

ANEE NEWS-JOURNAL

MARCH 1986

MAKE
PEACE
WITH
WINTER



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From The Editorial Desk

This issue definitely highlights the Make Peace With Winter conference. A few members asked me if it was appropriate to devote an entire issue to one conference. The answer is an unequivocal "Yes!" No other conference in the history of COEO has been so successful, drawing one hundred and eighty members each year to energize for winter programs and social interaction. It also provides us with a forum in ANEE to bring the many excellent resources and events to the entire membership, so that all can benefit from the expertise of the presenters. We included Craig MacDonald's Traditional Winter Travel workshop report in this issue since it began the winter season for us in such an experiential way. We invite, we need reader' reactions to this MPWW issue. Send comments directly to Skid.

Upcoming Feature Topics

All members should note that two big weeks are coming up quickly - Wildlife Week from April 7 - 11 (Jack Miner's birthday is on the 10th) and Forest Week from May 4 - 10. Our next issue will fall just in between.

APRIL/ - Wetlands and Wildlife - from
MAY an ecosystem perspective,
that duck is your brother.

JUNE/ - How to Poison a Small Planet
JULY issues and alternatives for
a consumer society caught on
the toxic scary-go-round.

AUGUST/ - Bringing the Outdoors In -
SEPTEMBER displays, dioramas, and
bulletin boards for the
classroom and Field Centre.

NOTE: The September Conference Proceedings will now be published by the Conference Committee, not by ANEE.

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Photos courtesy of Lloyd Fraser,
Bob Henderson, and Skid Crease.

Yours outdoors, Dr. O. Dehors

DR. O. DEHORS, PROFESSOR OF ENVIRONMENTAL PSYCHOLOGY, BISCOTASING UNIVERSITY

Dear Dr. Dehors:

You are my last hope! I am so preoccupied with my particular problem that my daily work is suffering.

I am a part-time outdoor educator/full-time teacher with years of experience as a social science specialist. My recent involvement with outdoor education began with a course in acclimatization and I have been faithfully taking students on acclimatization hikes ever since. However, I have been suffering from nightly recurring nightmares that are directly connected to my hikes!

In my dreams, I see people hugging trees, and sitting waist deep in swamps. I see them touching leaves and sniffing scat. Then they all turn at once - to me - and all start to ask me what it is that they are touching, sitting in, and sniffing. I back away and tell them, "It is NATURE!" But they press closer, begging to know exactly what it is that they are touching with their senses, and they are all asking me at once, and I wake up in a cold sweat screaming, "I DON'T KNOW!"

What is happening to me, Doctor? Please respond quickly - I am leading a spring hike after March Break.

Desperately yours,

Steve

Dear Steve:

You are suffering from a syndrome known medically as "Acclimatization Impotency". It results from a deep seated feeling that you should know more about a tree than the feel of its bark when you hug it. It can be compared to a casual social encounter that gives temporary pleasure, but lacks the depth of more intimate knowledge. You simply want to know the names of things, their history and purpose in the whole environmental scheme.

The cure is twofold: for yourself, get a guide book and learn what it is you are experiencing; for your students, teach them to observe, sketch, remember the characteristics of the objects they encounter on the hikes. Give them a field guide and let them discover the names, histories, and deeper purpose of NATURE. If you tell them, they will only learn that you are a nature specialist; if you guide them to the answers they seek, your hikes will be truly experiential.

Yours outdoors,

Dr. O. Dehors

Dear Dr. Dehors:

I am an avid recreational skier, kayaker, canoeist, and mountain climber. I enjoy the thrill of high risk adventure, and want my family to share in my wilderness travels.

I have just planned a one month ski trek to Pickle Lake. The intention is to live off spruce bark and wintergreen leaves and ice fish for trout. To keep weight down even further I plan to use quinzees for the entire trip. I rely on bow and drill fire starting techniques on all my trips.

I really want to take my wife and son with me, but my wife is offering a lot of resistance. She says that she won't be at all comfortable, and that the trip will be too harsh on our six-month old son. Please advise.

Wildly yours,

Tony

Dear Tony:

Your wife is right! Go on this one solo, and take out a large insurance policy. Risk is many things to many people. To a toddler, it is high risk to dip a toe into the wave at the beach; to a marathon swimmer it is high risk to swim the cold currents of the English Channel. To everything there is a season - be patient!

Yours outdoors,

Dr. O. Dehors

Note: The "Taffy" of last issue was Lorado "Taffy" Taft, and is not to be confused with COEO member Gay Ahmed.

Dr. O. D.

LETTERS TO AND FROM THE EDITOR

From the January issue:
Many thanks to all of those who wrote in their appreciation of the excellent theme articles, especially the ZOO pullout. Our People in the News, regional reports, and humour items also received your positive approval. Keep those cards and letters coming in!

I do, however, owe Dennis Hitchmough a personal apology for the inappropriate placement of my editorial comments following his article, "On the Path to a Better Understanding", in the last issue. Certainly, no slight was intended to Dennis, nor his desire to preserve/conservate a living aquatic and duck breeding habitat at Lake St. George so that children can experience the magic of finding and studying animals in their "natural" habitat.

My comments were designed to provoke response to issues extending far beyond the narrow confines of Lake St. George, and were intended to supplement Dennis's comment that students should "become more aware of the positive, as well as the negative, factors when man 'lends a hand' to nature."

What intellectual arrogance spurs us on to think that man, with his limited knowledge, can so easily manipulate the environment to correct the impact of his or nature's abuses? And more important, why do we manipulate - for power, profit, and prestige, or because we have finally

developed an environmental ethic? Before addressing these concerns, I should clarify some of the facts, theories and issues peculiar to Lake St. George.

Part I: During the early part of this century, farmers and estate owners destroyed the natural populations of fish in their lakes through mismanagement and over fishing. They introduced species like pike and largemouth bass into their lakes. This created the first and major alteration of the lake environment. The town of Lake Wilcox was built on an old drainage area, and nutrients from poor septic tanks continued the damage started by the early settlers.

It is estimated that sometime around the turn of the century, the above ground drainage ditch connecting Lake St. George to Wilcox Lake was excavated. This created an open water connection, and subsequent aquatic life exchange possibilities between Lake St. George, Wilcox Lake and the Humber River system.

Next, the Metropolitan Toronto and Region Conservation Authority, with the approval of the Ministry of Natural Resources, built a flood control dam at the Wilcox Lake outflow near Yonge Street. This man-installed device severely affected the natural cycle of all the aquatic species in the area who used that outflow as a spawning highway, as well as flooding the

pike spawning grounds in Wilcox Lake. (Active research by Kevin Reid of Trent University, with the cooperation of the community of Lake Wilcox and the Ministry of Natural Resources has begun, and will hopefully rectify this situation in the near future.)

Then came the severe winter of 1981, with its prolonged ice and heavy snows, producing a "winter kill" effect in Lake St. George. In the last decade, man as scientific observer/manipulator has been using Lake St. George as a research site, and so the impact of this natural "winter kill" could now be tabulated. Through tallies of the dead fish, and capture and release techniques it was estimated that 33% of the pike population perished (about 130 out of an estimated 500), and, more devastating, the other piscine predator, the largemouth bass dropped from around 3000 to an estimated 100.

While this data collection was going on, the research team was attempting to manipulate the lake, using a specially designed aerator, and create suitable conditions for walleye stocking, among other studies. The walleye experiment would have had a practical carry-over to developing a sport fishing potential, and if successful, the process could be applied to similar lakes.

(continued over...)

However, as research continued, it became apparent that the lake was changing (naturally) too quickly to be manipulated mechanically. The drop in the predator population had created a lack of pressure on the shiners and perch in the lake, and their population now rose from an estimated 20,000 to approximately 200,000. Nutrient rich lakes like Lake St. George develop blue-green algae very quickly unless the daphnia (plankton) are in sufficient numbers to sweep the algae away. The shiners and perch destroyed the daphnia and an algal bloom occurred. Left to itself, the lake began its natural recovery. The pike population increased back to the 500 level, but the more slowly developing bass did not fare as well. If this trend continued, the lake might oscillate from oxygen rich to oxygen poor, killing even more fish, and altering the lake as a viable resource for its present educational and research purposes.

While the sport fishing potential had passed, there were still large quantities of walleye fry available to the research team. They now theorized that if the walleye, very good predators, were released, they would help the bass and pike lower the shiner and perch populations. This could increase the daphnia and possibly end the algal blooms. It was assumed that competition with the bass and pike (the pre-"kill" predators)

would be minimal since the walleye occupy a different niche in the lake. The walleye would probably not be able to breed in the lake due to lack of spawning sites, and would then die out in eight to ten years.

The researchers theorized that the net effect would be that the quality of the lake and the bass and pike populations might return to their pre "winter-kill" levels.

This information, compiled from conversations and letters exchanged with Dennis, should clarify the situation.

As well, in commenting on my statements about "money motivation", Dennis noted that his centre would certainly be a sorry government facility if they did not worry about money. And in regards to Ducks Unlimited, it was noted that, without agreeing with hunting, or a dollars for ducks philosophy, anyone can ask their advice and tap into their expertise on woodduck boxes and duck habitat construction.

Part II: Now that I'm in the right arena for an editorial comment, let's examine the two main issues here- a) ecosystem manipulation, and b) money- from another perspective.

