbins, Brian McLaren and Peter Greathead examine a field wash-out near Aylmer.

Sharon Court, co-ordinator of the Junior Conservationist Award Program. "The information the boys compiled will be of great use in planning the authority's future work along the creek."

One of the reasons for the program's success is that it is not just all work and no play. One week is set aside for the four groups to get together on a canoe or a hiking trip.

At the beginning of the season, the program kicks off with one week of orientation and development at the Ministry of Natural Resources' Leslie M. Frost Natural Resources Centre, near Huntsville. "It was great getting to know other kids who are just as interested in science as I am," says Grant.

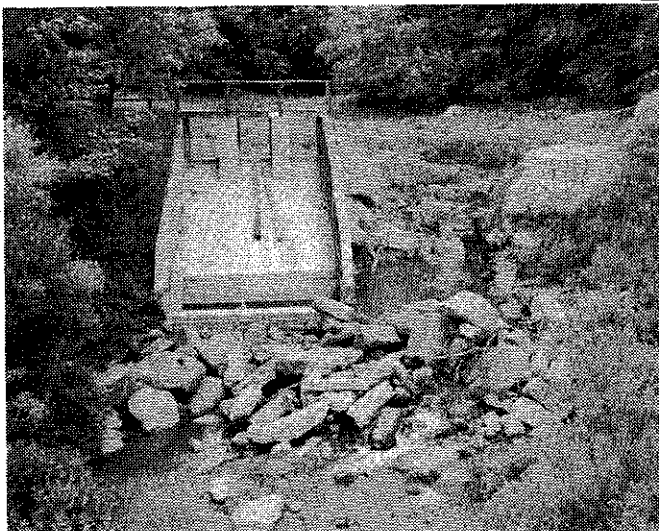
Because students taking part in the Junior Conservationist Award Program are expected to produce scientifically valid work, only about one out of every five applicants is chosen. All applicants must be sponsored by an outdoors-related group (such as a 4-H Club, a school outdoors club, the Boy Scouts or the Girl Guides), and they must have demonstrated an interest in conservation.

NEW PHYSIOGRAPHY TEXTBOOK

Life many Junior Conservationists, Grant is active in his high school's outdoors club, as well as the local 4-H Club and Audubon Society. He's an avid bird watcher, and enjoys wildlife art and photography.

He says his dreams of becoming a biologist were strengthened by his experience last summer. "The first thing I said to my parents when I got home was, 'I want to be a biologist now more than ever. I love this work.'"

For information on this program, contact:
Special Employment Co-ordinator, Conservation
Authorities & Water Management Branch, Ministry
of Natural Resources, Toronto, Ontario M7A 1W3.
Telephone 416-965-1799.



A washed-out dam on Silver Creek, near
Aylmer.

SUMMER EXPERIENCE PROGRAMS AT CONSERVATION AUTHORITIES

Hundreds of summer jobs at conservation authorities are also available for students through the Ontario government's Summer Experience program. The work includes conservation area and municipal park development, stream bank and erosion control, fisheries habitat improvement, forest management and resource inventories. For information on these opportunities, contact the conservation authority nearest you.

How can you find information on Ontario's glacial history, details of soil types and population and agriculture statistics, without spending hours in a library?

Simply pick up the recently released third edition of the Ministry of Natural Resources' The Physiography of Southern Ontario. This invaluable 270-page reference work includes 86 photos, 40 figures, 12 tables and a new map showing the physiographic features of southern Ontario at a scale of 1:600,000.

The first half of the book contains an overview of southern Ontario's glacial history and bedrock geology, as well as detailed descriptions of its surface landforms, sand and gravel deposits and major river systems. The second half deals with such topics as population distribution, agricultural patterns and soil types in 55 physiographic regions.

New information in the third edition includes statistics on agriculture and population taken from the 1981 census, as well as updated precipitation and stream-flow data. The area of study has been extended to include all of Ontario south of North Bay.

