

# ANEE NEWS-JOURNAL

**Celebrate  
Canada's Heritage**



**Célébrons  
notre patrimoine**

**1885-1985**

**Summer Announcements**

VOLUME 15 NUMBER 1

ISSN 07711 - 351X

**The Council Of Outdoor Educators Of Ontario**

# The Council Of Outdoor Educators Of Ontario

## The Advisory Board

### CHAIRPERSON

**Jan Stewart**  
79 Donnamora Cr.  
Thornhill, Ont. L3T 4K6  
(416) 731-4476 (H)  
(416) 630-6263 (W)

### VICE CHAIRMAN

**Skid Crease**  
20 Granada Cr.  
Scarborough, Ont. M1B 2H5  
(416) 282-8451 (H)  
(416) 225-2346 (W)

### MEMBER AT LARGE

**Peter Herlihy**  
R.R. 6  
Shelburne, Ont. L0N 1S0  
(519) 925-6430 (H)  
(519) 925-3913 (W)  
(416) 857-4160

### TREASURER

**Grant Linney**  
P. O. Box 473  
Bolton, Ont. L0P 1A0  
(416) 857-6268 (H)  
(416) 453-3552 (W)

### CORRESPONDING SECRETARY

**Jerry Best**  
186 Crockett St.  
Hamilton, Ont. L8V 1H2  
(416) 528-1006 (H)  
(416) 525-2930 (B)  
Ext. 220

### MEMBER AT LARGE

**Bruce Hood**  
R. R. #1  
Orangeville, Ont. L9W 2Y8  
(519) 941-0678 (H)  
(416) 832-2289 (B)

### REGIONAL REPRESENTATIVES

#### FAR NORTH

**Shel Lowe**  
Box 249  
Chelmsford, Ont. P0M 1L0  
(705) 675-3234 (H)  
(705) 855-2202 (B)

#### NORTH

**Barrie Martin**  
Leslie Frost Centre  
Dorset, Ont. P0E 1E0  
(705) 754-3436 (H)  
(705) 766-2451 (B)

#### CENTRAL

**Mark Whitcombe**  
34 Blind Line  
Orangeville, Ont. L9W 3A5  
(519) 941-9966 (H)  
(705) 435-4266 (S)

#### WESTERN

**Brenda Steffler**  
208-95 Milford Ave.  
Waterloo, Ont. N2L 3Z5  
(519) 886-3041 (H)  
(519) 885-1289 (B)

#### EASTERN

**Cathy Beach**  
Peterborough County Board of Ed.  
Box 719, Peterborough, Ont. K9J 7A1  
(705) 657-8674 (H)  
(705) 743-7431 (B)

### AD HOC MEMBERS

#### MEMBERSHIP

**John Aikman**  
47 Rama Ct.  
Hamilton, Ont. L8W 2B3  
(416) 383-5696 (H)  
(416) 527-5092 (B)  
Ext. 374

#### GOVERNMENT LIAISON

**Dorothy Walter**  
80 Dunblaine Ave.  
Toronto, Ont. M5M 2S1  
(416) 488-4854 (H)  
(416) 965-2356 (B)

#### PROFESSIONAL DEVELOPMENT

**Lloyd Fraser**  
156 Shaughnessy Blvd.  
Willowdale, Ont. M2J 1J8  
(416) 493-2944 (H)  
(416) 225-4661 (B)  
Ext. 217

#### NEWSLETTER

**Brent Dysart**  
457 Stillmeadow Circle  
Waterloo, Ont. N2L 5M1  
(519) 885-2836 (H)  
(519) 885-1289 (B)

## Contents

# Summer Announcements

## From The Editorial Desk

For the past eight issues of Anee, I have attempted to put my mark on this, the news/journal. It is my belief that a vibrant communication link between the leadership committee and the membership is essential, vital and mandatory. It simply brings all of us together for the common good of all.

The responsibility that I have taken has been enjoyable, a good learning experience. Thanks to all who have helped! Without you we could not have the quality the interest, or the enthusiasm in Anee.

We now need your contribution! PLEASE VOLUNTEER. The Editorial Board needs YOU. If you wish to assist, have an interest in communications, and 10 or 12 hours per month to share PLEASE VOLUNTEER, contact Jan or Skid on the Advisory Board.

Thanks for allowing me to serve C.O.E.O. in this office.



## 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

This is the last Anee before the conference in London. The next issue of Anee will be the Proceedings from London.

The issues after the conference will be up to you and the new Editorial Board.

## LEARNING THROUGH DISCOVERY

### HERITAGE '85

by

The National Parks Centennial Citizens' Committee

"We live among miracles but tend to accept them without wonder or delight; (our heritage) can help us recapture a sense of magic and of awe at the complexity and beauty of the natural world and at the genius and skill of men. We live our lives increasingly at second hand, divorced too often from reality, thinking and feeling through words and pictures rather than in real situations; (our heritage) can help us to understand the importance of evidence and to comprehend things through what our senses tell us about them."<sup>1</sup>

### THE PAST

In the early 1880's, as the Canadian Pacific Railway pushed through the Rocky Mountains on its way to linking eastern Canada with the Pacific, two young railway labourers discovered a hot spring housed in a cave at the foot of what is now called Sulphur Mountain in Banff National Park. As a controversy raged over the spring ownership and development, the Dominion government intervened and reserved an area of 10 square miles, including the hot springs. With this action, the government launched a conservation movement that has grown into the Canadian national park system as we know it today.<sup>2</sup> From the original ten square mile site of 100 years ago, the national park system has evolved into one of the largest in the world. National Parks and National Historic Sites now preserve our heritage in every province and territory, from the Atlantic to the Pacific and from the shore of Baffin Island to Canada's southernmost point at Point Pelee.

The development of Canada's national parks and historic sites is only one part of the Canadian conservation movement. Over the last century thousands of Canadians, individually or through organizations, have significantly contributed to increasing awareness of our natural and historic heritage. The growth of naturalist groups, historical societies, wildlife organizations, municipal and provincial parks, museums, archives, conservation areas and historic sites provide testament to this growth.

### THE PRESENT

1985 marks the centennial of the national parks system. With the declaration of 1985 as Heritage Year in Canada, and in conjunction with the International Year of Youth, the stage has been set for increased involvement of students in heritage awareness programs. The use of heritage places for out-of-classroom visits and activities to supplement units in history, geography, science and social studies is not a new phenomenon.

The value of outdoor education as an extension of the learning experience is well recognized by teachers, administrators, trustees, parents and students. Articles such as "Fieldwork and Planning Exercise in Local Heritage Preservation"<sup>3</sup>, "Curriculum Comes to Life at the Provincial Museum"<sup>4</sup>, and "Beyond Collecting Information: Oral History as Social Education"<sup>5</sup>, are excellent examples of the application of natural and historic heritage education programs. 1985 is the perfect opportunity to make a particular effort to encourage students to be more aware of our natural and historic heritage and its significance to the entire population.

### THE CHALLENGE TO PARTICIPATE

I hear, and I forget,

I see, and I remember,

I do, and I understand.

The national park system and national historic sites captures much of our country's history and geography. A visit to a national park can bring to life an idea or a concept that in the classroom would remain two

dimensional. From understanding the difference between wild animals and pets, to understanding a complex concept such as ecological carrying capacity, a visit to a national park can supplement almost any social studies or geography unit from primary to secondary levels. Similarly, a visit to a national historic park can bring alive the people and events that shaped our country; it can encourage a student to become an historian rather than a passive receiver of information. Heritage, however, is not only found in the national parks and sites. While these places preserve areas and events of national significance, there is a wealth of heritage within your own community. Museums, cemeteries, archives, historic sites, parks and conservation areas are a few of the resources that are within your local area. Most importantly, human resources--collectors, experts, and older members of your community can help inspire student involvement in heritage as junior volunteers or through professional career choices.

During 1985 there are a number of ways that students can be encouraged to become more 'heritage aware' beyond organized class visits to heritage sites. The following exemplify the types of Heritage '85 educational events that your school and/or class or youth group may participate in:

- \* Record the oral history of your community on audio or video tape by interviewing senior citizens and local historians. Include readings of historic accounts and diaries. Produce a finished edition for use for your community's library in recognition of Heritage Year.
- \* Make a time capsule by collecting items of local relevance that will give future generations an indication of what your community looked like in 1985. Ask if your capsule can be buried in a building that may be under construction.
- \* Organize a Heritage Trivial Pursuits Contest for

your school. Questions should focus on local natural and historic heritage. Contact a local heritage organization for assistance in developing questions.