Across the millenia, winter kills have probably affected Lake St. George many times since the retreat of the last glaciers. And each

time the lake would have adjusted, rebalanced, and evolved to a new state. Scientific man, operating within the narrow perspective of a human lifetime, is in a hurry to see his data bear results before he passes on; he attempts to control rather than be a part of the living process. It is in the very nature of living things to change continually to environmental pressures, and the attempt to stop or control those changes is man's greatest folly. We are short-sighted gods indeed, and the long term effects of our interference are left for someone else to clean up.

When it comes to money, I praise a balanced budget, but have more of an interest in motive. Why is it necessary for Ducks Unlimited, backed by hunting groups and firearms manufacturers, to recreate duck habitat? The wetlands that housed those species have been drained for agricultural, industrial and residential purposes. Why does the government not force land developers to replace what they destroy? As Aldo Leopold noted in his Sand County Almanac essays, "there is as yet no ethic dealing with man's relation to land and to the animals and plants which grow upon it. Land ... is still property. The land-relation is still strictly economic, entailing privileges but not obligations."

Skid

FIVE YEAR PLAN

From The Advisory Board

COMMUNICATIONS

FINANCIAL DEVELOPMENT

COMPUTERS

CATALOGUE OF PROGRAMS AND PERSONNEL

PROFESSIONAL DEVELOPMENT

REGIONAL DEVELOPMENT

EDITORIALS

The advisory board has been very busy in recent months. Several committees have been formed to ensure good member service and successful long term operations.

The planning committee, consisting of Mark Whitcombe, Grant Linney, John Aikman and Cathy Beach are implementing the annual plan and will be evaluating the process in the spring.

On the financial front, Mike Townsend is coordinating the financial development task force with members Grant Linney, John Aikman and Hugh MacPherson. This task force is striving to develop immediate forms of revenue through the sale of retail items, advertising in ANEE and in the production of COEO publications. A long term strategy on broadening the financial base of COEO is also being developed. Currently the members are examining fund raising techniques, government grants and corporate sponsorship. The committee is also developing a

treasurer's manual to facilitate the treasurer's activities.

The communications committee of Jan Stewart, Jerry Best, Joan Millard, Greg Derbyshire and Bruce Hood have recently printed a new COEO brochure and two attractive posters. A bulletin board poster for posting COEO flyers, a slideshow, portable display and communication package are currently being developed. The communications package will be used to promote COEO to sponsors, interested organizations and individuals.

Lloyd Fraser is pursuing professional development by negotiating for a specialist certificate in outdoor education, graduate level courses and a degree program in outdoor education at an Ontario University.

The regional representatives consisting of Susan Devaux, Lori Jarvis, Brenda Steffler, Penny Purcell, Grant Vipond and Mark Whitcombe are developing a regional manual

and will be looking for regional logos. They are also busy developing exciting workshops and events for the members in their regions.

Skid Crease, Jan Stewart and Brent Dysart have formed the editorial board to assist Skid with the production of ANEE.

Cathy Beach and Grace Tamaki are in the home stretch in developing the eagerly awaited Catalogue of Programs and Personnel.

Mark Whitcombe is attempting to bring COEO into the computer age. He is investigating computer needs and funding. A computer would assist in membership, accounting, advisory board reports, special publications, and in the production of ANEE.

Updates on the Advisory Board's activities will be included in future issues of ANEE.

Bruce Hood,
Member at Large

People In The News



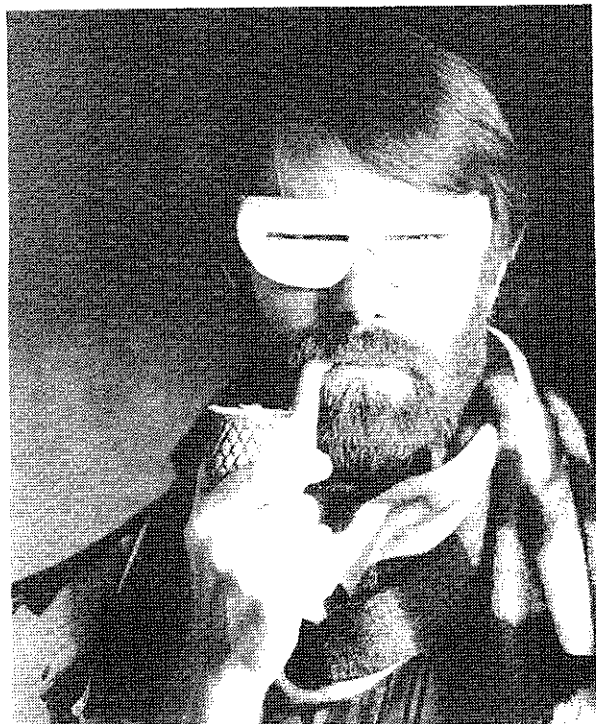
NAME: Cathy Beach

ROLE: Vice-President

Cathy has been a dynamic force for COEO in a variety of roles. She has acted as the Advisory Board representative for the Eastern Region for four years. She has been responsible for regional development planning, including the production of a regional manual. She has organized many regional conferences and workshops.

After graduating from the University of Waterloo in Honours Recreation and Outdoor Education, Cathy began her career at the Boyne River Natural Science School. After working in many centres across southern Ontario for twelve experiential years, Cathy is now a consultant in outdoor education for the Peterborough Board of Education. There she works primarily with K to 8 groups at the Warsaw outdoor education portable.

Cathy's special areas of interest include historical research on the fur trade and participation in the canoe festival, her summer work at OCLC Bark Lake Skills Camp, and her time spent at NOLS. Cathy has been and is continuing to be a highly valued COEO member.



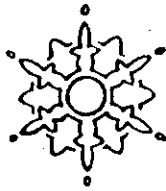
NAME: Dr. O. Dehors

ROLE: Environmental Psychologist

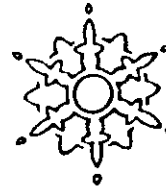
Dr. Dehors has been outstanding in his field for many years now, both as staff psychologist for Biscotasing University, and as editorial writer for the Bisco Bulletin. He has been responsible for the organization of many open and frank discussions across Ontario on a wide variety of subjects ranging from neurotic regression in residential managers to genotype-environment interaction experiments with urban raccoons.

After graduating in Honours Environmental Psychology from Biscotasing University, Dr. Dehors set out to develop a series of programs in remedial recreation skills for slow outdoor educators. The success of these programs provided the basis of his thesis papers, and brought him back to Biscotasing as the area's egocentric localization consultant.

Dr. Dehor has many interests outside of his regular work, including the breeding of companion dragonflies for wilderness travellers in heavy bug season. His favourite quotation in regards to outdoor pursuits is: "De gustibus non est disputandum."



central region



All but one of the three planned Central region events survived the two thaws of the Winter of '86!

The Cross-Country Ski Classic held at Seneca College on January 11th. was an excellent way to start the ski season. Clare Magee and Rob Henderson of Seneca College put 21 participants through rigorous manouvers. The day included an introduction to teaching tips, informal games, skating (on skis), trail and telemarking techniques. The highlight of the day was the fall of Grant Linney -- live on video -- for COEO Bloopers!

Make Peace with Winter VII was again a great success for both the participants and as a fund raiser for COEO Central. Thanks to the Committee, the Resource Staff and the participants for another super event.

Our one casualty of the thawing season was the Fourth Annual Volks-Skilauf. -- Unfortunately the trend of Southern Ontario Winters does not seem to be conducive to family fun in the snow. Next year we may try a "fun in the sand trip" at Lake Erie!

UPCOMING EVENTS IN CENTRAL REGION!



March Break
March 10 to 14

- a Central Region declared holiday for fun and sleeping in!

Thursday, April 24, 1986
7:00 p.m.

- Halton Regional Museum (Milton)
- a simulation approach for a static museum program
- Grant Linney and Bill Cook (Peel Field Centre)

FOR ANY MORE INFORMATION ON ANY COEO CENTRAL REGION EVENTS, CALL:

SUE BROWN 416-630-6263
MARK WHITCOMBE 705-435-4266

It's the Eastern Region Page!

There are so many good things going on in Outdoor Education in the Region that this page is going to devote itself to profiles of programs and personalities.

Haven't you something or someone to toot the horn about? Or ring a chime? Or spread the word? Most everyone will be asked to submit profiles for consideration. But why wait to be invited? Send your ideas and information to Bert Horwood, Faculty of Education, Queen's University, Kingston, Ontario, K7L 3N6. Do it to-day.

Some programs are big and ambitious. They get our admiration every time. But some are modest, shoe-string operations that cause nary a ripple at the Board Office. We need to be able to admire them, too. They are the grass roots of Outdoor Education. They include the classroom teacher who takes the class to the farmer's market to select, and carry home the Hallowe'en Pumpkin; and the inventive mind who makes a series of geology lessons out of the school yard gravel. Let's hear about all the varied outdoor activities, large and small.

And let's hear, too, about the teachers in the schools and centres who do the hard work.

Next issue's Eastern Page will feature the Outreach Program operated by Denis Reed in the Frontenac County Board. Don't miss it.



EASTERN REGION

NORTHERN REGION

Greetings from the north!