The book costs \$20, and can be obtained from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8, telephone 416-965-0615, or toll-free 1-800-268-7540. Payment can be made by Visa, Mastercard, money order or by cheque made payable to The Treasurer of Ontario.

The 1:600,000 Physiography of Southern Ontario map (map P.2715) included in the book can be purchased separately for \$1 plus tax. The five large-scale maps -- 1:253,440 -- which were in the second edition are also available for \$10 a set, plus tax. Ask for map numbers 2224 to 2228. Maps can be ordered from the Ministry of Natural Resources, Public Information Centre, Whitney Block, Room 1640, Toronto, Ontario M7A 1W3, telephone 416-965-6511. Payment can be made by money order or cheque (payable to The Treasurer of Ontario).

National Wildlife Week

John Toll sounds like a professional entertainer when he explains how he keeps students interested in his talks on wildlife. "The trick is to really involve your audience," says John, a Ministry of Natural Resources conservation officer. "I try to have a real exchange with the kids."

For example, he shows students the pelts of the many different kinds of wildlife found in their part of the province, the Niagara Peninsula. Standing in front of a map of Canada, he explains how the early fur traders opened up this country. Then he asks them how wildlife habitat differs today -- and the hands shoot up.

John Toll is one of many Ministry of Natural Resources staff members who visit schools across Ontario to explain the importance of wildlife conservation. He has been talking to students in the Niagara Peninsula for the last 25 years.

"We're actually working for 10 years from now," he says. "We're trying to help today's students to think about wildlife management and the decisions they may have to make in the future. I tell them, 'You have to be prepared as a future taxpayer to deal with problems like the loss of wildlife habitat.' We talk about some of the options, and they quickly realize there are no easy answers."

Much of MNR's wildlife education effort occurs each April, during National Wildlife Week. Ministry conservation officers, biologists and others visit more than 15,000 elementary school children to talk about wildlife conservation and answer their questions. And every year, the ministry purchases 15,000 National Wildlife Week teachers' kits from the Canadian Wildlife Federation and distributes them to Grades 4, 5 and 6 teachers throughout the province.

"Studies have shown that at this age students are most interested in, receptive to and unprejudiced about wildlife," says Laurel Whistance-Smith of the ministry's Wildlife Branch in Toronto.

The teachers' kits contain detailed lesson plans and background information on the year's National Wildlife Week theme. This year's theme was "Stewardship -- The Key to Conservation."

"We believe that by imparting a knowledge and appreciation of wildlife to Ontario's young people, they will carry with them an enthusiasm to maintain wildlife over the long term," says Laurel. "Teaching tomorrow's decision-makers is an excellent investment in the future."

For more information on the ministry's wildlife education programs and school visits, contact: Ministry of Natural Resources, Wildlife Branch, Whitney Block, 99 Wellesley Street West, Toronto, Ontario M7A 1W3. Telephone (416) 965-4252. Or call your local MNR office.

OTHER POPULAR GEOLOGICAL RESOURCE PUBLICATIONS

The following publications are available from the Ontario Government Bookstore (see above for information on how to order):

The Geology and Scenery guidebook series outlines the types of rocks, the history of rock formations, interesting geological features and the best rock collecting spots in many parts of Ontario: Rainy Lake to Lake Superior (\$2); the North Shore of Lake Superior (\$2); Killarney Provincial Park (\$4); Craigleith (\$0.75); and Peterborough/Bancroft/Madoc (\$2).

The Field Trip Guidebook to the Hemlo Area is a detailed, do-it-yourself guide to this gold-rich part of Ontario. It contains information on the kinds of deposits in the area, theories on the origins of the formations, and a description of the major Hemlo mining companies (\$2).

The following maps are available from the Ministry of Natural Resources' Public Information Centre (see above for information on how to order):

The colorful Geological Highway Map of Southern Ontario shows the various kinds of mineral formations found throughout southern Ontario (\$1 plus tax).