- \* Develop an environmentally sensitive area inventory and map for your local area. Criteria and advice about what constitutes an environmentally sensitive area are available from your local conservation authority or the nearest office of the provincial body responsible for heritage resources.
- \* Host a heritage careers day. Invite local speakers to talk about potential heritage--related careers including conservationists, museum curators, park superintendents, interpreters, foresters, environmentalists.
- \* Enter the Heritage '85 Conservation category of the Canada-wide Science Fair.

Further suggested activities may be found in a booklet entitled 100 Ways to Celebrate 100 Years: Heritage Conservation in Your Community, freely available from our Toronto office.<sup>6</sup> If you live near a national park, an historic park or a heritage canal you may also get involved in the numerous 1985 events. Contact your nearest site for further information.

During the fall of 1984 teachers' federations, trustee associations, home and school associations and school boards were invited to become more involved in Heritage '85 through specific activities and programs. Exposing students to the ongoing importance of our natural and historic heritage, and the need for its preservation is both a fitting tribute to the conservation efforts of the last century and a necessity. It's these students who will determine the future of Canada's heritage.



#### NOTES

- 1 UNESCO, The organization of Museums. (Paris: Unesco Press, 1978), p. 92.  
Quote taken from Education in Museums, Chapter VI, by Molly Harrison.
- 2 For information on the development of national parks refer to your closest Regional Office, Parks Canada, Department of the Environment.
- 3 D. Des Rivieres, "Fieldwork and Planning Exercise in Local Heritage Preservation". (Monograph Vol. 34 Issue 1, 1984), pp.4-6.
- 4 M.A. McInall, "Curriculum Comes to Life at the Provincial Museum". (The Alberta Teacher's Association, March 1983), pp. 7-8.
- 5 R.F. Allen & J.R. Meyer, "Beyond Collecting Information: Oral History as Social Education" (History and Social Science Teacher, Winter 1980), pp. 101-107.
- 6 For a copy of 100 Ways to Celebrate 100 Years please write:

Heritage '85/N.P.C.C.C.  
258 Alelaide St. E.  
TORONTO, Ontario  
M5A 1N1

#### A NOTE ABOUT THE AUTHOR

The National Parks Centennial Citizens' Committee (N.P.C.C.C.) was appointed by the Minister of Environment Canada to extend the centennial of the creation of the first national park to a general celebration of "100 Years of Heritage Conservation" in all Canadian communities in 1985.

## From The Advisory Board

#### CALL FOR NOMINATIONS TO THE ADVISORY BOARD

This call should have been in the previous edition of Anee; I apologize for that and the Advisory Board will be pleased to receive nominations for two Officers on the Board to be elected at the next A.G.M.

Jan Stewart will become Past Chairman (Past President if the revised Constitution is accepted) and I will complete three years as Task Force Co-ordinator. Please send nominations to me and enclose, or have sent, a written confirmation that the nominee is willing to stand.

Pete Herlihy.

## From The Advisory Board

#### ROBIN DENNIS AWARD

This award is in honour of Robin Dennis who opened the Toronto Island Natural Science School and promoted the opening of the Boyne River Natural Science School.

These two schools provide the Award which is presented by C.O.E.O. each year to a person who, or and organization which, has made an outstanding contribution to outdoor education in Ontario.

Nominations should be sent or telephoned to Pete Herlihy.

## SUMMARY OF MEMBERSHIP SURVEY RESULTS

by Chris Dacyshyn and Mark Whitcombe

### INTRODUCTION

As one of four ways of gathering information, the COEO Planning Committee delegated Clare Magee and Mark Whitcombe to conduct a survey of members outdoor education needs and their opinions of the services offered by COEO. This survey was included as the centrefold in the late-April Anee sent to all 550 COEO members.

By May 21, 1985, only 74 surveys had been returned. This low number of returns was inadequate for computer analysis. Therefore the results were hand-tabulated by Chris Dacyshyn, a university business student hired by COEO under a federal grant programme. What follows is a summary of the key results of the survey.

But first, what are the possible interpretations of this low response rate? Was circulation through Anee inappropriate? Does the poor response merely reflect that most COEO members put Anee aside, to be read at their leisure? Could there have been a lack of concern for this survey in particular? Could the low return rate indicate an indifference towards the planning process? Does the relative lack of response indicate an apathy towards COEO in general? Or do the non-responses show a general satisfaction with COEO and its services? (Comments would be appreciated!)

### CAVEAT

Whatever the answers to these questions, one thing must be kept in mind: Since these results are based on 74 responses out of a possible 550, the statistical validity of the interpretations is not high. (Could anyone with a mathematical bent give us some precise answer as to the actual level of the statistical validity?)

Of note is that one of us with no prior knowledge of COEO (Chris Dacyshyn) was able to interpret solely from the survey results the same basic ideas about COEO as the other of us (MW) has developed over the years as a COEO member.

### SURVEY RESULTS (what follows is a summary of significant points)

- 45% heard about COEO from professional contacts
- 2/3 are employed by school boards
- most frequent related organizations belonged to: (in order) Bruce Trail Ass'n, Canoe Ontario, OCA, STAO, CANSI, Interp Can, NY OE Ass'n
- First Aid most common certification
- 22% have no certification
- 12 areas of OE were indicated by more than 50% as fields of competency: (in order) nature interp, camping/woodsmanship, communication skills, outdoor leadership, canoeing/kayaking, skiing, orienteering, maple syrup, group dynamics, plants, field ecology, geography
- family involvement, a personal love for the outdoors, and a variety of experiences in schools were motivating factors in involvement in OE

-personal OE needs: (overall results, in order) teaching information and ideas, content information and ideas, professional development, skill information and ideas, professional contacts, opportunity to share own ideas/skills/knowledge, social contacts, recreational opportunities, job information

-teaching info, content info, PD, skill info and professional contacts each deemed important by more than 80%

-members wish COEO to be more concerned with issues than they wish themselves to be

-79% want COEO to become more involved in promoting OE with gov't

-about half want COEO to become more involved in endorsing outdoor programmes, in publishing, with other org'n and ass'n

-more than 1/2 respondents are limited in their OE accomplishments by lack of personal time

-2/5 limited by finances for prog

-1/4 limited by lack of administrative support

-there are insufficient data to be able to make many conclusions about members needs and opinions of services in the various regions. The only possible exception is Central region, with 37 respondents.

-Central region: 27% don't attend workshops at all

43% attend only 1 or 2

14% strongly agree that workshops fulfill their needs, and another 51% agree

more than half indicate time pressures as a major reason for not attending COEO functions

1/6 were not aware of the event soon enough to plan for it

-Anee: more than half selectively read it, and almost 2/5 read it in detail---does this show any bias towards these particular members being aware of the survey?

more than 3/4 indicate that Anee meets their needs through: (in order) discussion of OE issues/philosophy/concerns, info on COEO events, information on the content of OE programmes

Anee could be improved by: more contribution from members; including 1 teachable prog per issue; editorial comments; focusing more on OE and less on the environment

the changes over the last year received very favourable comment



-even though the numbers are small, there seems to be enough evidence to show differences in the needs and opinions of services amongst the different "occupations" of COEO members: classroom teachers (CT), administrators (consultants, co-ord., princ., and VP's), residential, and day centre:

CT's want usable stuff, i.e., content info, teaching info, and skills info, with PD lower down the list; they are concerned with curriculum and the environment; they are proportionally the least involved as doers in COEO; they have the lowest sense of potential contribution to COEO

Admin's want professional and social contacts most strongly, with PD and opportunities to share being the other significant needs; they are concerned with safety and the environment; more than other groups, they want COEO to promote OE with gov't

res's want professional contacts, "usable stuff" and PD; they are concerned with the environment and curriculum

day centre's want "usable stuff", and PD, with prof and social contacts less important; they are concerned with curriculum and safety

-PD is seen as best being facilitated through: (in order) workshops, skill dev courses, conf, OE journal, and univ OE courses; CT's especially want workshops

-3/4 feel that they have strengths they can contribute to others through COEO

-92% feel they have generally benefited from being a COEO member, with 44% being in strong agreement

#### CENTRAL REGION NEWS

Central Region held its final meeting for the 1984-85 season, with a B.B.Q. at Forest Valley O.E.C. Sixty hungry participants munched on chicken, ribs, salad and doubly delicious desserts. Many thanks to Bob Takeda and Jim Malcolmson for taking on the roles of head B.B.Q.er's.

