

ANEE NEWS-JOURNAL



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The Council Of Outdoor Educators Of Ontario

The Council Of Outdoor Educators Of Ontario

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From The Editorial Desk

The May issue focuses on the themes of wildlife, wetlands, and forests. The excellent article on the Kortright Marsh, by Bruce Hood, is an historical as well as environmental study. The CWIP and National Forest Week articles provide practical resources and ideas for outdoor educators. For a personal profile on a great wildlife/wetlands figure in Canada and the U.S.A., Don Schlegel's biography of Jack Miner is a welcome resource. Food for thought is provided by Bessel J. VandenHazel's view of Teachers as Interpreters, while on the more practical side, Bert Horwood prepares us for those marvellous midnight experiences with a little Night Learning as we spring into the dark with our students. Happy reading!

Upcoming Feature Topics

This issue contains the early bird registration for the C.O.E.O. Annual Conference. Pull it out and put it to use - this is the time to start planning for the big event. The next issue will have full program details in another centrefold pullout.

We'll be looking to break in a new editor for the September issue, so any interested parties, especially those with computer competency, get in touch with Skid as soon as possible.

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

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

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Cover Photo: Wye Marsh Boardwalk
Canadian Wildlife Services



Yours outdoors, Dr. O. Dehors



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

Dear Dr. Dehors:

Thank you for the advice on "Acclimatization Impotency" I am feeling much more competent in my own knowledge and skill level as a result of my guide book usage.

All the same, I feel that a very important ingredient is missing from my hikes, almost as though I can't see the forest for the trees. I am beginning to feel comfortable with all the little parts, but the bigger question keeps nagging at me: "WHAT IS NATURE and WHAT IS ITS DEEPER

PURPOSE?" I can't find the answers in a guide book; please help me.

Gratefully yours,

Steve

Dear Steve:

You have arrived at the next stage of this complex process of ecological understanding. Like a child, you have moved from the simple "What is that?" and "Why is the sky blue?" type of question, to the awesome task of trying to under-

stand how it all fits together. No guide book will lead you to those answers.

Now that you have passed from the parts to the whole reflect upon the thought that all things in nature are connected to all other things in a cosmic complexity that surpasses the understanding of man. Your quest for knowledge cannot be fulfilled by a letter or an acclimatization workshop; it is, like nature, the process which is essential.

Yours outdoors,

Dr. O. Dehors

LETTERS TO AND FROM THE EDITOR

In response to a questionnaire handed out at the last advisory board meeting, several members had time to survey ANEE past and present, and evaluate its service to the general membership. The following comments are from those who beat the deadline!

Dear ANEE:

The quality and content of ANEE is excellent - each issue has contained some-

thing I can use in my classroom. It would appear that ANEE is meeting the needs of the membership. ANEE is the main link that members have with each other - I would see as our goal the production of a top quality news-journal, even if the cost is more.

Penny Purcell

Dear ANEE:

There is no doubt that ANEE has come a long way...par-

ticularly when one considers the incredible number of hours that volunteers put in on this job.

Grant Linney

Dear ANEE:

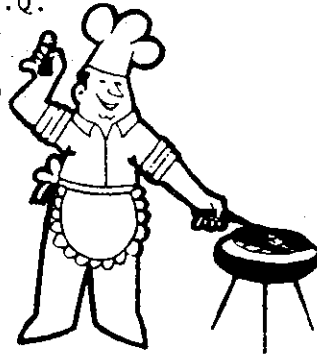
I am very satisfied with ANEE. It is among the best of publications which I have seen produced by a volunteer organization... an admirable job.

Bruce Hood

central region

THE ANNUAL YEAR-END B.B.Q.
FOREST VALLEY O.E.C.

Thursday, June 5, 1986
5:30 p.m.



6:30 -- 7:30

"THE FUR BRIGADE"

Ian Dutton
Ryerson Polytechnical Institute

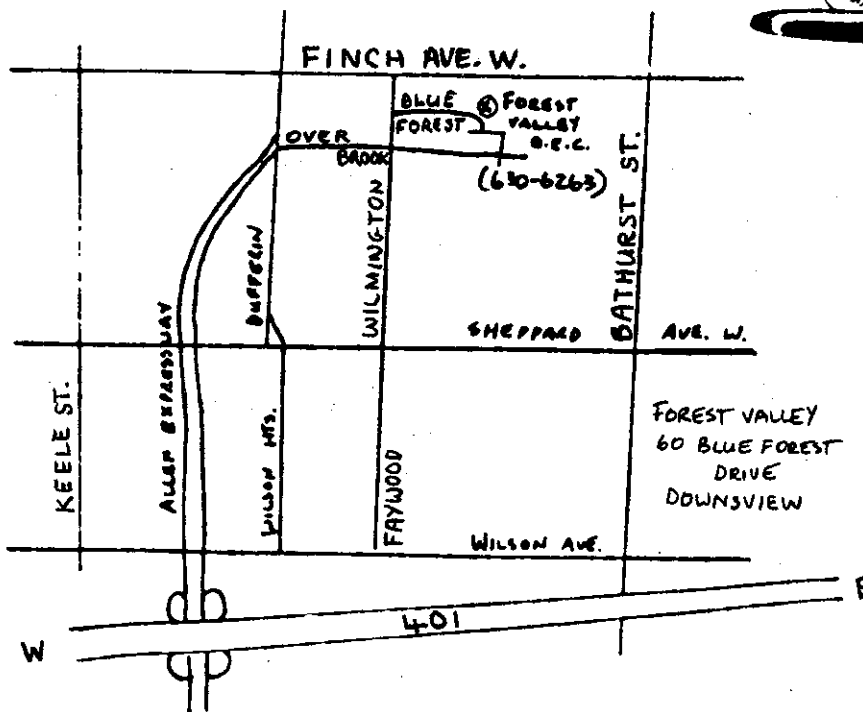
Ian was a member of the Re-creation of the Fur Brigade from Norway House to York Factory. This trip was sponsored by Parks Canada to celebrate their Centennial in 1985. Ian will present the best of his 300 slides and give us an insight into life on the Fur Brigade.