A new map on the rich mineral resources found in the Sudbury area is also now available. Map 2491 shows mine locations as well as the type and distribution of rock formations in a detailed, 1:50,000 scale (\$2 plus tax).

Explaining the glacial history of the Toronto area will be easier for outdoor educators with map 2204, Quaternary Geology of Toronto and Surrounding Area (\$1 plus tax).

Junior Rangers

Cheryl Burrows, a Toronto high school student, spent last summer clearing portages, planting trees, painting picnic tables and cleaning campsites at Esker Lakes Provincial Park near Kirkland Lake. She was one of 1,700 17-year-olds who took part in the Ministry of Natural Resources' annual Ontario Junior Ranger Program.

"I had a great time," she says. "It was fantastic working outside all summer, meeting girls from across the province and learning more about nature."

The junior ranger program, which dates back to 1944, offers eight weeks of outdoor work, learning and recreation at 64 special camps. Girls were admitted into the program in 1973, and now occupy about one third of the camps.

"The students do everything from thinning and pruning young stands of trees to clearing water access points and creating nature trails," says Theresa Campbell, supervisor of the ministry's youth programs. "It's a great opportunity for young people who love the outdoors."

The teenagers earn \$10 a day, plus room and board. Junior ranger camps are as far north as Moosonee and Red Lake, as far south as Simcoe, and as far east as Carleton Place. "Whenever possible, we send students from the south to the northern camps, and vice versa, so they'll get the chance to experience a new environment," says Theresa.

The camps are supervised by trained personnel. Ministry specialists are also on hand to conduct lectures and demonstrations on such topics as forest management, forest fire prevention, fighting tree pests and diseases, geology and mining and fish and wildlife.

For more information, contact the Ontario Junior Ranger Program, Ontario Ministry of Natural Resources, 99 Wellesley Street West, 4th Floor, Toronto M7A 1W3. Telephone (416) 965-1258.



JUNIOR RANGERS - PICTURE CAPTION

Young women hard at work at the Moose Lake junior ranger camp.

WANT TO KNOW MORE ABOUT ONTARIO'S MINERALS?

Looking for information on Ontario's minerals? Then be sure to contact the Ontario Geological Survey's Geoscience Data Centre which has a wide variety of information on the kinds of minerals found in Ontario and where they are located. Detailed data on everything from mining exploration results to rock chemical analyses are also available. The centre's address is 77 Grenville Street, 8th Floor, Toronto M5S 1B3, telephone 416-965-6139. GEO members interested in geological tours or talks in southern Ontario can get in touch with the geological lecturer at the Ontario Geological Survey, telephone 416-965-0190.

Spring 1984

Dear Fellow Canadian,

Water -- fresh water -- is one of Canada's most precious resources.

Canada is blessed with at least one-fifth of the world's supply of fresh water. We're the envy of other countries where fresh water is scarce ... where safe, clean water supplies don't exist.

So Canadians are going to look very foolish when we let our fresh water become so poisoned we can't even drink it. And that day isn't far off:

- * A major spill of highly hazardous PCB's has threatened Regina's water.
- * Traces of PCB's have been found in water across Canada including the Red River at Selkirk and the Saskatchewan River at the Pas.
- * Arsenic from abandoned mining operations poisoned drinking water wells near Waverly, Nova Scotia.
- * Chemical discharges in Lake Athabasca have made the water there and for miles downstream too dangerous to drink.

We are drinking chemical stew.

Do you think I'm pushing it a bit? I'll let the facts about Lake Ontario drinking water speak for themselves:

- Four-fifths of Lake Ontario water comes from the heavily-polluted Niagara River.
- 89 industrial plants in the United States discharge chemical wastes into the Niagara River.
- 260 chemical waste dumps are located in the two New York counties nearest the Niagara River. Four of the worst -- including the Love Canal site -- are located right at the shore and have been proven to be leaking into the river.