Entertainment for the evening was provided by Alice Casselman and Shelley Gordon. Alice took us on a Indian Camel Safari through the Thar Desert complete with camel bells and Indian music. She also gave us an indepth look into the daily habits of camels, both good and bad.

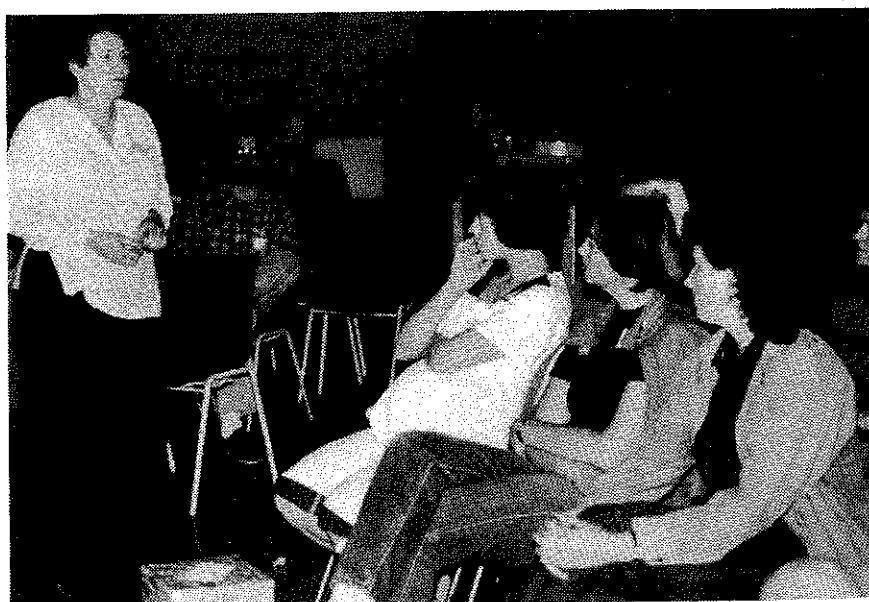
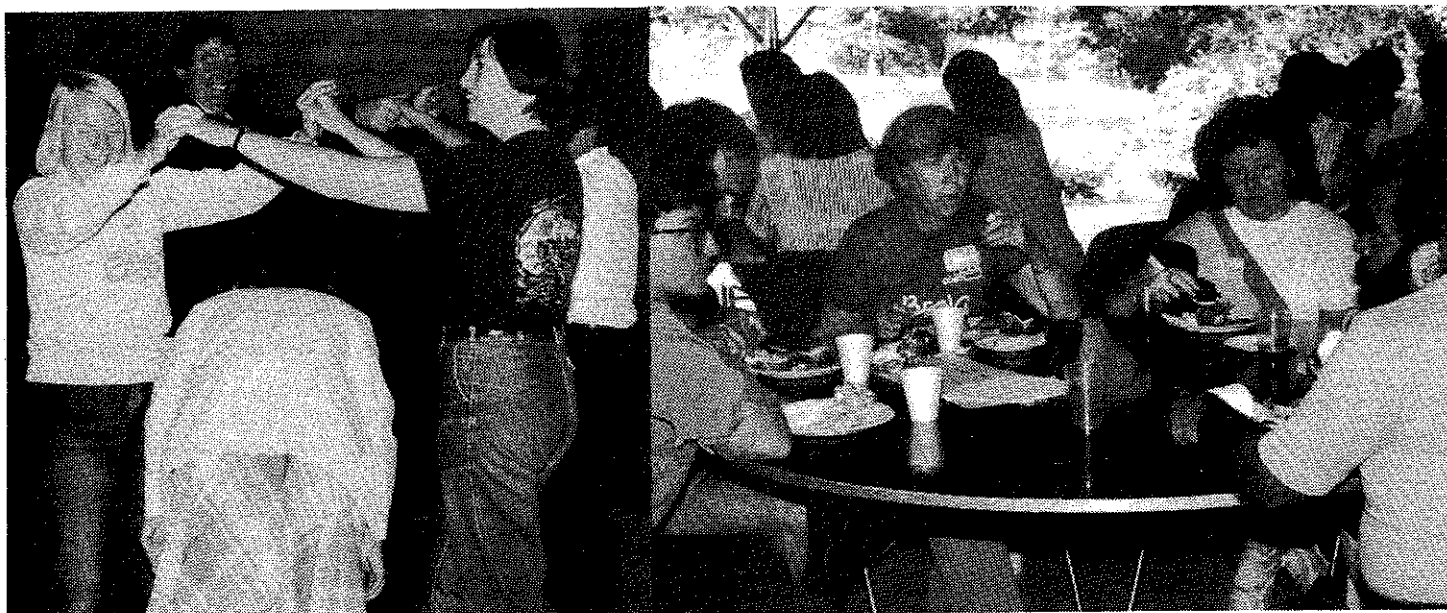
Shelley Gordon got us on our feet for the last hour and a half, singing and games playing. She brought back old games we all used to play and introduced us to many new ones.

Central Region says "so long but not goodbye" to John and Joan Logan. They are heading off to Germany with the Department of Defense for two years. We wish them the best and look forward to seeing them back in COEO and at Make Peace with Winter.

We welcome on the Central Region executive, Bob Briehl as our new treasurer. Bob is an elementary teacher from Oakville, who has long been active in COEO. We also welcome Nancy Payne from Forest Valley O.E.C. who has signed on as our new Secretary. She will be working at Cedar Glen O.E.C. for North York in September. Welcome to both!

Remaining on the executive for a second year are Mark Whitcombe from Sheldon O.E.C. as advisory Board Representative and Sue Brown, Forest Valley O.E.C. as chairperson.

Thanks must go to all who presented and attended Central Region Events. We look forward to the summer and seeing all at the Annual Conference in London!



# EDUCATIONAL Field Trip? OR Rip-ROARING Holiday?

By DARLENE E. FISHER

As student, parent, and teacher I have participated in many field trips. As I sit alone at a major museum, I can observe several field trip groups. A mother clusters a group of children around her like a brooding hen, saying, "We have to keep up with the other group. I don't know where we're supposed to go!" She then rushes off.

Other voices drift across to me. "Where is the girls' room?" "When do we eat lunch?" "How do we find the dinosaurs?" "Jimmy hit me!" "Laura stepped on my toe!" "Whatta we gotta go this way for?" "Where's Jim? It's time to go!" An exhausted woman sits on a bench. "You'll just have to wait here," she says to five children dancing about the lobby.

A child flips open the answer box to a visual quiz carefully prepared by museum staff. "Cool," she says as she closes it and dashes off without a second look at the intriguing display. A boy looks up at a volcano diorama. "Neato!" He rushes on without noting any of the information accompanying the display.

One group carries sheets of mimeographed questions. "Here's the answer to number 10," echoes from one side of a display case. "Where? What is it?" are the calls from across the room. "What are you supposed to find next?" queries a confused but smiling mother behind them. Another group, notebooks in hand, actually listen and write something as they stand around a staff member. This group is quiet.

Which of the above descriptions most clearly depicts your field trip? Which would you prefer? If you find

your trip less than productive, consider whether the following steps could improve the situation.

- **Be certain that the field trip has a purpose.** That purpose should have something to do with what is being taught. Leftover money in the field trip fund is not alone a valid purpose. Neither are the pleas that it's a dull time of year and the children need a break or that the fourth grade just had a field trip. Even the fact that your city has a marvelous institution that everyone must visit is not sufficient if you have no educational purpose for that visit. Running races in the lobby of a cultural monument does not an educational experience make. Any of these thoughts may have inspired you to think of a field trip, but you'll need to come up with a sound purpose for you and your students if the experience is to be worthwhile.