Northern Region has had its first two organizational meetings, to get the year rolling, November 19th and January 7th. Seven enthusiastic folks attended and much has been sorted through and set in action. Planning for the SPRING CELEBRATION WORKSHOP, scheduled May 9 - 11 at the Frost Centre, got underway. Committees were struck and work sessions scheduled.

Discussions were also held on the possibilities for DAY WORKSHOPS in Northern Region. We plan to go ahead with a Rock Climbing day workshop in April, and a DARE workshop for the Autumn. More on those later.

If you're interested in helping out with Spring Celebration or the other workshops, or just curious, DO give me a call.... 705-474-5420 (work)/705-892-2252 (home).

In keeping with my plan to highlight Northern Region resources on this page, the following is an article on one of the North's worthwhile outdoor education programmes.

We're staying warm under a blanket of snow, in Northern Region!

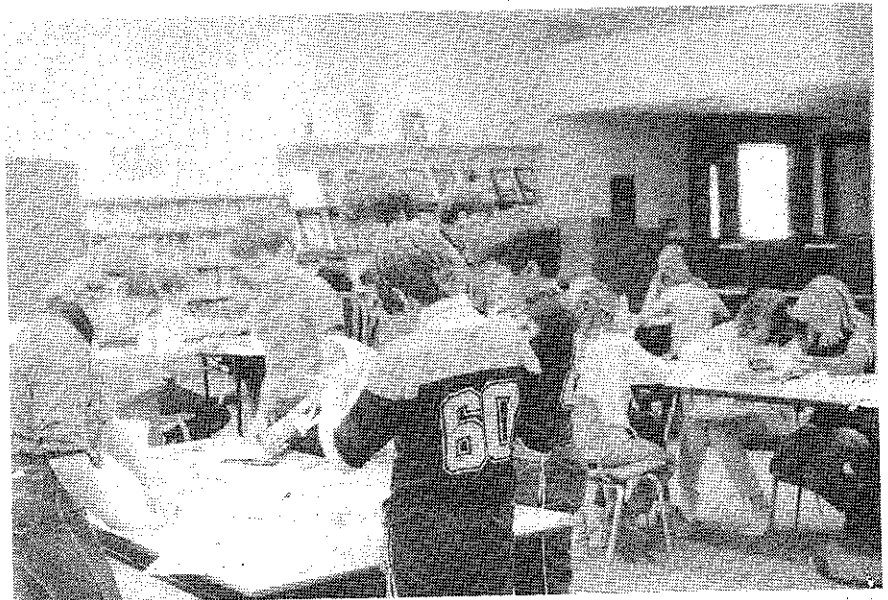
Ausar Dewar

Jan Heinonen
Naturalist
North Bay-Mattawa Conservation Authority

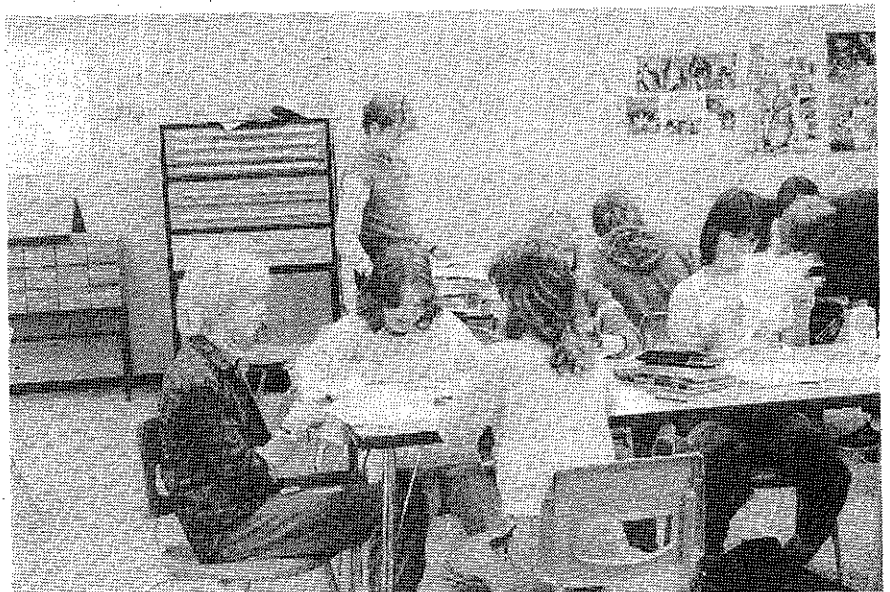
In 1982, the North Bay-Mattawa Conservation Authority and the East Parry Sound Board of Education agreed to fund a Naturalist's position. Under the supervision of the Conservation Authority's Information Education Co-ordinator, the Naturalist works with East Parry Sound teachers in planning and implementing field trips supporting the Board's Environmental Studies curriculum. In addition, the Naturalist offers programmes highlighting special events such as National Wildlife Week, Pitch-In and Halley's Comet.

The East Parry Sound Board of Education covers a large rural area with sixteen schools in the system. Field trips rarely require bus transportation for students, there are usually suitable study areas within walking distance of the schools.

The arrangement satisfies both the Board of Education and the Conservation Authority. The students gain valuable hands-on experience which brings an immediacy and relevancy to regular classroom work while the Conservation Authority has an opportunity to fulfill its mandate for public education.



Students at Mapleridge Senior Public School make 'star finders' to help them locate and view Halley's Comet.



HOW TO

MAKE PEACE WITH WINTER

The Make Peace With Winter Conference has just come through its seventh year of dynamic, entertaining, and professional programs for COEO members and other outdoor educators. Every year the organizers are asked the same questions, "What makes this conference such a success?" and "Why is the conference fully booked within days of its flyers being published?" The answers are simple, really- Nothing succeeds like success, and good organization. As well, the season is perfect for a personal energizer - MPWW is the perfect antidote for the mid-term blahs!

The Conference Committee has agreed to share its organizational outline as a professional guide for those who would seek to plan and present similar types of workshops. What looks like a well-oiled weekend machine really begins to grease its gears two years before each conference begins.

Two years?! Yes, indeed, for that is how far ahead one has to book a facility with the renown of the Leslie Frost Centre. At that point the organization takes on a yearly cycle.

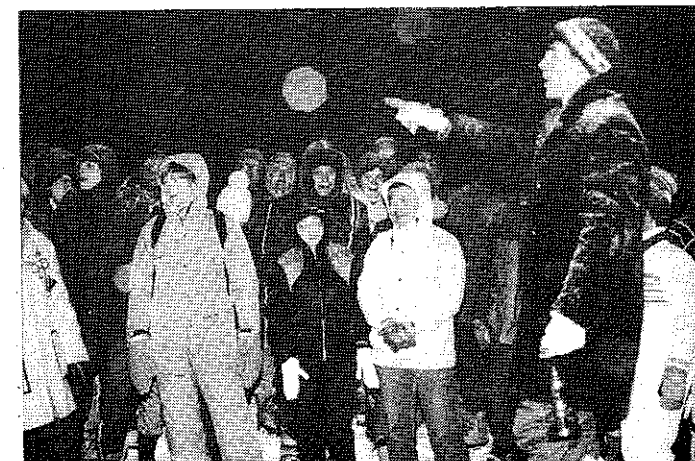
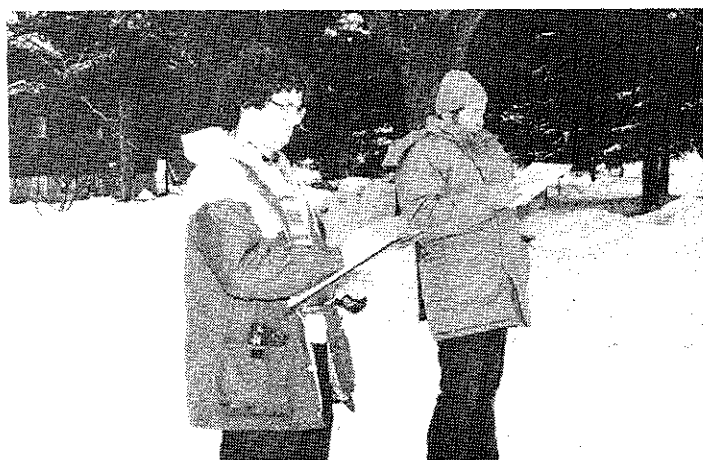
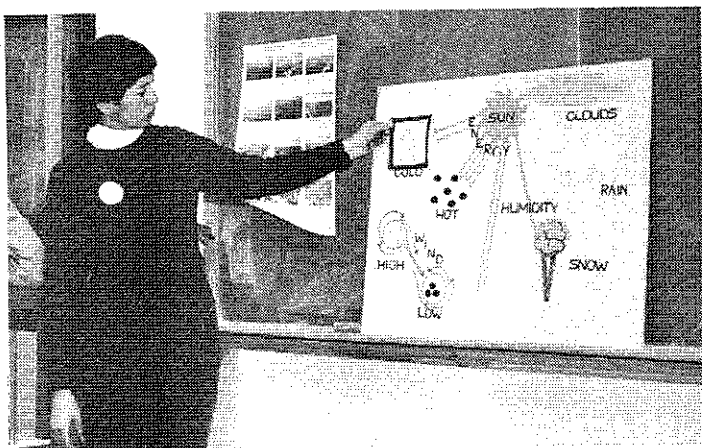
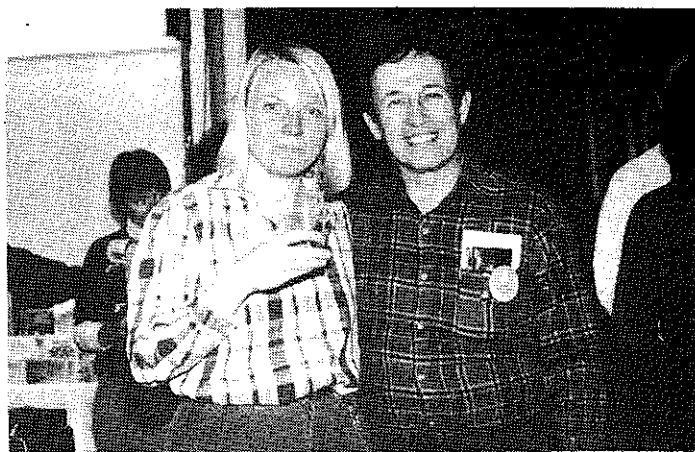
As soon as the conference finishes, the debriefing and committee planning for the next year begin. The schedule, in a nutshell, looks like this:

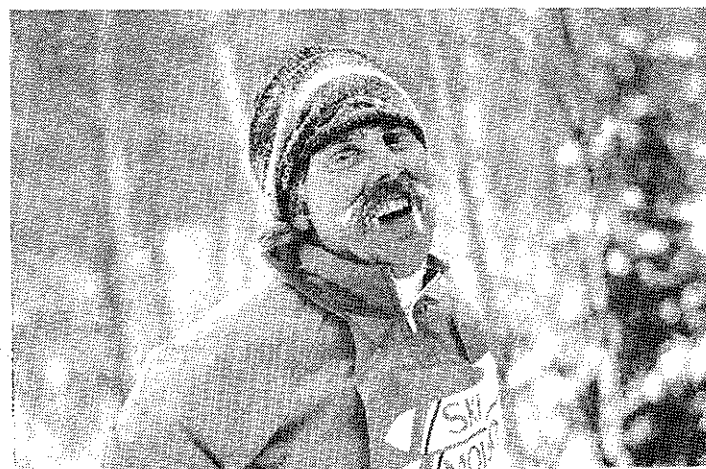
1. Two year lead time- book the Frost Centre.
2. February - debriefing and brainstorming for the next conference.
3. Book Jack Zoubie (one year lead required).
4. Send out follow-up letters to all presenters and contributors.
5. March - final evaluation meeting and budget analysis. \$\$\$\$\$\$\$\$\$\$\$\$\$\$
6. June - begin new budget, prepare flyer ads, and establish committees.
7. July - prepare receipt books, re-open bank account.
8. August - have flyer in for ANEE printing.
9. September - book Bill Webster.
10. Prepare flyers and promotional merchandise for the Annual Conference.
11. October - the committee meetings begin; second ANEE ads go out.
12. Registration letters and resource letters ready.
13. November - second set of committee meetings, preparation of merchandise solicitation letters for prizes, and preparation of button blanks.
14. Finalize resource staff - original contacts would have followed the June/October committee meetings.
15. December - print the program booklet, make sure promotional merchandise is ordered.
16. Committee meeting for program booklet editing and assembly of mailing packages to participants.
17. January - last committee meeting, assembly of the button blanks, final contacts to contributors.
18. Pick up all prizes (love those granola bars!).
19. Pick up food and drink the day before the conference begins.
20. Showtime!

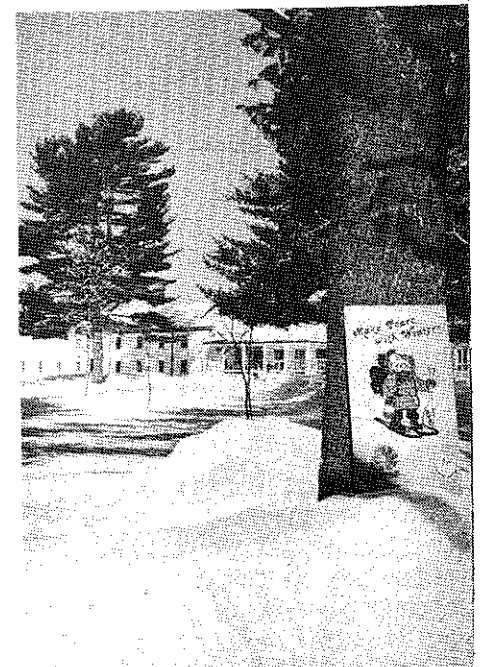
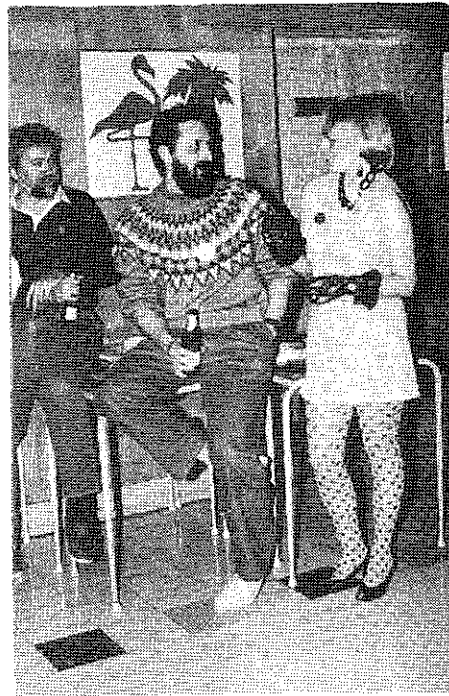
Well, that's all there is to it. You just need this game plan, a handful of energetic, crazy people, and a fabulous facility, and you too can Make Peace With Winter!

The committee would like to extend heartfelt thanks to Jan Stewart for her guidance and leadership as chairperson of the Conference. Jan is retiring from the chair this year, and is passing the torch to Central Region reps Sue Brown and Mark Whitcombe. We know that they will continue to share the magic of this marvellous conference in the traditions of the first seven. Here comes MPWW VIII!

Skid Crease. MPWW









PROJECT WILD

Thirty enthusiastic educators completed the Project WILD workshop offered during Make Peace With Winter VII. The workshop leaders, John MacEachern from Cedar Glen Outdoor Education Centre and Barrie Martin from the Frost Centre, provided an opportunity for the group to participate in several WILD activities, and to teach some activities to their peers.

Muskox Manoeuvres, How Many Bears in the Forest?, Ethical Reasoning, O Deer, Power of a Song, Quick Frozen Critters, and The Thicket Game are examples of some of the WILD things that the group did. Participants received the elementary activity guide which consists of approximately eighty (80) activities designed to teach wildlife concepts.

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 informal decisions, responsible behaviour, and constructive actions concerning wildlife and the environment upon which all life depends.

The programme was originated in the United States by the Western Regional Environmental Education Council and the Western Association for Fish and Wildlife Agencies. The Ministry of Natural Resources is the agency in Ontario responsible for making the material available to educators.

The material is available through the workshops only. The Council of Outdoor Educators of Ontario will be offering WILD workshops at the Spring Celebration Conference (May 9-11 at the Frost Centre, Dorset), and at Northern Spectrum - The Annual Conference held this year in Midland, September 25-28. General inquiries about Project WILD can be directed to:

Laurel Whistance-Smith,
MNR, Wildlife Branch,
Whitney Block, Rm. 2320,
99 Wellesley Street West,
Toronto, Ontario.
M7A 1W3

phone 416-965-4252

Barrie Martin, L.M.F.N.R.C.



Detailed instructions must be made clear to the participants in each simulation.

Hungry "wolves" close in on a circle of male "muskox" protecting females and calves.



SIMULATION GAMES

Their place in Outdoor Education programs

Environmental simulation games try to reproduce the complex nature of specific environmental problems or situations. They are abstractions of a "real life" process, and to be adapted as learning strategies must be implemented with care.

Here are some concerns, related to the use of simulations, that were raised at the Make Peace with Winter Conference at the Frost Centre (Dorset).

CONCERN #1: Are teachers engaging their students in simulations because they organize concepts into a set of fun activities?

CONCERN #2: Do we sacrifice introducing students to the "real world" directly by using a simulation game?

CONCERN #3: Do simulations with the stress on rules, boundaries, and a particular bias exclude the critical examination of some process or situation in the "real world"?

CONCERN #4: Are simulations used to get the students out[doors] because the framework of the game is attractive?

CONCERN #5: Are the simulations attached to clearly defined curriculum goals, or are they just another fad strategy?

CONCERN #6: Is the time allotted for the simulation worth the effort, or could some other strategy use the time more efficiently?

CONCERN #7: Are simulations becoming part of the cafeteria of outdoor learning activities offered at outdoor education centres?

CONCERN #8: Are the elements of the simulation developed sufficiently to have the participants synthesize the concepts both during and after the activity?

CONCERN #9: Does the simulation bridge the gap between the classroom and the "real world", or can it act as a barrier to this transfer?

CONCERN #10: Does the professional skill involved in effectively offering simulation reduce it to "something for the expert"?