- more than 800 industrial chemicals have already been identified in the Great Lakes ecosystem.
- 80 chemical contaminants have been found in Toronto drinking water.
- the chemicals in Lake Ontario water include 2, 3, 7, 8-TCDD dioxin - one of the most dangerous chemical agents man has ever created.

How much of these chemicals can we safely drink?

No one knows, Yet.

Canadians are taking part in one of the greatest chemical safety experiments ever conducted. The results will show up in the health of our children 20 or even 30 years from now.

You don't just have to swallow all of this and wait to see what happens. You can help Pollution Probe fight for safer drinking water. A Safe Drinking Water Act for Canada is badly needed. There are no laws setting drinking water standards in Canada. We have guidelines ... but they ignore most chemical pollutants ... governments are not required to meet the ... and the public has no legal rights.

Of the 80 chemical contaminants found in Toronto tap water, for instance, only 28 are now covered by health guidelines.

You may have read in your newspaper that the United Nations has launched an all-out effort to bring clean water to people in under-developed nations.

That means installing water systems to treat bacteria that kill millions every year -- the kind of water treatment that Canadians take for granted. But while Canada is contributing to this vital crusade, we cannot afford to ignore the new dangers that 20th century chemicals pose to water supplies worldwide.

POLLUTION PROBE

Pollution Probe is attacking this chemical problem with the urgency it deserves. We are working to clean up the sources of pollution.

Pollution Probe works to help and encourage industry and government to clean up their act. We provide legal and economic analysis, attend conferences of industrial experts and publish technical materials that are respected and used around the world.

Pollution Probe has already successfully negotiated an end to landfilling of hazardous chemical wastes in New York State.

But more can be done. New and better water treatment methods can dramatically improve the quality of our drinking water.

Canada is lagging far behind Germany, France, Japan and other nations where specialized carbon filters and other techniques are being used to supply citizens with the cleanest possible water.

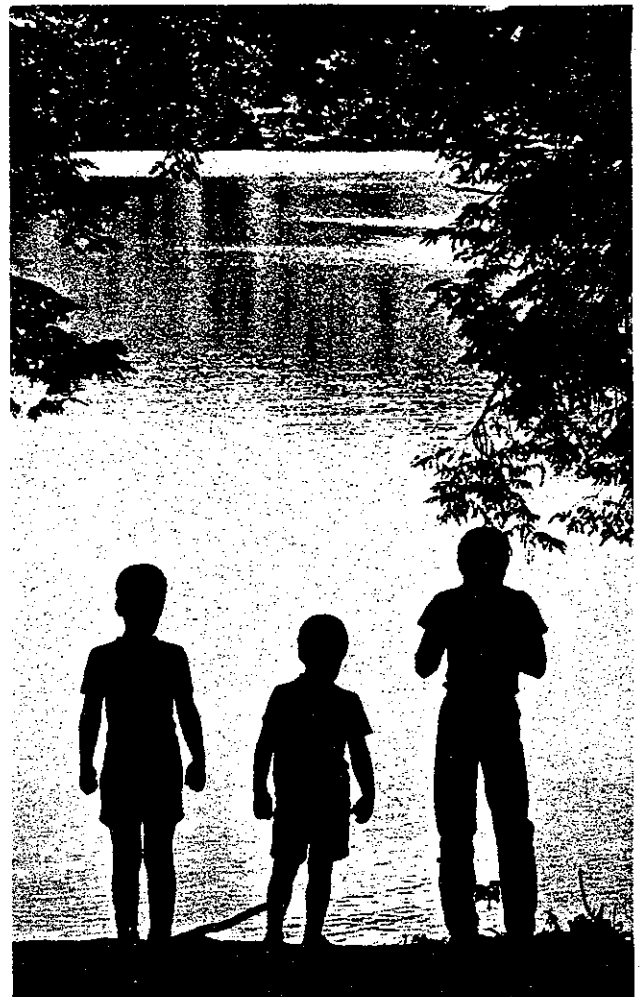
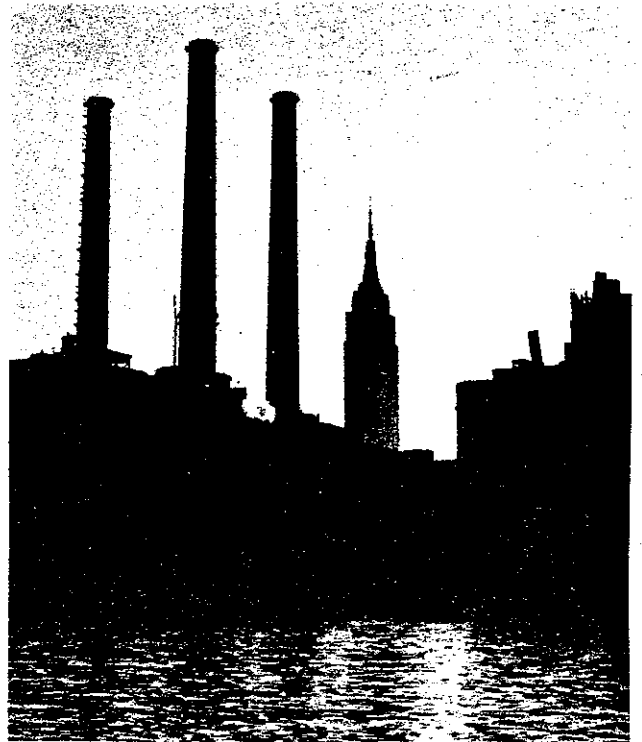
So far, no communities in Canada have adopted these techniques that are already commonly used in other countries. With your help, that can change.