- **Reinforce that purpose with a specific assignment:** questions to answer, a report to give, a drawing to make. Expect the students to carry notebooks or sketch pads on which to record their impressions on the spot. In addition to whatever the main purpose may be, developing observation and recording techniques is in itself a valid goal.

- **Settle rules** about bringing money, making purchases, or buying lunches. Settle meeting times and behavior standards. Make certain everyone knows in advance the rules and sticks to them.

- **If you are using parents as assistants,** be certain that they know everything the students are supposed to know. Providing maps

or mimeographed sheets to show locations of lunchrooms, rest rooms, and bus stops and noting specific times and places the group should reassemble are valuable. Not too much education can be accomplished if too much time is spent trying to find the rest rooms or arguing about when to eat lunch.

- **Remember** that if the place you are visiting is a local public institution, some children may have visited it many times before while others have never been there. Plan your activities accordingly.

- **Be certain** that whatever arrangements are required have been made with the host institution's personnel and transportation personnel, as well. Ideally, you yourself have already visited the institution and have become familiar with it.

- **Plan follow-up activities** to solidify the field trip experience for your students. Ask for additional material from the host agency. Students should understand the connection between the trip and their education. For further class study, use whatever question sheets or notes students themselves have prepared. A field trip isn't worth all the troublesome logistics if students don't gain something more than they would by just sitting in their classrooms. Like all learning, a field trip needs reinforcing.

Consideration of these simple steps should make your class field trip a useful and enjoyable activity—not merely a rip-roaring holiday.

DARLENE E. FISHER writes from Evanston, Illinois. This article was reprinted from *Science Activities*.

## Taking Aim At The Wolf

If it has been shown that controlling the number of wolves will result in more deer, moose, caribou or elk, how are we to judge controversial programs such as the one recently launched in British Columbia? The proposal is to remove 80% of the wolves from an area north of Fort St. John by shooting from aircraft.

Let's go back to basics. High School biology teaches us that wildlife populations fluctuate in relation to a number of limiting factors; climate, food supply, disease, hunting pressure from man, natural predators etc. Some of these factors are easier to control than others. There's not much we can do about weather for example. We are reluctant to control the human take, due to pressure from sport hunting groups and the general feeling in society that man should be the last to suffer. The wolf, on the other hand, is a relatively easy and effective button to push. As long as we see ourselves as competitors with wolves, the instinctive response will be to increase our share by getting rid of the competition.

The public should be wary of "experts" claiming to have definitive scientific evidence on either side of this issue. Beware, for example, the wolf defenders who claim wolves are an endangered species in Canada, that they only kill mice or only sick and aged animals, or that they never take more than they can eat. Solid studies show all of this to be untrue.

Recent Studies put overall wolf numbers in Canada at 45 to 50,000 with perhaps 6,300 in B.C., although these estimates contain a wide margin of error. The wolf is not an endangered species in this country, though it certainly is elsewhere.

Wolves are best described as "opportunistic" predators. They take what they can get. The most vulnerable prey are the first to go, which obviously includes sick and old animals. But wolves also prey heavily on young animals that are caught unaware, disadvantaged by snow conditions or trapped by pack hunting strategies.

There is evidence that wolf predation plays an important evolutionary role, to a certain extent ensuring "survival of the fittest" but also triggering reproductive strategies in their prey that ensure many more young are born than need to survive. As for kills not fully utilized by wolves, of course they are important as food supplies for many scavengers such as foxes, ravens, wolverines, bears, even mice. In any case, wolves do kill animals that are also valued by man, and it is dishonest, or bad biology, to argue otherwise.

On the other hand, beware the pro-hunt advocates confidently citing precedents for wolf control programs. Sweden and Alaska are the examples most often chosen.

It's true that in Sweden moose numbers have been greatly increased. But they are now too plentiful and the wolf is an endangered species there as a result. Ironically, the European countries are desperate for conservation funds to save their wolves, while some B.C. residents raise money to reduce theirs by 80%.

In Alaska it's true the Western Arctic caribou herd bounced back, but not just because wolves were controlled. There was also restriction on human hunting with a "bulls only" season. The animals started using a more remote winter range, and there was a natural disease infestation of the wolf population. Politically, wolf control has been a very unpopular policy in Alaska, challenged continuously in the courts.

Beware also of short-term studies deliberately set-up to rationalize policy decisions that the government has already made. This was tried in B.C. but nature wouldn't cooperate. The rate of increase of blacktailed deer in an area where all the wolves had been removed was the same as in an area where the wolves were left.

Long-term studies show that wolves compensate for pressure from control programs by having larger or more litters of pups. In one study 20% of the female wolves were pregnant in a normal population but 86% were pregnant when the same population was subjected to a wolf control program. With this evidence, obviously in the long run there could be more wolves, leaving wildlife managers wondering why they embarked on a predator control program in the first place.

The B.C. program might be somewhat easier to accept if that government was making an effort to identify sufficiently large areas where wolves could be left alone. However, there is no B.C. park or reserve large enough to sustain a self-regulating wolf population. This raises the question of whether we are prepared to protect any areas in Canada where wild carnivores can still be carnivores.

In fact, the policy of the B.C. government has been to control wolves only if they threaten livestock or human safety. This makes sense. Less than 5% of the B.C. wolf population represents such a problem. But the aerial gunning program, which normally costs about \$2,000 per wolf, is a departure from the government's own stated policy. Who has had a say in this? Largely local sportsmen and trophy hunting guides from the home riding of the Minister responsible, groups prepared to donate \$100,000 towards a very expensive control program which the government has not seen fit to undertake using its own financial resources.

Unfortunately, the present situation in B.C. has probably gone beyond the possibility of a reasonable solution. My view is that this thing would be stopped if common sense and good science were to prevail. But it has been escalated by both sides to the point where stopping the hunt would be seen as a loss of face. I doubt the B.C. government will be seen to give in to pressure from "Bambi freaks, humaniacs and condominium conservationists." However, perhaps the public clamor over this affair will encourage B.C. and other Canadian jurisdictions that are watching very closely, to think twice before trying such a thing again.

Monte Hummel, Executive Director World Wildlife Fund Canada  
The Conservation Council of Canada, Vol.11, No.4, Feb.1984

# 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

Jim Gear  
Work: (519) 473-0070  
Home: (519) 471-6693

#### REGISTRAR

Veronica Sferraza  
Home: (519) 672-3133

#### PROGRAM COORDINATOR

Peter Ferguson  
Home: (519) 679-9909



**COEO**

85

## 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.

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

PERSONAL STATUS INFORMATION		OCCUPATION
MALE _____ FEMALE _____		
I ATTENDED THE COEO '84:		TEACHER - ELEMENTARY _____
PRE-CONFERENCE _____ MAIN CONFERENCE _____		- SECONDARY _____
CURRENT MEMBERSHIP # _____		- OUTDOOR SCHOOL _____
REGION _____		- CONSULTANT OR ADMINISTRATOR _____
		- COLLEGE/UNIVERSITY _____
		CONSERVATION AUTHORITY _____
		PRIVATE OUTDOOR SCHOOL _____
		STUDENT _____
		OTHER (PLEASE SPECIFY) _____

TOTALS PER  
SECTION

- 
- C

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

- J 

JG/1  
50508PRF

# WHERE'S THE MAGIC?

## CHEQUES

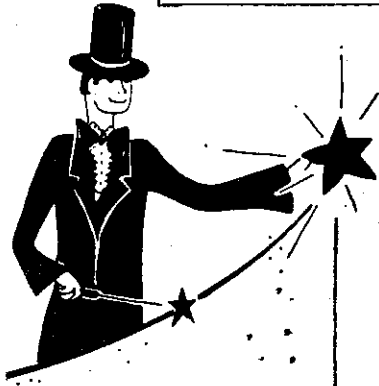
PLEASE MAKE CHEQUES PAYABLE TO COEO.  
PLEASE SEND CHEQUE AND APPLICATION FORM TO:

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 ELDER'S" 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. \*  
\*\*\*\*\*

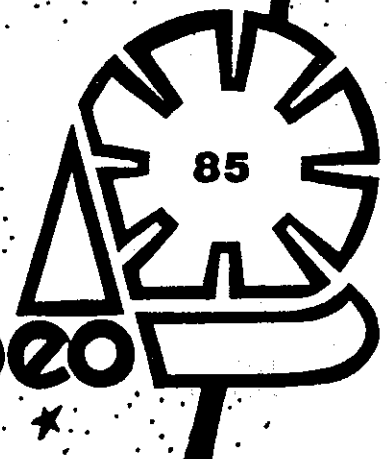
## PROGRAM

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, REVELANCE, 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.