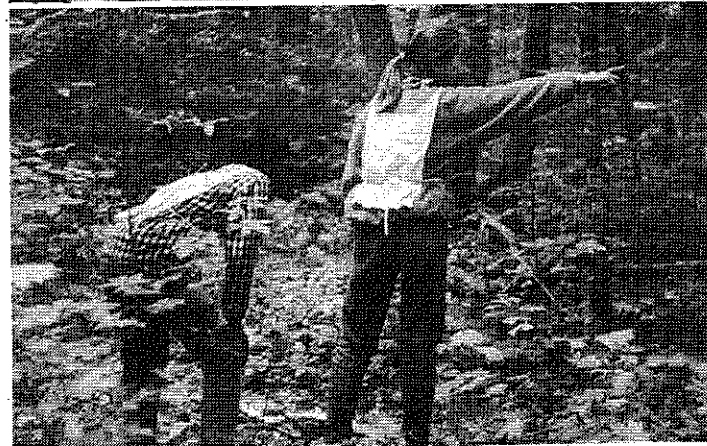
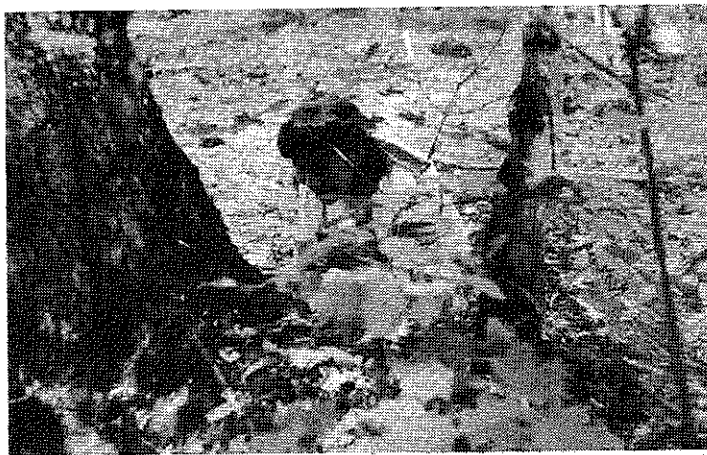
CONCERN #11: Simulations often require special grouping arrangements and much self-directed activity. Are the students capable of the discipline required to make the game a success?

CONCERN #12: Simulations often involve special materials to make them work. Is the time and effort required to keep the materials together and updated worth it? Could the materials for simulation games be simplified to avoid storage and updating problems?

The group who discussed "Simulations" at the conference came to some interesting conclusions.

CONCLUSION #1: To be effective, simulation activities must be attached to clearly defined goals. The teacher choosing a simulation strategy must be professionally competent to know that the activity will help students understand the concepts and understandings stated in program goals.

CONCLUSION #2: Simulations involve the students quickly, and the learning experience is fun.



The "Survival" simulation game: clockwise from the top left-hiding, feeding, prey capture, and hunting/being hunted.

CONCLUSION #3: Simulations can act as springboards to other ideas, provided that the introduction and follow-up are handled in a solid framework of related concepts.

CONCLUSION #4: Simulations can develop and strengthen the student's social bonds.

CONCLUSION #5: The question "Do the students know why they are doing the simulation?" must be answered positively or else the simulation is just another game or time filler.

CONCLUSION #6: Some learners may not be able to exercise the responsibility and self-discipline necessary for success.

CONCLUSION #7: Simulations can be quite time consuming - the benefit must outweigh the efficiency factor.

CONCLUSION #8: Simulations should not attempt to replace "direct" experience.

Afterword : While simulation games will play a great part in outdoor programs, we must be mindful of their place in the array of choices. "Project WILD" and other similar projects, which stress simulations, have received wide attention. We need to examine such programs with a critical professional eye to determine the validity of these activities on outdoor education programs.

References:

Catalogue of Simulation, Interact (learning Through Involvement), P.O. Box 997A, Lakeside, California, U.S.A. 92040

Connect - UNESCO-MNEP NEWS-LETTER, Vol. X, No. 2 (June 1985), Simulation and Gaming for Environmental Education.

Ralph Ingleton, Program leader, Forest Valley Outdoor Education Centre.

Please Note: Ralph would be pleased to receive any reactions that you may have to his article. You may contact him at his field centre at:

60 Blue Forest Drive,
Downsview, Ontario.
M3H 4W5
phone 416-630-6263

SNOW MAGIC

How do you feel about snow? "Experience it with all of your senses!" With this personal introduction to a snow study, Peter Atfield renewed our awareness of a readily available natural substance. We talked about the wide variety of snow types and forms, and passed around large foam shapes which illustrated the seven basic types. Our snow vocabulary was increased, as we acquired the meanings of rime and glaze.

After our discussion of snow, we tried several experiments that would be suitable for any grade level. We compared the weight of air, water, snow and ice, and we examined a cross-section of snow, taking temperature readings at various levels to demonstrate the insulating characteristics of snow. It was a stormy afternoon, during Peter's first session, so we were able to capture lots of snowflakes on our purple velour snowboards. We then examined our collections with magnifying glasses to determine their types.

We put coloured plates of metal on the snow, in the sun (second session) and measured how far each sank into the snow due to the heat absorbed. On the stormy first session it was all theoretical.

We also examined some Iroquoian snowsnakes, and tried them out. They skimmed along the surface

of the snow with amazing speed, but didn't come anywhere close to reaching the mile and a half distance record set by a Six Nations resident.

One of the more technical pieces of apparatus that Peter presented to us was the snow penetration gauge used by wildlife managers to estimate a deer's ability to move through various snow conditions.

With the storm blowing stronger every moment, by this time we were ready to drag our frozen, snow-covered bodies into the warmth of the dorm, where we could look out the windows with a new sense of wonder at the snow magic.

The following is a list of suggested resources:

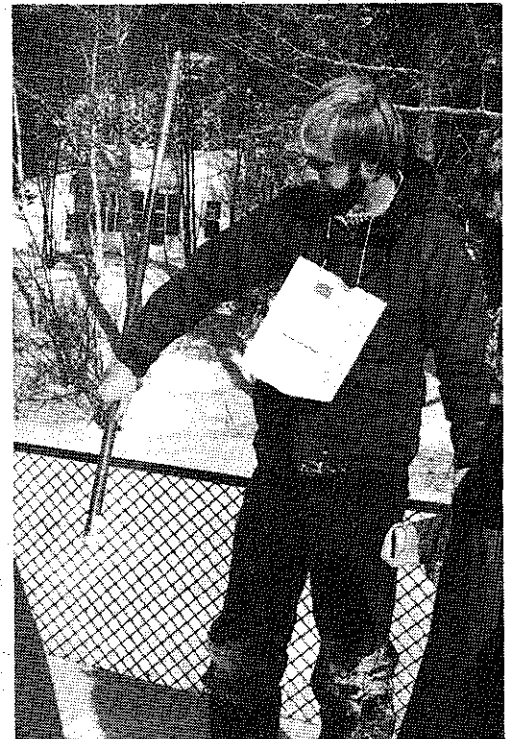
-Finlay, J. Winter Here and Now. Aspen House Productions: Edmonton.

-LaChapelle, E.R. Field Guide to Snow Crystals. Douglas: Vancouver.

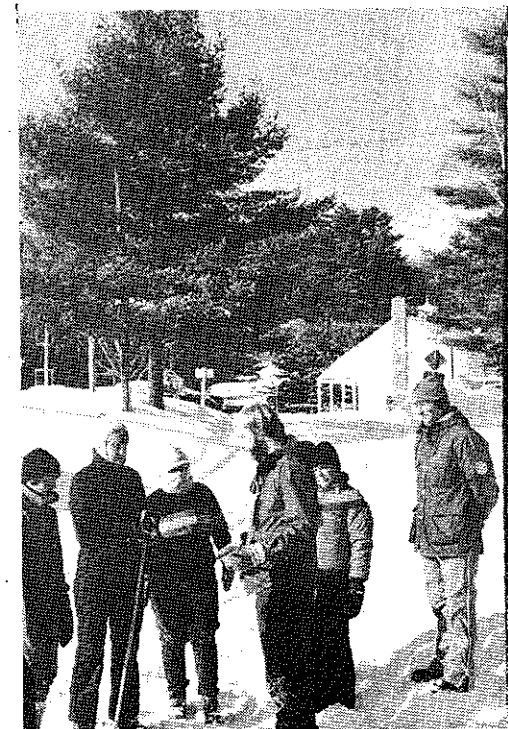
-Owl Magazine. The Winter Fun Book. Greey de Pencier: Toronto.

-Stokes, D.A. A Guide to Nature in Winter. Little, Brown: Boston.

Janet Henderson



Peter demonstrates the snow penetration gauge (above) and the snow snake (below).



ICE FISHING

Ice fishing can be an enjoyable experience for anyone, provided they are willing to be patient, have realistic expectations and dress warmly! Here are a few suggestions for people considering an ice fishing experience.

- Make yourself familiar with the rules and regulations governing ice fishing in Ontario (refer to the O.M.N.R. Fishing Regulations Summary, 1986).

- Obtain and maintain skills and techniques used while ice fishing. A trip to the nearest library or magazine rack can provide many references to technique and equipment utilized in the pursuit of wintertime lunkers. The equipment does not have to be sophisticated; simple hand-lines and tip-ups are easily used and are very inexpensive to make or buy.