A Safe Drinking Water Act for Canada will put the responsibility squarely on governments to provide safe, chemical-free drinking water for Canadians -- and give you and me the change to enforce our right not to have chemical garbage in our drinking water.

Canadians must be guaranteed:

1. Legally enforceable water quality standards.
2. Best available treatment to remove all pollutants from drinking water.
3. Public notification when water quality standards are violated.
4. The right to bring suit when water does not meet legal standards.

Pollution Probe is asking for your help in the fight for safe drinking water. Contact them at 12 Madison Ave., Toronto, Ontario M5R 2S1.



Two Perspectives on N.I.U.

Master's Degree Program and It's Role in Ontario Outdoor Education

Dr. Bud Wiener and Chuck Hopkins

The Canadian outdoor education movement has had a healthy growth and evolution over the past twenty to thirty years. Provinces across the country have participated broadly in the development of resident and day centres and programmes focusing on curriculum integration, environmental awareness and understanding, recreation and adventure pursuits, and needs of special populations.

Some provinces have had a stronger and more prominent role in the overall thrust of outdoor education programming, particularly for school age populations. Ontario has historically been in the forefront of these many and diverse efforts and accomplishments. Not only have Ontario school boards taken a leadership position, but so have conservation authorities, social agency organizations, governmental ministries, and private and church camps and associations.

While universities and colleges have provided quality programmes of preparation at the undergraduate level for those who would become teachers and outdoor program personnel, opportunities for advanced preparation and degrees in outdoor and environmental education have been minimal. Thus it was in the 50's and 60's that many Canadians looked elsewhere for advanced preparation, including several Ontarians. Because of the prominence of Julian W. Smith in the outdoor education movement, several Canadians found their way to Michigan State University for annual summer leadership workshops, and for advanced degree programmes with an emphasis on outdoor education. Following Smith's death in 1975, and because of the Outdoor Teacher Education Faculty's already prominent position internationally, more Canadians then looked to Northern Illinois University.