### COEO - WHERE IT IS AND WHERE ITS GOING?

JAN STEWART

THIS SESSION WILL EXPLAIN MANY OF THE DIRECTIONS THAT COEO 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 CANADIEN FUR TRADE

CATHY BEACH

THIS WILL BE A MULTI-MEDIA AND HANDS-ON SESSION EXPLORING ASPECTS OF THE FUR TRADE: BOURGOIS, 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 ADAPTIONS OF CARNIVORES, HERBIVORES AND OMNIVORES. THE MAMMALS OF ALGONQUIN PARK WILL BE THE FOCUS.

## PROJECT WILD IN ONTARIO

Project WILD is an interdisciplinary, supplementary environmental and conservation education program emphasizing wildlife.

The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills, and commitment to result in informed decisions, responsible behaviour, and constructive actions concerning wildlife and the environment upon which all life depends.

For instructional purposes in Project WILD, wildlife is defined as any non-domesticated animal. Wildlife may be as small as organisms only visible to people if seen through a microscope, or as large as a great blue whale. Wildlife includes, but is not limited to, insects, spiders, birds, reptiles, fish, and mammals, if non-domesticated.

Project WILD's primary audience is teachers of kindergarten through high school. This does not limit the usefulness of the project to formal educational settings, however. Volunteers working with young people in pre-school and after-school programs; representatives of private conservation, industry, and other community groups who are interested in providing instructional programs for young people or their teachers; and personnel involved in preparation of future teachers, are all among those who effectively use the instructional resources of this program.

Project WILD is based on the premise that young people and their teachers have a vital interest in learning about the earth as home for people and wildlife. The program emphasizes wildlife -- because of its intrinsic, ecological, and other values, as well as its importance as a basis for understanding the fragile grounds upon which all life rests. Project WILD is designed to prepare young people for decisions affecting people, wildlife, and their shared home, earth. In the face of pressures of all kinds affecting the quality and sustainability of life on earth as we know it, Project WILD addresses the need for human beings to develop as responsible members of the ecosystem.

Two elements of society play key roles in shaping future environments: resource management and education. Both are concerned with the future. The goal of education is the highest and best use -- or conservation -- of the human resource. The goal of resource management is the highest and best use -- or conservation -- of natural resources. These goals are interdependent.

Project WILD is a joint effort involving representatives of these two key elements of society to do something together which might have a beneficial effect on future environments as well as on the lives and well-being of humans and wildlife who will share them. Much has been accomplished thus far; much remains to be done. The prime movers in Project WILD are resource management professionals and education administrators. A content outline or framework was developed cooperatively with input from a great number of people -- educators, preservationists, conservationists, wildlife managers, business and industry representatives, and others. The basic materials to teach the concepts in the outline were developed by teachers and were extensively field-tested and edited before being assembled in final form. The materials are available to those who attend instructional workshops to be offered by staff-trained leaders. In the sponsoring states and provinces, the fish and wildlife agencies typically are responsible for the statewide implementation program, working with the education agency, citizens groups, local school personnel, and others.

Strict efforts at balance and objectivity, as well as the technical validity and educational value of the materials, have gained sponsors for Project WILD from a number of organizations representing a wide range of views on wildlife and its management.

As with all good teaching materials, Project WILD is concerned with providing information and helping students evaluate choices and thereby make reasonable decisions. In short, it helps youngsters learn how to think, not what to think.

In Ontario Project WILD will begin to be implemented in May, 1985 in the pilot area around London. A leadership training workshop will be held to teach teachers and resource experts how to conduct user workshops. Teachers who then attend the user workshops will learn how to implement Project WILD activities in the classroom and will receive an Elementary Activity Guide for that purpose. Attending a workshop is the only way to obtain one of these guides.

Project WILD is endorsed by the Ontario Ministry of Education. The Ministry of Natural Resources looks forward to working with local school boards and teachers in conducting workshops across Ontario. This will be done in a gradual phased way.

The Canadian Wildlife Federation has brought Project WILD to Canada on behalf of the provinces and territories. Laurel Whistance-Smith of OMNR's Wildlife Branch is the Provincial co-ordinator for the program with the help of Jack Davis of Ministry of Education's Curriculum Branch.

WORKING TOWARDS REGENERATIVE/  
SUSTAINABLE AGRICULTURE

Environment trends in agriculture continue to point to an uncertain future. Annually, soil erosion costs Ontario farmers millions of dollars in lost production. Pesticides residues pose potential hazards unless carefully managed while our continued dependence on cheap energy and derived chemicals jeopardize the industry's long term future. Clearly, we must temper our dependence on technological solutions.

Ontario farmers produce nearly one-third of our nation's farm cash receipts from only 15 percent of the nation's quality land or approximately 11 million acres. Clearly, Ontario farmers are collectively a very productive breed. However, economically, the industry is in a difficult period. Farm-gate receipts have remained depressed for several years and input costs continue to rise at a faster rate than producer returns and have forced farmers to pursue greater productivity often at the risk of long term viability as a solution.

The evidence is clear. We know that current agricultural land management practices contribute significantly to environmental damage. We also know that the rate of soil erosion in some localities cannot continue unabated without seriously curtailing food production. We know that agriculture is responsible for nearly half of the phosphorous Ontario contributes to the Great Lakes and that nitrogen is a significant ground water contaminate in mainly agriculture areas.

The question no longer appears to be whether agriculture can containue its current practices but rather, what alternative strategies can be offered to ensure agriculture is sustainable in the long and medium term. We can, however, offer a number of suggestions which require consideration in developing a viable strategy.

Educational Policies

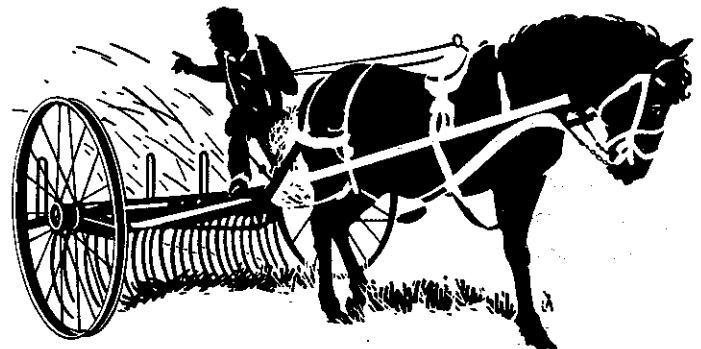
- \* there is need for government financial assistance to support agricultural organizations, educational institutions and government agencies in advocating soil conservation practices.
- \* there is a need for government to support conservation management policies for soil conservation and waste handling on a much broader base than current programs.

Research

- \* there is a need for the province to promote and financially assist biological pest control research as an additional management option.
- \* there is a need for developing cost-effective erosion control methods.
- \* there is a need for updating guidelines on agricultural waste handling to make more effective use of animal waste.

Institutional

- \* there is a need for the government to review ministry programs to ensure conservation practices are followed and supported.
- \* there is a need to develop a co-ordinating authority responsible for soil conservation and land management practices.



ATTENTION FAR-NORTH MEMBERS !

We have long been aware of the never-ending problems which the obstacle of distance poses to the membership within our province-wide organization.

But none of us suffer as much as our distant Far Northern members, some of whom have NEVER been able to attend a COEO conference, workshop or P.D. course due to the time and costs and distances involved.

As an organization committed to the participation, sharing and communication of ALL of our members,

WE HAVE A PROPOSAL...

To alleviate the above problem, Shel Lowe (past Far Northern rep) and the Advisory Board have devised an experimental TRAVEL SUBSIDY PROGRAM for the coming year. Up to \$300 will be made available for up to 3 members in good standing (\$100 each) for the purposes of facilitating their attendance at any COEO function within the coming fiscal year.