- Develop a constructive attitude towards the conservation and management of the fisheries resource.

- Exhibit ethics and sportsmanship while ice fishing.

- Take the time to become acquainted with the natural history of the species you are out to catch; this not only adds to one's appreciation of our natural resources, but by knowing how and where a fish lives (thinking like a fish), it may also increase your catch!

Rick Salmon, L.M.F.N.R.C.



THE COMET COMETH ...and GOETH

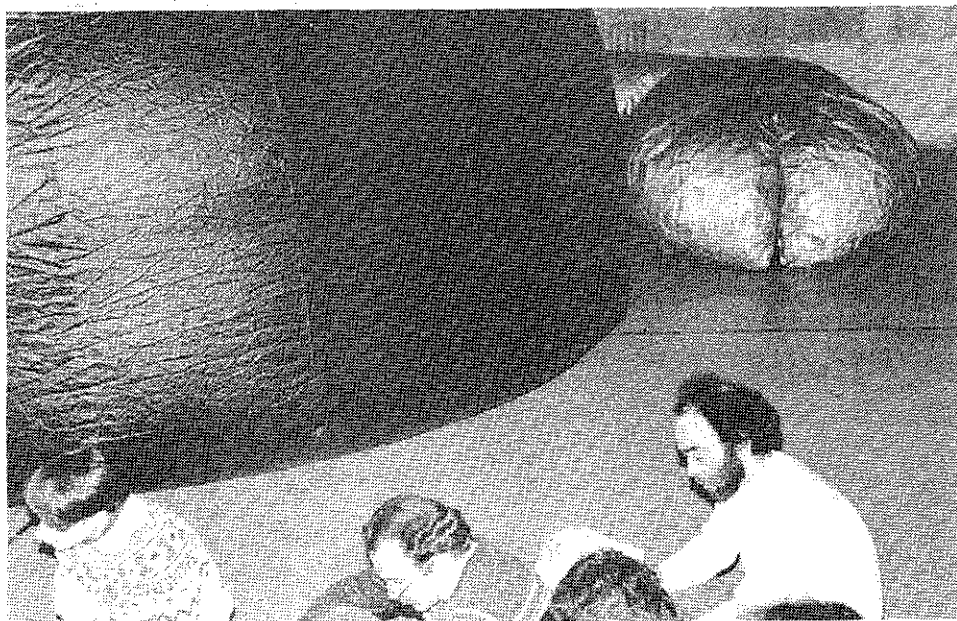
Just in case you haven't kept up with the latest astrological news - HALLEY'S IS BACK! And now we're ready for it!

Much different from the McLaughlin Planetarium's historical approach, Mark Whitcombe used an original and effective "dirty melting snowball model" description. His ease in explaining a complicated scientific phenomenon in layman's terms was greatly appreciated by all who attended. His very useful handout included a model of the planet's orbits that students could cut out and use, plus comet trivia and an extensive bibliography. Of particular interest were the free monthly stargazer charts available from the Museum of Science and Technology in Ottawa. Thanks to Carmel Hunt, many of us will now be on the Museum's mailing list.

Cometmania aside, the highlight of this workshop for most of us was "The Bubble". The bubble is a four metre high earthball inflated by a large window fan through an umbilical tube. You enter the bubble through a tunnel similar to the inflation tube. Most of us had anticipated that we would feel claustrophobic, but we were all surprised by the airy spaciousness inside the bubble itself. Once the evening sky was projected onto the roof to assist in the identification of stars and constellations, we all had to resist the temptation to fall asleep under the stars. However, it does help if everyone is wearing clean socks.



Mark introduces the resource kit - comet facts and trivia.



The bubble looms ominously in the background - feed me!

The bubble came to Make Peace via the East York Board of Education, and is available on loan to schools within the board. Outside Boards and other interested parties should contact Mark or the Science Consultant for East York for further information. To all of you frustrated, mosquito bitten stargazers - try the bubble!

Resource Contact:

Mark Whitcombe,
34 Blind Line,
Orangeville, Ontario.
L9W 3A5

Ann Scully

FIRE'S BURNING

Have you ever wondered how to make fire using two dry sticks, a flint and steel, and other primitive devices? Well, you would have had an experiential chance to find out if you had attended our Fire's Burning workshop with Craig MacDonald. He began by showing us how to start a fire with a wet match, a board, two pieces of wood, a piece of wire - and three men. The men were used to rub the wire rapidly against the wood to produce enough heat to light a wet match. However, the sulphur on the first match had soaked up too much water and only produced a flash.

On the next attempt, Craig removed some of the moisture from the match first by using the easiest and best drying method - running the match through his hair. Success - the match flared!

Another method proved to be a real flash in the pan. Using charred linen, cedar kindling, and steel and flint, a number of us attempted to start a fire.



Craig discusses and demonstrates the bow and drill system.

Many sparks fell on the linen, but skated quickly through the fine material, and success at getting a fire going was not imminent. Finally, however, the prowess of the female shone through, as one of our members tripled up the linen, and was not only able to spark it into flame, but was able to get a fire going as she held the cedar kindling in her hands. Hot stuff!

The last method proved just as eventful. Using a bow and drill, Craig and three helpers not only produced sufficient energy to provide us with coals for a fire, but also enough to burn the wax on the tile floor. Lighting fires in classrooms may achieve

results you don't expect.

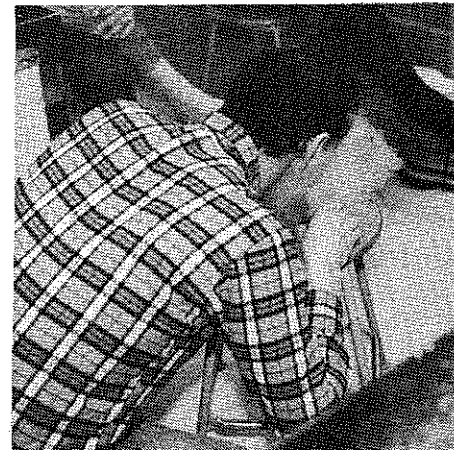
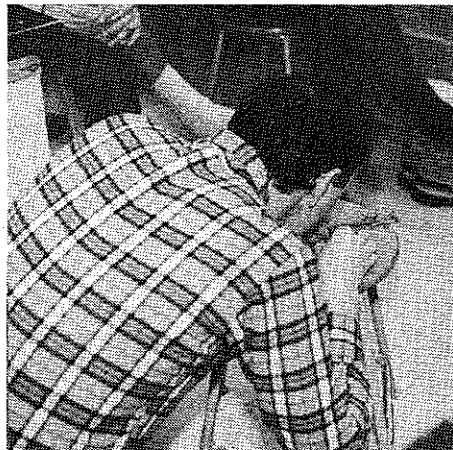
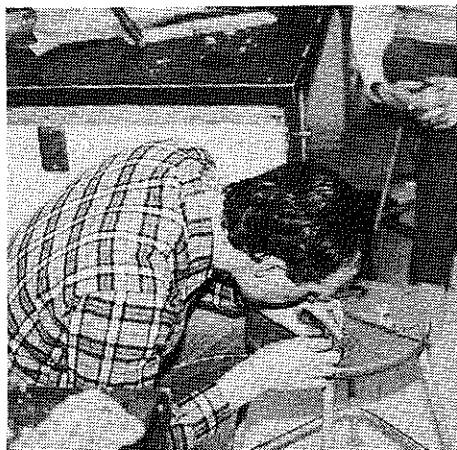
This workshop was invaluable for anyone planning on camping in wet weather, or for teaching survival skills in the outdoors. Craig was a wealth of knowledge for all participants. I certainly feel, as I'm sure the other participants do, that I can start a fire from sticks, wire, flint and steel.

For further information contact:

Craig Macdonald,
Leslie M. Frost N.R.C.,
Dorset, Ontario.
POA 1E0

Janet Sherman

Fire starting 1,2,3: assemble tinder, strike flint & steel, and blow!



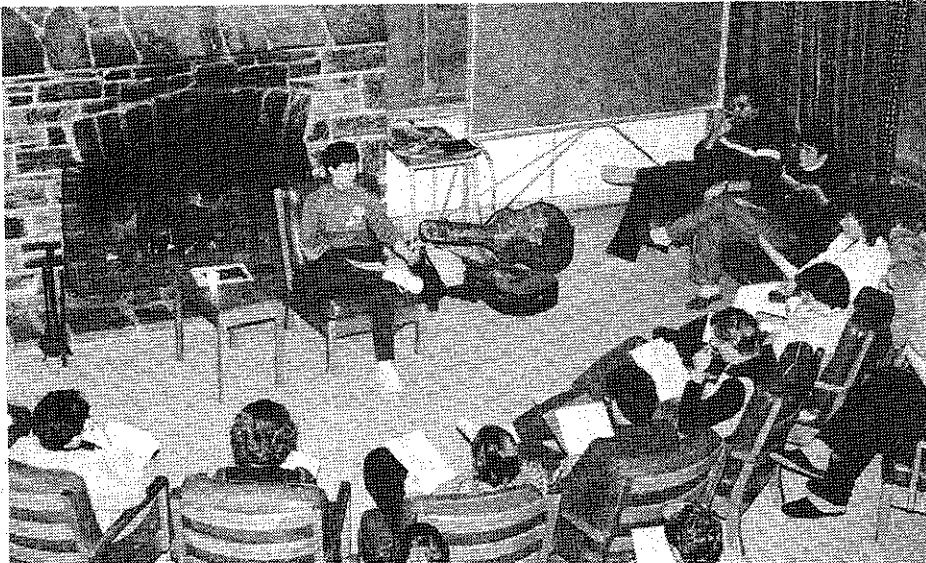
CAMPFIRE PLANNING

Remember the warm feelings of friendship and belonging that radiated at campfires in your past. Many of us carry vivid memories of those campfire experiences in our hearts for a lifetime. At Terry Knight's workshop on Campfire Planning, we learned how to create the setting for this magic to happen.