Bessel Van den Hazel was the first Ontarian to earn a Master's degree in Outdoor Teacher Education in 1969. Since that time there has been a rather steady flow of Ontarians seeking out Northern Illinois University's courses and degree programme. This attraction was greatly enhanced by personal and professional associations with faculty as well as other key factors; including faculty reputation and publications, a renowned centre (Taft Campus) and research library, a strong program for inservice needs and leadership development, and a humane philosophy of working with the needs of individual students from throughout the world.

The development of contractual agreements that began in 1978 between NIU and the Council of Outdoor Educators of Ontario provides for graduate courses to be offered in the Toronto area. This arrangement has continued for seven years with two courses being offered each year with an average enrollment of twenty-three persons per course. As of May, 1985, thirty-two Ontarians have received the M.S.Ed. degree. Many more have been enrolled in the COEO sponsored courses. Since 1969, twenty-five Canadians from nine other provinces have also completed the degree programme.

The following listings provide a comprehensive picture of the impact that NIU's Outdoor Teacher Education programme has had on Canadian outdoor and environmental education. . in terms of degrees granted.

CANADIAN GRADUATES WITH A MASTER OF SCIENCE IN EDUCATION DEGREE IN OUTDOOR TEACHER EDUCATION

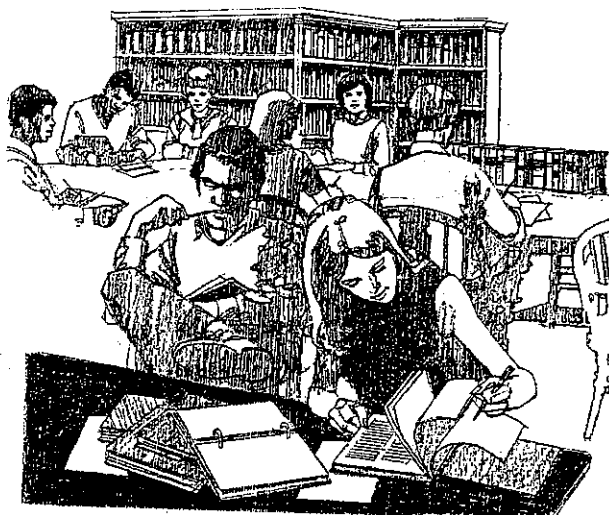
Group I: Ontarians Involved in C.O.E.O. Sponsored Courses in (1978-1985) the Toronto Area:

NAME	YEAR DEGREE GRANTED
1. Dysart, Brent	1979
2. Richardson, Brian	1979
3. Aikman, John	1980
4. Higgins, Clare	1980
5. Millard, Joan	1980
6. Best, Gerry	1981
7. Briehl, Bob	1981
8. Fairfoul, Sue	1981
9. Fraser, Lloyd	1981
10. Townsend, Mike	1982
11. Tuju, Jaan	1982
12. Newis, Glen*	1983
13. Wendland, Dennis	1983
14. Cesnulis, Art	1984
15. Graham, Hal	1984
16. Law, Kelvin	1984
17. McPherson, Hugh	1984
18. Reid, Ted	1984
19. Schlegel, Don	1984
20. Shiell, Bob	1984
21. Wittig, Paul	1985 (May)

Group II: Ontarians Not Involved in Toronto Area Courses (1969-1984)

1. VandenHazel, Bessel*	1969
2. East, Elvin	1972
3. Savoy, Gordon	1972
4. Moffat, Thomas*	1973
5. Bennett, Gordon*	1975
6. Kates, Howard	1977
7. Magee, Clare*	1977
8. Melady, Jim*	1978
9. Fairfoul, Gary	1979
10. Ferguson, Rod	1979
11. Blair, Diane*	1984

*Graduate Teaching Assistant at NIU



Group III: Graduates from Other Provinces (1973-1985)