Members are invited to apply for financial assistance for this purpose, based on the following criteria:

1. The function must be a bona-fida COEO event or activity.
2. The distance between the member's home and COEO event is greater than 1000 road km.
3. Financial assistance from another source (ie employer, etc.) must not be applied to the same portion of the attendance costs (fees, travel etc.)
4. Member must be 'in good standing' at the time of application, and remain so for the following year.

It is our hope that any members who receive this financial assistance will be willing to take back whatever they gain from attending the COEO function and to share it with other outdoor educators within their home areas.

Further information concerning, and APPLICATIONS FOR UPCOMING EVENTS (such as the Annual Conference in London), should be directed immediately to:

Mr. Sheldon Lowe  
(COEO TRAVEL SUBSIDY PROGRAM)  
460 Howey Drive,  
Sudbury, P3B 1G3  
Ontario.

The revised COEO outdoor education catalogue, completed recently by Rod Ferguson (Ottawa), is currently being typed on word processor for last-minute updating and revision before going to print this coming autumn.

Once it is on word pro, we are looking forward to updating our copies every year from now on. Wonderful!!!

Many of you will find yourselves being contacted by mail this summer, with a request for any corrections or updating of information regarding your own particular program, facility, organization, etc. Please return these promptly.

IF YOU ARE NOT IN THE OLD CATALOGUE (1979 version), or IF YOU KNOW OF A PROGRAM, SITE, FACILITY OR PERSONS who provide outdoor education services within the province of Ontario, and WHO ARE NOT LISTED IN THAT OLD CATALOGUE,

PLEASE SEND US A CONTACT NAME AND ADDRESS:

COEO CATALOGUE UPDATE  
c/o JAN STEWART  
North York Board of Education  
5050 Yonge Street  
Willowdale, M2N 5N8  
Ontario.

We are planning to include many entries, such as colleges and universities, not currently listed, but please send us ALL of your ideas any way, just to be sure!

Thanks,  
Cathy Beach

C.O.E.O. YEAR AHEAD.?!#?!?

Here's a preview glimpse of what's in store for COEO in the coming year:

- AUGUST CCLC Canoe courses, Temagami & Bark Lake
- SEPT ANNUAL CONFERENCE, LONDON.  
Near-East Workshop, Durham.
- OCTOBER Central Workshop  
Membership } Welcome & Contact  
Non-member } Package Distribution  
Conference Proceedings (Anee)
- NOV Speaker's Roster in Anee  
New Catalogue available  
Advisory Board Retreat to Plan
- DECEMBER ??
- JANUARY Make Peace with Winter VII  
(Dorset, by Central Region)
- FEBRUARY Volksskilaufr - Central  
Volksskilaufr - Far Northern  
Near-East Workshop
- MARCH March Break!!!  
??
- APRIL Spring Weekend (East - CCOLC)  
possible New Games, Ropes Courses,  
Initiative Weekend Workshop
- MAY Spring Celebration Wknd. (Dorset,  
by Northern Region)
- JUNE Western Workshop (Western Region)  
Central Workshop (Central Region)

AND THAT'S NOT ALL !!!

(What else would you like? Contact  
your nearest Advisory or Regional  
Representative... )

EASTERN REGION EDITORIAL.

The recent activities occurring in the Near-East (the Pickering-Cobourg portion of the Eastern Region) are not an indication of tremendous growth or happenings in this area. Rather, they are another example of the commitment of a couple of individual members to showing and sharing what Outdoor Education is all about. They may not hold executive level positions, but nonetheless, they accomplish the same through their voluntary contribution of time and energy, and mostly, their enthusiasm.

Such is the nature of COEO.

We don't need 600 presidents! But we DO need more of you individual members who could and would be willing to help in organizing an activity here or there, or make a contact with another outdoor educator somewhere nearby. More of you people like Special Ed teacher Penny Purcell, Guidance teacher Carmel Hunt, and teacher/artist Cathy MacDonald... People like Sandra Hannah, who see an opportunity for furthering outdoor education in your area, and are willing to "go for it".

Here in the East, and in other regions as well, we already have some ideas for next year (see elsewhere in Anee). We need your ideas and your input to help make them happen. And it's FUN to be involved.

Did you know that other provincial outdoor ed organizations look to us as setting the pace? (It gives me the shivers.) US?! We're just ordinary people -- teachers, program staff, camp leaders, interpreters, & on & on... US?! Why us?

Because together, we want to share the philosophies, the practices, and the many benefits of Outdoor Education with people who'll listen.

So, WHOEVER you are, please, COME JOIN US

COME JOIN US!



## CONSTITUTION

### THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

#### 1. NAME

The official name of the organization shall be "The Council of Outdoor Educators of Ontario", hereinafter referred to as "the Council" or "COEO".

#### 2. PURPOSE

The Council is created by, and consists of, persons interested in the pursuit of learning and growth outdoors. Prime objectives are:

- to establish and maintain professional practices in the field of outdoor education;
- to promote qualified leadership in outdoor education.

#### 3. STATUS

The activities of the Council shall be carried on without purpose of gain for its members, and any profits or other accretions to the Council shall be used in promoting its objects.

#### 4. MEMBERSHIP

Membership of the Council is open to all persons active and/or interested in outdoor education. Regular membership shall be obtained and sustained through payment of approved annual membership fees. Honorary memberships may also be granted by the Advisory Board, referred to hereunder, for which no fees will be required. All members, regular and honorary, shall enjoy equal status and privileges in the Council.

#### 5. ANNUAL GENERAL MEETING

There shall be an Annual General Meeting of the Council, open to all members in good standing, for the purpose of electing officers, approving the current budget, and conducting the general business of the Council.

#### 6. SPECIAL MEETINGS OF THE COUNCIL

Special meetings of the Council may be held at the call of the President or the Advisory Board, or on the written request of at least fifty members in good standing delivered to the Secretary of the Council.

### 7. ADVISORY BOARD

- (1) The affairs of the Council shall be managed by an Advisory Board consisting of:
  - The Past-President
  - The President
  - The Vice-President
  - The Secretary
  - The Treasurer
  - The Task Force Co-ordinator
  - One Representative from each of the five Regions.
- (2) The Advisory Board shall have specific powers to appoint committees, set membership fees, establish Council policies and directives, hold in trust all monies of the Council, keep financial records and conduct meetings and programmes of the Council.
- (3) The Advisory Board shall normally appoint the following ad hoc, non-voting members to the Board:
  - Editor of Anee
  - Professional Development Chairman
  - Membership Co-ordinator
  - Government Liaison Representative.The Board may appoint other non-voting members to the Board for special purposes as deemed appropriate.
- (4) The Advisory Board may employ a Recording Secretary.
- (5) In the event of a vacancy in the Office of the President, the Vice-President shall immediately assume that office for the balance of the unexpired term. In all other vacancies the Advisory Board shall appoint a replacement from amongst members of the Council in good standing.

### 8. OFFICERS

- (1) The Officers of the Council shall be:
  - (a) Past President - The Past President shall advise the Advisory Board and recommend the names of members of a Constitution Committee at the appropriate time. He or she shall act on special assignments for COEO as mutually agreed between the Past President and the President and/or the Advisory Board.

- (b) President - The President shall chair all meetings of the Council and its Advisory Board; ensure the orderly conduct of the affairs of the Council; represent the Council in liaising with outside agencies, organizations and governments; and be, ex-officio, a member of all Council and Board committees (except the Nominating Committee).
- (c) Vice-President - The Vice-President shall assist the President as required at meetings of the Council, the Board and its various committees; and shall assume the full responsibilities of the President during his/her absence from meetings or when otherwise called upon to do so.
- (d) The Secretary - The Secretary shall have charge of all records and files of the Council and Board and be responsible for their safe-keeping, including Minutes, bylaws, policies and directives; for giving proper notice of all meetings and the preparation and circulation of agendas in consultation with the President; keeping a record of the transactions of all meetings of the Council and Board, and ensuring that appropriate follow-up action is taken on Council and Board decisions; and act as the information officer of COEO. Some of these functions may be delegated to a Recording Secretary employed by the Advisory Board.
- (e) Treasurer - The Treasurer shall receive and account for all monies of the Council; disburse funds as required and open an account or accounts in banks as authorized by the Advisory Board; prepare financial statements for the regular Board meetings and present an audited balance sheet for the previous year at the Annual General Meeting; present to the Annual General Meeting a tentative budget for the next financial year.