We discussed the five P's of campfire planning: preparation, practice, participation, punctuality and a peaceful ending. Then Terry provided us with a framework which would ensure a positive feeling for every member, and set the right mood for the end of the day.

We were welcomed to the fire in the lounge of Dorm 70, where Terry suggested that this was indeed the first step in a campfire program - to have an official welcome. The energy of the participants in a campfire is high at the onset, so it is important to begin with lots of audience involvement and move to the quieter songs and games toward the end. With careful planning, all of these activities - games, stories, stunts, songs - will appear to be spontaneous. As the group shared their games, stories, stunts, and songs from past campfires, everyone gained new ideas. Now all could be combined in a well orchestrated sequence that would lead to a peaceful ritual at the ending of the campfire, setting a quiet tone for bedtime.

Janet Henderson



RESOURCES:

Readings: * Winds From the Wilderness Canadian Outward Bound Wilderness School, P.O. Box 675, Station K, Toronto, M4P 2H2. 481-3304
* The Earth Speaks Acclimatization Experiences Institute, P.O. Box 288, Warrenville, Illinois, 60555.

Games, Songs, Campfire Programs:

- * The New Games Book 1976, }
- * More New Games 1981 }
- * Campfire Programs 1980 }
- * More Campfire Programs 1984 }
- * Lead On Counsellor 1982 }
- * Clouds on The Clothesline 1981 }
- * Singing Fun and Games 1983 }
- * Sing With Jack Pearse 1980 }
- * Sing One More Time 1981 }

Doubleday and Co. Inc.
105 Bond St., Toronto, M5B 1Y3

available through:
Camp Tawingo Publications
R.R. #1
Huntsville, Ontario
POA 1K0.



MINO-DAW BAWIN (good sledding)

Where can one learn: AKI-A-GUN (snow messages on the trail), slush prediction, comparison of 7'x9' versus 10'x12'sail silk wall tents, and the use of the dancing stick by packetters? Are you lost already?

Well, here's what you can do. You can slowly learn the language stock of the Algonkin-Cree, develop a skill at the interview process for communicating with old-timers, travel throughout the Canadian shield seeking out these fellows, log thousands of miles of snowshoe travel to check and compare first hand what you've learned, read extensively from wilderness travel literature, and evaluate and produce your own individual travel style/equipment based on everything you have learned and will continue to learn.

On the other hand, you could also have attended the traditional winter travel techniques workshop conducted by Craig Macdonald at the Leslie Frost Centre (Jan. 3-5, 1986). Craig has pursued this "matter of the heart research and presents the material in his own quiet, enthusiastic manner.

Craig's knowledge and practical advice are becoming legendary to winter travelers who report in just to check their outfits and gain some valuable tips. His presentation of the bare bones of this knowledge base of our Canadian heritage of winter travel in a workshop-lecture-over-night camping experience context was a true eye opener for seasoned campers and greenhorns alike. The sixteen participants of

mixed winter camping experience were all overwhelmed by the wealth of material presented.

Here's a sample of content:

- a looped wire thread, woven into the asbestos thimble between stove pipe and tent, saves the life of the thimble and guards against potential fire hazard,
- John Pritchard's amazing snowshoe walk from Montreal to the Selkirk settlement near present day Winnipeg via the Abitibi-James Bay-Nelson River, all to deliver a message already known,
- the difference between spring and winter babice webbing for snowshoes,
- BONKANAH winter trail systems and maintenance,



Checking out the supplies, and securing the lashings before beginning the trek.

Campsite with comfort - inside, a wood stove keeps the tent warm and dry.



- the value of Chico (tall standing debarked timber found in beaver ponds and marshes) ideal for tent poles and easily gathered quality firewood.

Of course, this was only the tip of the snowshoe. Apart from the attention to detail (from the participant's viewpoint) the basic practical objectives were effectively met. These were: first, to introduce and demonstrate a traditional winter travel style [snowshoe toboggan hauling of a wall tent and wood stove], and, secondly, to straighten out misconceptions regarding snowshoe and winter camping styles generally. We also covered weak ice/slush prediction,

and the building/acquiring of a traditional winter camping outfit.

The point most emphasized and upon which so much of this wall tent-wood stove approach is based was that:

"Life without an external heat source for sustained periods in the snowbelt is not possible."

Any other approach (lean-to shelters, Quinzee-snow houses, and modern tenting) will always be a survival measure, rather than a way of life. The difference strongly influences the overall flavour of the experience. I, for one, having over the years participated in all of the above mentioned winter camping styles, am with

Craig all the way.

The snowshoe-toboggan hauling-wall tent-wood stove travel style is a comfortable winter way of life experience. It offers a reassuring link or cultural fit with the past.

All greenhorns to the traditional approach ask the same question, "Is the long labourious set-up time worth it?" For the best answer, try it!

From all of us in COEO, as one might say, "Mino-Daw Bawin (good sledging)!" Thanks Craig.

Bob Henderson,
McMaster University



NIU

GRADUATE COURSES

GRADUATE COURSE IN OUTDOOR EDUCATION, SPRING 1986

FOR INTEREST OR GRADUATE LEVEL CREDIT

WATERLOO

FOUNDATIONS OF OUTDOOR EDUCATION , Course # 410

To acquaint teachers with the basic concepts of Outdoor Education and the meaning, scope and value of Outdoor Education. Emphasis upon procedures and instructional materials, especially suited for teaching outdoors.

Instructor - Morris Wiener Ed.D.

Dates - March 22 and 23 (9 a.m. - 4 p.m.)
April 12 and 13
April 26 and 27
May 10 and 11 or May 24 and 25

TORONTO

ENVIRONMENTAL ETHICS, Course # 524

Provides teachers with background and strategies for dealing with environmental ethics both in classrooms and outdoor settings.

Instructor - Clifford E. Knapp Ph.D.

Dates - March 22 and 23 (9 a.m. - 4 p.m.)
April 12 and 13
May 24 and 25
June 13 - 15 (weekend to Sunday lunch)

To reserve a space on either of these two courses, please send a cheque in the amount of \$50. to:

Kathleen Huntingford,
North York Board of Education, Outdoor Education Department,
5050 Yonge Street, Willowdale, Ontario.
M2N 5N8.

Tele: (416) 225-4661, Ext. 377

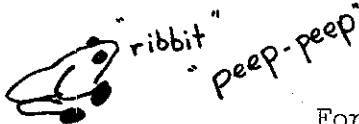
Eastern Region

SPRING SYMPHONY

FRI, APR 25 – SUN, APR 27, 1986

at

Camp Cameron Outdoor Learning Centre



(near Perth, Ontario)

For teachers and outdoor enthusiasts...

Come enjoy a weekend of professional and personal development...

Project Wild: a new program full of wildlife and conservation activities for primary grades and up

Dyeing with natural dyes

Storytelling

Spring flowers and bird migration

Night walks

New new games

Spring activities for primary teachers

And more.....



Lots
of
Door
Prizes!!

WHAT TO BRING



- sleeping bag, rubber boots
- guitars, kazoos, songsheets, your voices
- ideas to share
- your finest in "spring flower fashion" for the Saturday evening "Flower Power Party"



-----IMMEDIATE REGISTRATION - SPACE AND TIME ARE LIMITED-----

Name _____

Address _____

Phone _____

FEES: COEO

\$55

NON-COEO

\$60

STUDENTS

\$50

} includes all
meals, sessions
accommodation,
hospitality,
and wine and
cheese Fri.

Please make payment to: Carmel Hunt, Registrar For more info:
6 Mowat Street Call Carm 745-6947(h)
Ottawa, K1J 6R2 745-0091(w)

RETURN THIS ENTIRE PAGE AND CHECK AREAS OF INTEREST ABOVE



BE AT THE

"IAT" WORKSHOP

INITIATIVES ADVENTURE TRUST ACTIVITIES

LEARN HOW TO USE AN ADVENTURE APPROACH
TO HELP ACHIEVE THE FOLLOWING GOALS:

1. Increase activity-participant's sense of personal confidence.
2. Increase mutual support within a group.
3. Develop increased agility and physical co-ordination.
4. Develop an increased joy in oneself and with others.

with

KARL ROHNKE

of **PROJECT ADVENTURE**

Author of **Silver Bullets**

Cowstails & Cobras

MAY 2-4th Wknd., 1986.