NAME	YEAR DEGREE GRANTED	PROVINCE	NAME
1. Lang, Larry	1973	Sask.	1. Bowes, Gerry
2. Lowen, Lily	1973	Manit.	2. Brown, Sue
3. Guptill, Wayne*	1974	N.B.	3. Casselman, Alice
4. Poirier, Bruno*	1975	P.Q.	4. Harrop, Rick
5. Cockerline, Glen*	1977	P.Q.	5. Hern, Brian
6. Doth, Bernard	1977	P.Q.	6. Hester, Glen
7. Phillips, Hugh	1977	Albt.	7. Hodder, Jean
8. Bilodeau, Mario*	1979	P.Q.	8. Knight, Terry
9. Bradford, Doug*	1979	P.Q.	9. MacEachern, John
10. Vinson, Richard*	1979	N.S.	10. MacIvor, Bill
11. Weins, Carl*	1979	Manit.	11. McKean, Barb
12. Barwise, Joanne*	1980	P.E.I.	12. Maher, David
13. Herbert, Shelly*	1980	Manit.	13. Mathews, Liz
14. Baglow, Deb*	1981	P.Q.	14. More, Dianne
15. Bloundon, Bonnie	1981	Nfld.	15. Neve, Peter
16. Hutton, Debbie*	1981	P.Q.	16. Ratz, Sherry
17. Morgan, Bill*	1981	Manit.	17. Steward, Jan
18. Winter, Doug*	1981	Nfld.	18. Thompson, Joan
19. Flynn, Gene*	1982	Nfld.	19. Thompson, Lesley*
20. Harvey, Brian*	1982	Albt.	20. Warne, Doug
21. Martin, Jim*	1982	Albt.	
22. Moisan, Pierre*	1982	P.Q.	
23. Kornelson, Liz*	1983	Manit.	
24. Priest, Simon*	1983	B.C.	
25. Deschenes, Jean Pierre*	1985	P.Q.	

*Graduate Teaching Assistants at NIU

Included among Canadian graduates are outdoor and environmental education administrators, centre directors, resident and day centre programme staff, university and college faculty, agency and ministry personnel, and teachers and instructors of elementary, secondary, and special populations students. Some of these graduates have enrolled in doctoral programmes, and several have changed position or moved to different provinces since their graduations. In Ontario, several OTE graduates and majors have had a major role in the Council of Outdoor Educators.

Courses taken and degrees received do not tell the whole story of the relationship between NIU and Ontario educators. There has also been an important impact upon NIU. Those students that have come to Taft Campus for a year or a summer session have broadened the perspective of other students and faculty. They have brought a high caliber of professional enthusiasm and academic qualifications that have been well received. Generally, they have been eager participants, and good will and good fellowship have characterized their social relationships. Lasting friendships have been made between Canadian and American students from all parts of North America. NIU professors, both at Taft Campus and in the Toronto area, have commented most favourably on the interest and abilities of Ontario students. In addition, those professors who have taught in the Toronto area have gained

a great deal from their association with Ontario resource persons who have assisted with the COEO courses. Lloyd Fraser, Charles Hopkins, Ralph Ingleson, and Clark Burchard have not only helped to make the courses relevant and successful, but have also added much to the professional growth of faculty involved.

In 1985, the "NIU-Ontario Connection" is a strong influence on North American outdoor education in general, and for both Illinois and Ontario specifically in furthering professional growth, international cooperation and exchange of ideas, and giving leadership to future directions of the movement.

SUMMARY

Ontario	32
Quebec	9
Manitoba	5
Newfoundland	3
Alberta	3
British Columbia	1
New Brunswick	1
Nova Scotia	1
Prince Edward Island	1
Saskatchewan	1
TOTALS:	
Canadian Graduates	57

(1969 - 1985, May)

*Graduate Teaching Assistant at NIU



ONE PERSPECTIVE ON THE IMPACT OF THE NORTHERN ILLINOIS
MASTERS DEGREE PROGRAM ON ONTARIO EDUCATION BY AN
ONTARIO OUTDOOR EDUCATOR.

The Ontario Outdoor Education movement evolved and grew dramatically through the 60's and early 70's.