- (f) Task Force Co-ordinator - The Task Force Co-ordinator shall receive and evaluate requests for projects which fall within the objectives of the Council and make recommendations thereon to the Advisory Board; appoint Task Forces to pursue approved projects and liaise with these Task Forces; assume responsibility for project budgets; and arrange resources for display, conferences and conventions in support of COEO activities.

- (2) A Nominating Committee shall be appointed by the Advisory Board, prior to each Annual General Meeting, to prepare a slate of candidates for all positions open for election.
- (3) Five members in good standing, to serve as officers of the Council, shall be elected by general vote of the membership at the Annual General Meeting and shall hold office for three years. Terms will be staggered to provide that, as nearly as possible, two offices will be open for election each year. The positions of President, Vice-President, Secretary, Treasurer and Task Force Co-ordinator shall be determined by common agreement amongst the five officers between the time of the Annual General Meeting and the next Advisory Board Meeting.
- (4) The President may convene the Officers of the Council as a special executive committee, to undertake any special assignments or consider urgent business. Such meetings, and the business transacted thereat, will be reported at the next Advisory Board Meeting.

## 9. REGIONS

- (1) For the purpose of serving members on a local basis and facilitating communication, the Council will function with five regional units, via:
- Western
  - Central
  - Eastern
  - Northern
  - Far Northern
- (2) Each region will be responsible for electing its own executive and appointing a Representative to the Advisory Board.

- (3) The Regional Representatives to the Advisory Board must be elected on or before the date of the Annual General Meeting, by general vote of the members in each respective region.

10. SIGNING AUTHORITY

- (1) The President is authorized to sign all letters, reports, briefs and other documents of the Council and Advisory Board, or to delegate specific signing authority for any such documents to other members of the Advisory Board. The President shall ensure that Minutes of the Council and Board are duly signed when approved by the Council or Board as the case may be.
- (2) The Treasurer is authorized to sign all notes, cheques or other negotiable instruments, contracts or similar documents.
- (3) The Advisory Board may, by resolution, authorize other officers or agents of the Council to sign specific documents or classes of documents.

11. ANEE

The Council shall publish a regular Journal/Newsletter, Anee, issued to all members in good standing.

12. BYLAWS

The Advisory Board shall have power to enact, suspend or amend bylaws for the conduct of the affairs of the Council. Such bylaws, or amendments, or the repeal of bylaws, shall be deemed to be effective from the date adopted by the Advisory Board or such later date as the Board may designate, but shall be submitted for confirmation at the next ensuing Annual General Meeting, or Special Council Meeting called for that purpose. A simple majority of members present is necessary to amend the bylaws.

13. AMENDMENTS TO THE CONSTITUTION

- (1) By November of every third year, starting in 1988, the Advisory Board shall appoint a Constitution Review Committee, consisting of at least three members, which shall review the Constitution and Bylaws of the Council, and submit its recommendations thereon to the Advisory Board no later than the following 1 May.
- (2) Any member in good standing may propose an amendment or amendments to the Constitution by May 1 in any year.

- (3) Proposed amendments to, or revision of, the Constitution must be circulated to all members by the Advisory Board, at least one month in advance of the Annual General Meeting, and must be submitted to the Annual General Meeting for the disposition of the members.
- (4) A two-thirds vote of members present and voting at an Annual General Meeting is required to amend or revise the Constitution.
- (5) A Constitution Review Committee may be appointed by the Advisory Board in other years as it sees fit.

## News From The Chairman

### REVISION OF C.O.E.O. CONSTITUTION

In the early days of COEO a great deal of care and effort was put into designing the Constitution. Over the years some amendments have been made but they have not kept pace with changes inside and outside COEO.

During the past two years the Advisory Board has had expert advice from Messrs.L.K.MacLennan and P.A.Laverance of the Carleton Board of Education regarding the format and content of a Constitution and Bylaws. The Advisory Board, with the specific help of Alice Casselman, Clarke Birchard and Peter Middleton has almost rewritten the Constitution. There is no change in the sense of the document but it has been altered in sequence, parts reduced and parts defined more fully in order to cover in a balanced way (we believe) the present activities of the Council. Rather than trying to deal with a host of amendments, the Revision which follows is proposed to take the place of the present Constitution and will be presented at the next A.G.M.

If you see errors or omissions I would be grateful if you will let me know. At the A.G.M. it will be possible to propose, discuss and decide on any amendment which corrects or clarifies this proposed revision. According to our current Constitution (15 b) an amendment which is contrary to the sense of the revision would have to be considered at a later meeting.

If this Constitution is accepted at the A.G.M. it will then be necessary to present the Bylaws for consideration and copies will be available.

Pete Herlihy.

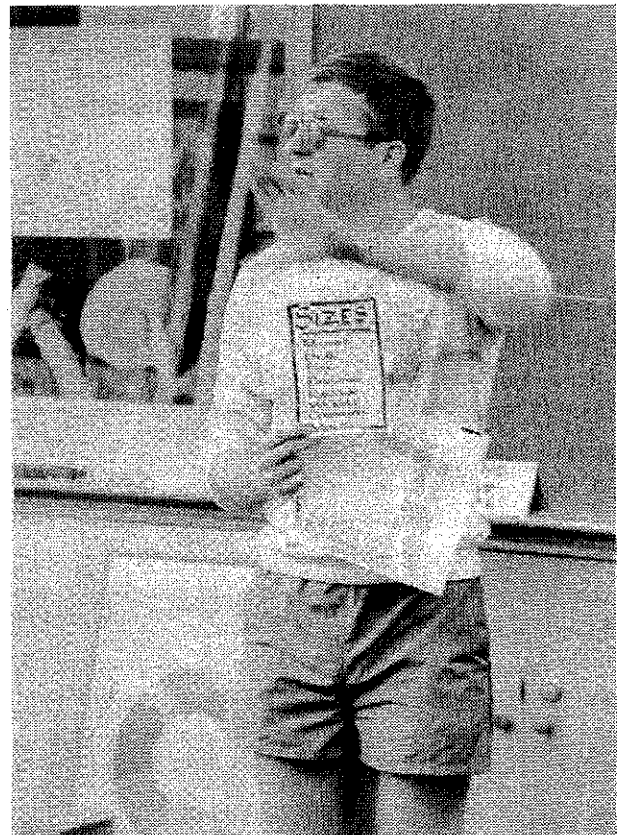
## SPRING CELEBRATION '85

It had been a long winter. The folks were ready to celebrate spring. They did so in grand style at the 1985 "Spring Celebration" conference/workshop held on May 10 to 12 at the Leslie M. Frost Natural Resources Centre. Fine sunny weather, blackflies who were not quite ready for their blood meals, thirty talented resource people and eighty enthusiastic participants contributed to the success of the workshop. A mixed bag of teachers, outdoor education staff, youth group leaders and C.O.E.O. groupies spent the weekend soaking in new ideas and information, being very physically active and sharing with others. Some of the program highlights included:

- Tanglefoot impressed participants with some "toe-tappin' history" as they performed Mosquitoes, Mudholes, and Rebels.
- A Settler's Guide to Upper Canada.
- many enhanced their birding skills with Bruce Ford and were "spiching" for the rest of the weekend.
- a trip to Raven Lake Dam revealed the ups and downs of water management in a session led by Rick Keevil called "Spring Runoff."
- Kandalore staff provided a variety of canoeing experiences
  - "big" canoe paddling, solo, kayaking and night paddle.
- numerous activity ideas were presented in "Taking Math Outdoors"
- "Earth" activities by Dave Lyons stimulated new awareness of the natural environment.
- Barb Hoover shared her highly developed interpretive skills in "Spring Interpretations" and "Spring Impressions with Paint."
- Jack Zoubie, a C.O.E.O. tradition called a fine square while Fiddlin' John Foreman fiddled his audience into a frenzy.
- many were caught between a rock and an open space as Richard Christie and Tom Tekavcic provided competent instruction on rock climbing.
- local wildlife species participated in the workshop too - with moose meandering, amphibians peeping, owls hooting, and lake trout fry emerging. Mike Buss and Barb Finlay were on hand to provide insights into wildlife and wildlife management.