SHELDON VALLEY O. ED. CENTRE
[50 Miles NW of Toronto]

* * * A Workshop for Outdoors Educators, Teachers, Camp Staff, and other Professionals who work with people. * * *

COST: \$100.00 COEO Members (all inclusive)
\$125.00 NON COEO (" ")

Maximum 25 participants!

Send Registration to:

IAT Workshop
Sandra Hannah
441 Albert St.,
Kingston Ontario K7L 3W4


COEO Eastern Region

Northern Region COEO invites you to join us for our 3rd annual

SPRING CELEBRATION

WHO

Anyone involved in outdoor education and recreation.

WHAT

Sessions geared to improving outdoor knowledge and skills. See tentative program outline on back.

WHERE

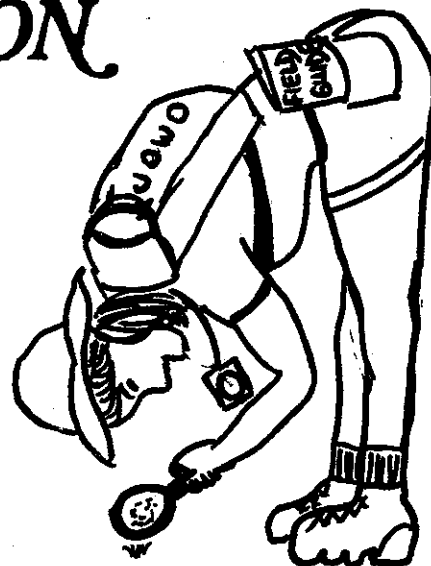
The Leslie M. Frost Natural Resources Centre in Dorset, Ontario.

WHEN

Friday, May 9 - Sunday, May 11, 1986.

WHY

To foster personal and professional growth through outdoor activities.



HOW MUCH

COEO Members	\$ 90.00
Students	\$ 80.00
Non-members	\$100.00

Fee includes registration accommodation, 5 meals, evening snacks, social activities and programs, and draw prizes!

If you require any further information prior to registration, please contact Barrie Martin at the FrostCentre. Telephone (705) 766-2451

REGISTER NOW

Participation is limited to 160 people.

NAME _____ (COEO# _____)

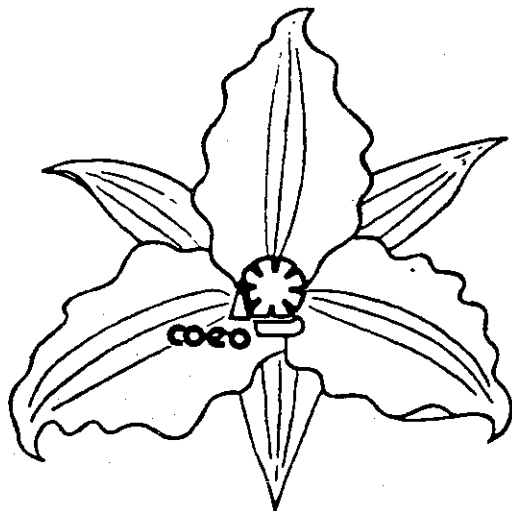
ADDRESS _____

PHONE : home _____ business _____

OCCUPATION/AFFILIATION _____

Preferred room-mate _____

Make cheques payable to C.O.E.O. and mail to:
Registration, Spring Celebration, Leslie M.
Frost Natural Resources Centre, Dorset, Ont.
POA 1E0



**COUNCIL OF OUTDOOR
EDUCATORS OF ONTARIO**

Please photocopy and pass on to a friend. Thanks!
Register by April 18th and qualify for a special draw prize.

OUTDOOR WORKSHOP

SPRING CELEBRATION - TENTATIVE SESSIONS

Square Dancing with Jack Zoubie

Project Wild Workshop

* Lapidary

* Springtime in Algonquin

Spring Botany

* Basic Rock Climbing and Canoeing

Wakami Wailers

Cycle Tour

* Local Area Paddle - A Day Trip

Acid Rain Update

Birding

Wildlife Education: A Resource Kit

Community Fisheries - Wildlife Involvement Programme

* Climbing II - Belaying and Rappelling

Spring Tonics

Experience Early Logging Days

The Value of Wetlands

For Peat's Sake

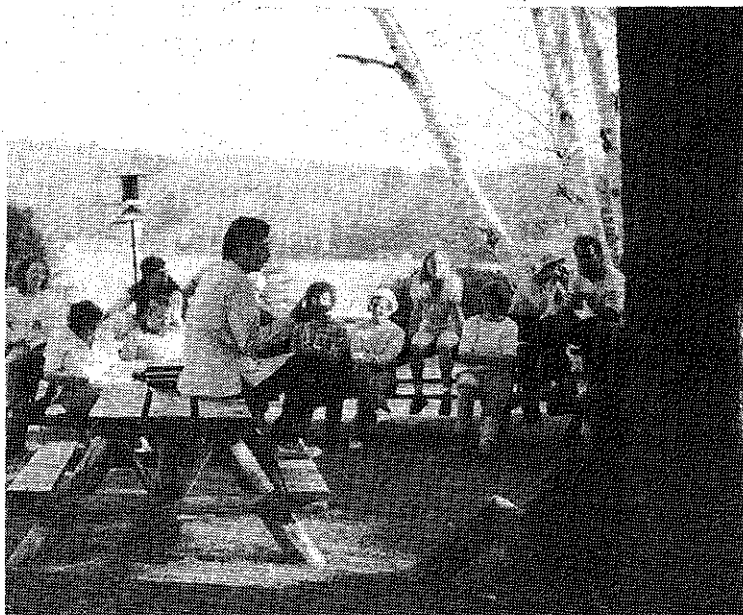
Orienteering

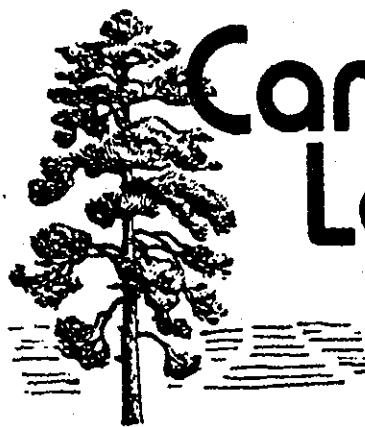
* Paddle-making and more! \$

* Pre-registration required: Limited Participation

\$ Additional Fee

Further Program Information will be sent upon registration





Canoe/Camping Leadership Workshop

PART II

LOCATION : Camp Wanapitei, Temagami

DATES : July 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - 1986.

FEES : \$400.00

PREREQUISITES : CCLW I, or Course Director's permission

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

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

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

REGISTRATION LIMITED TO 18 PARTICIPANTS

(tear off)-----

Mail to: Tony Louwman, Director CCLW II, 96 Tyler St., Aurora, Ontario, L4G 3N3

PLEASE SEND ME INFORMATION AND REGISTRATION FORM FOR THE CANOE/CAMPING
LEADERSHIP WORKSHOP, PART II, TO BE HELD JULY 1 - 11, 1986.

NAME _____ BOARD _____

ADDRESS _____

POSTAL CODE _____

(Please print clearly)

Classified

JOB MARKET

O.C.L.C. - Bark Lake: The Bark

Lake Ontario Camp Leadership Centre has openings for the position of Resource Counsellor at either the Skills Camp or the Leadership Camp. An individual may choose to apply for a position at one or several periods of the camp sessions. The dates for the Skills Camps are June 15-18, August 4-17, or August 17-30, while the dates for the Leadership Camp are June 29 to August 3.

The Resource Counsellor at Skills Camp will have the responsibility of teaching in at least one of the following major emphasis areas in outdoor skills: canoeing, navigation, outdoor leadership, environment, crafts, waterfront, sailing, or rock climbing. This person will also be expected to be involved in the general camp community activities.

The Resource Counsellor at Leadership Camp will have the responsibility for facilitating the group in the leadership process through the use of group dynamics in an outdoor environment. This person will be expected to have a general overall competence in several outdoor skills, as well as experience in dealing with groups.



The Ontario Camp Leadership Centre expects that all applicants will have experience in the outdoor field. Teaching experience would be a definite advantage in applying for the position. There is also a minimal skill qualification of at least a Bronze Medallion in swimming/lifeguarding, and a Standard Red Cross First Aid Certificate, or their equivalents.

For more information, enquiries may be directed to the:

Ministry of Tourism and Recreation,
Recreation Branch,
77 Bloor St. W.,
Toronto, Ontario,
M7A 2R9 CANADA.
Telephone: 416-965-2356

Attention: Dorothy Walter

Cathy Cassel and Barb Rubie (pictured below) during a warmer weather training period) are paddling about 20 km/hr on their Mad River machine. They still plan on achieving 3000 km for COEO, but they desperately need your pledges (see January '86 issue). Send your totals in to: C. Cassel, 369 Cloverdale Ct., Newmarket, Ont. L3Y 1C8



WANTED

Forest Valley O.E.C. staff would like some information on good maple syrup films. If anyone knows of any, please contact Sue Brown or Ralph Ingleton at the Centre.

Telephone (collect even!)

(416) 630-6263

BIRTHS

Congratulations to the Hood family on the arrival of Alexandra Elizabeth, born in a Newmarket snow-storm on February 7, 1986. She weighed in at a healthy 7 lb. 1 oz. Bruce will have a real spring peeper on his hands!

KILOMETERS FOR COEO