Professional development in these early times was heavily dominated by practical "how-to" sessions. Most were presentations of an hour or two where practitioners shared their skills or techniques. The topics were selected by their popularity and when we only got together once a year for a few hours the popular sessions were the practical sessions -- a new approach or topic we could offer on the following Monday. For those already into Outdoor Education, philosophical growth seemed restricted to after hours gathering with the workshop presenters where often the more dominant voices expressed reasonably closed opinions. These wee hours meetings were needed to produce comradery and much time was spent reinforcing our present or past actions.

But as various political leaders have stated - the universe unfolded as it should have. As time passed, many gathered more often and began to feel more secure in programs and ourselves. We felt more comfortable in discussing the future and we talked of promoting the "Movement" in general.

It became apparent that to expand the influence of Outdoor Education, survive the end of the golden era in Ontario education of the 60's and incorporate the new found growth of Environmental Education we needed to produce a new group of Outdoor Educators.

Full time practitioners had to become articulate leaders who could influence administrators and in many cases a doubting general public. Classroom teachers thus needed to influence administration and parents.

We believed in what we were doing but we had great difficulty in explaining what we did, why it worked, proving it worked and that it deserved an increasing share of decreasing educational dollars.

At this point, many felt the movement could benefit greatly from professional growth of an educational nature paralleling our fine practitioner programs. We wanted this new development to be pragmatic in keeping with the success of our previous approaches to professional growth but we recognized that we needed articulate leaders who could rationalize the movement to unconverted audiences across the province.

A Canadian or American Masters program would be a logical step on our way to a credible position in the Ontario Education scene.

How has the Northern Illinois University program helped Outdoor Education in Ontario?

The Northern Illinois University program has provided a forum whereby twenty Ontarians at any one time have been able to meet, discover, share and discuss Outdoor and Environmental Education topics. More importantly, they have been able to do so under the guidance of outside professors. This leadership not only allows but forces everyone to voice opinions and seeks out responses. The forum provides several important ingredients that were less prominent in our previous Professional Development Programs.

It provided time - time to explore a facet or thought and become reflective without another member changing the subject of the conversation.

It forced us to explore topics or notions we were unaware of or uninterested in. As mandatory course work, we were forced to move beyond our own area or niche of competence. We have become far more tolerant and encompassing as a result of these discussions and the movement is much stronger for it.

We developed many new networks as classmates became friends and allies. We are now a network of networks where canoeists, energy conservationists and urban study proponents can philosophically see ourselves as one -- each doing a part in a large movement.

The absorption of speakers, their bibliographies, quotes, statistics, rationales and articulate arguments gave us a new confidence and legitimate ability to influence our administrators using arguments of the "head" as well as the "heart".

The degree after our name made us equal to other educators with causes such as special education and educational leadership or administration.

On a more personal note, I would like to close by pointing out yet another contribution this program has made. The inclusion of Canadian presenters and course advisors has provided another rich area of professional growth for our leaders. It has forced many of us to organize and pursue a philosophical basis for our opinions and programs. Before one can present at these master's level sessions, a lot of time is spent in healthy preparation. Anticipating questions and finding concise rational ways of articulating years of program, naturally results in wholesome growth.

The Northern Illinois University Master Degree program has been a truly significant impact upon the Ontario scene. We are still very unique in our breadth of program. We are envied internationally for the acceptance of Outdoor Education by our fellow educators and parents. We are in no danger of losing our unique identity by endorsing the Northern Illinois University program as a C.O.E.O. P.D. program. On the contrary, I see it as a timely event which has aided both those who have taken the program and the movement in general by assuring the critics that there is an important role for Outdoor Educators in both the formal and non-formal education of Ontario's youth..

Chuck Hopkins,
School Superintendent,
Toronto Board of Education.



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-Carleton, 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 \$25.00 _____

STUDENT \$18.00 _____

FAMILY \$35.00 _____

Subscription \$22.00 _____

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