There are other highlights too numerous to mention. Thank you to all the resource people for their contribution. Thanks to Dave Ellis, Dave Bennett and the students of Tabor Park for the inspiration, the "Spring Celebration" sign and the very big and very delicious cake. You are part of the C.O.E.O. magic.

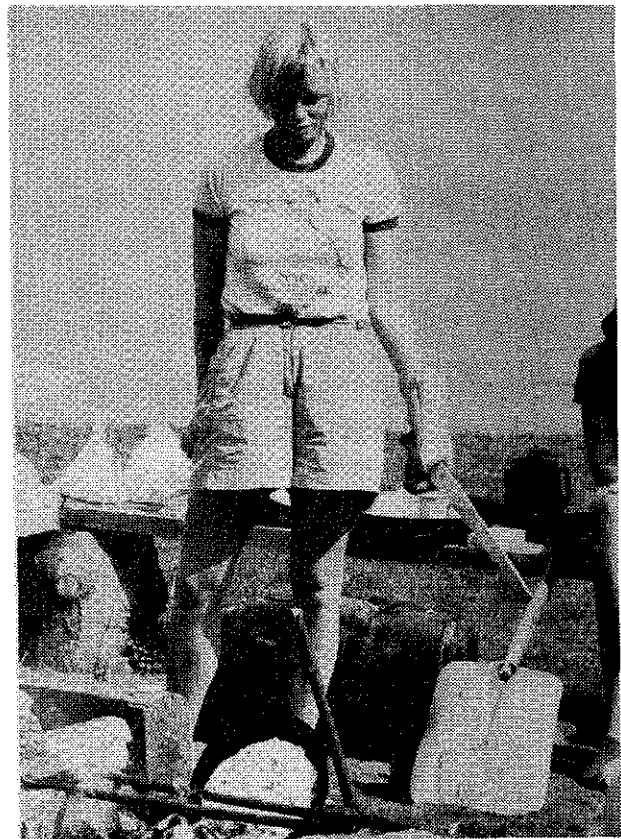
Northern Region plans to host another "Spring Celebration" conference next year. It has been tentatively scheduled for May 9 to 11, 1986. Be sure to mark it on your calendar. If you have suggestions for next year's programme please contact Barrie Martin at the Frost Centre.



JORGY SHARES NATURE GAMES IDEAS



PROSPECTORS PAN FOR THE ELUSIVE NUGGET



CARIN STEWART DEMONSTRATES SOME  
OUTDOORCOOKING TRICKS.



TANGLEWOOD MEMBER CONDUCTS SESSION  
IN HISTORICAL INTERPRETATION USING  
MUSIC.



CONFERENCE COMMITTEE FINALLY GETS A  
CHANCE TO REST.

## Classified

### NEWS RELEASE

The synergism of humanistic education and outdoor/environmental education will be experienced in a workshop entitled Creating Humane Climates and Outdoor Leadership Skills.

The workshop, scheduled for November 1, 2, and 3, 1985, will be conducted by Dr. Clifford Knapp, author of the book Humanizing Environmental Education and soon-to-be-published sequel. Dr. Knapp is chair of the Outdoor Teacher Education faculty at the Lorado Taft Field Campus of Northern Illinois University.

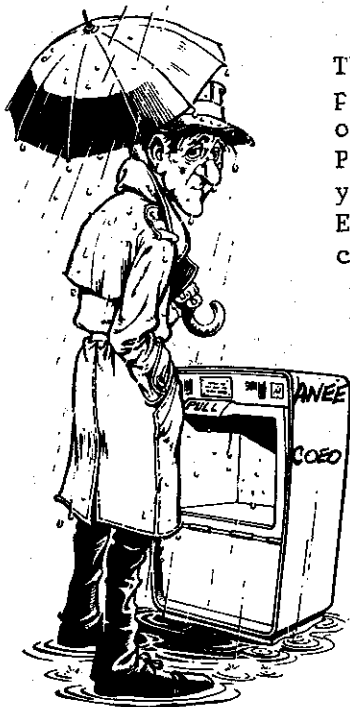
Dr. Knapp will share the philosophies, activities and inspirations presented in his book. The workshop is aimed at providing leaders with practical suggestions and direct experiences in humanizing outdoor, environmental and other educational programs. Enrollment is limited.

For details contact Bob Faber, Director Hiram Outdoor Education Center, Hiram College, Hiram, Ohio 44234. (216)569-5461.

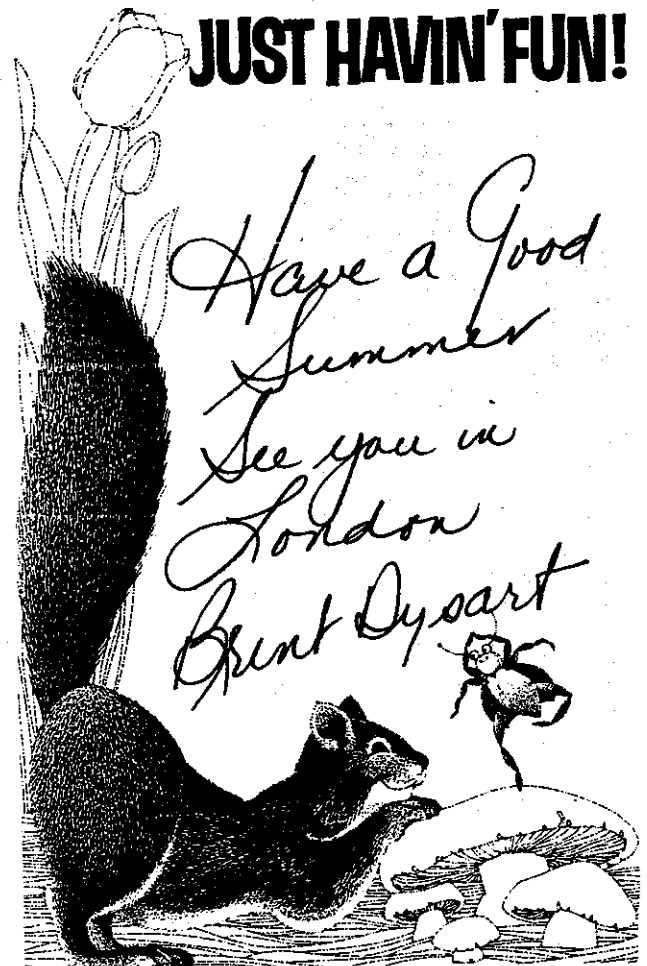


### HELP WANTED

YOUR HELP IS NEEDED  
TO PUBLISH ANEE ON  
A REGULAR BASIS.  
PLEASE CONSIDER THIS  
REQUEST TO BECOME  
INVOLVED IN YOUR  
ORGANIZATION.



The success of Anee over the past year has been the result of many hours of work by a few. Please contact Jan or Skid if you wish to be a part of the Editorial Team which will carry on the TRADITION.



## JUST HAVIN' FUN!

*Have a Good  
Summer  
See you in  
London  
Brent Dysart*



# Membership Application Form

PLEASE PRINT COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW

NAME (mr.) (mrs.) (miss) (ms) \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ MAILING ADDRESS IF DIFFERENT FROM HOME \_\_\_\_\_

POSTAL CODE \_\_\_\_\_

POSTAL CODE \_\_\_\_\_

TELEPHONE HOME \_\_\_\_\_ WORK \_\_\_\_\_

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

POSITION \_\_\_\_\_ EMPLOYER \_\_\_\_\_

UNIVERSITY/COLLEGE attending full time if a student \_\_\_\_\_

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

FAR NORTH Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming.

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County.

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce, Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton.

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto.

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark.

OUT OF PROVINCE Any area in Canada except Ontario

OUTSIDE CANADA

Please note: THE COEO MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATIONS RECEIVED AFTER MAY 1 WILL BE APPLIED TO THE FOLLOWING YEAR.

Please check: NEW \_\_\_\_\_ RENEWAL \_\_\_\_\_ CURRENT MEMBERSHIP NO. \_\_\_\_\_

FEES: REGULAR \$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

Return to:

John Aikman  
Membership Secretary  
47 Rama Court  
HAMILTON, Ontario  
L8W 2B3