7:30 -- 9:00

"SONGS, GAMES EN FRANCAIS"

Diane Brown
North York Board of Education

Diane Brown is a Program Leader, responsible for French Education in North York. She has taught French for 18 years and has recently been involved in "French Festival", a Showcase for french student activities. Diane has lead numerous teacher workshops and will introduce and involve us in activities that can be taken back to the classroom or outdoor centre.



EASTERN Region



THE EASTERN REGION PAGE FEATURES

"OUTREACH: A PROGRAM FOR THE SOUL."

Directed by Dennis Reed, Outdoor Education Consultant,
Frontenac County Board of Education.

OUTREACH turns idle periods for facilities and pupils into times of challenge, fun and learning. Successful novices (13-16 years) earn a grade nine credit. Repeat students may qualify for a grade ten credit. Up to half the novices take part in a second summer.

Veterans (16-19 years) may gain leadership training as junior counsellors. Here, they are active and responsible assistants in planning, logistics and instructional tasks. Outstanding junior counsellors are encouraged to apply to Bark Lake Leadership Camp.

There are two three-week courses every summer. About 45 boys and girls attend each. The first phase of the course is based at Gould Lake Field

Centre where an ambitious program of instruction and practice in safety, canoeing, low-impact camping weather and natural history sets the stage for a nine-day canoe expedition. Leadership roles, group dynamics and shared decision-making gradually emerge.

The courses end with the canoe trip in a classical canoe region like Algonquin, Kilarney or Temagami. Students prove their competence through written tests and practical performance on the trail.

Participants pay a fee for transportation, permits, food and equipment. Staff are paid by additional government grants.

Much of the program's success may be attributed to the quality of the well-trained staff. Students and graduates of Queen's School of PHE and Faculty of Education have given much of their varied expertise and enthusiasm. They have learned much from working with the pupils and staff teams which Dennis Reed is able to attract.

At OUTREACH, everybody is a winner.

(The Eastern Region Page is edited by Bert Horwood of Queen's University.)

Northern Region is busy.....

If you've ever been curious about rock climbing and have your goal set on the heights of Mount Everest, join us on the evening of April 25th, and all day April 26th for a ROCK CLIMBING WORKSHOP. Call me, 705-474-5420 (w)/705-892-2252 (h) or Tom Tekavcic, 705-386-0392 (h)/705-386-2376 (w) for more details.



The time has come to register for SPRING CELEBRATION, May 9 - 11. Some new, eye-opener sessions are being planned, plus some high-demand sessions from previous workshops. See the registration form in this Anee.

Susan Dewar

TIFFIN CENTRE FOR CONSERVATION

Barbara Mackenzie, Community Relations Technician,
Nottawasaga Valley Conservation Authority

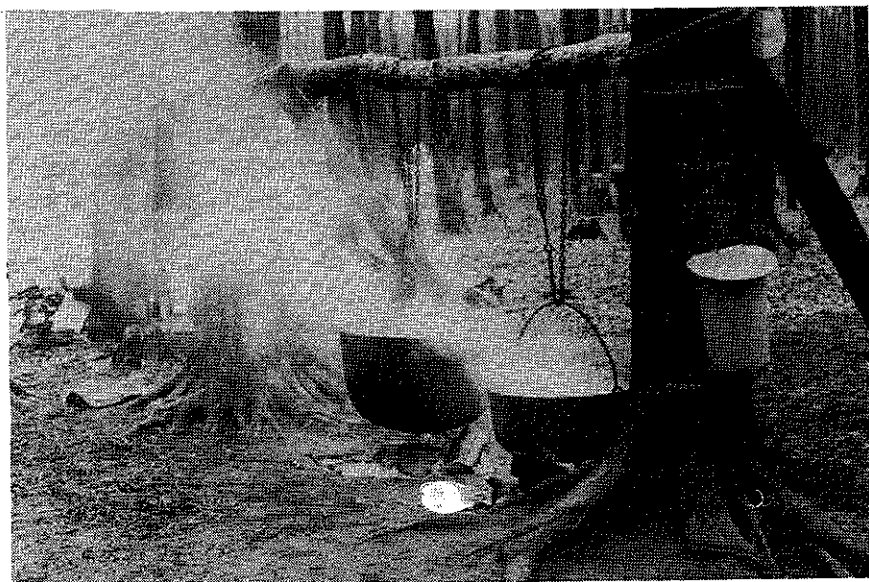
The Nottawasaga Valley is unique to all of Canada. It contains important natural features such as the spawning grounds for Georgian Bay rainbow trout and some of the last wetlands in Southern Ontario. Early residents settled and prospered, managing to harmonize agriculture and town development with the natural beauty of the valley. Today, the Tiffin Centre for Conservation, just ten miles southwest of Barrie, captures the essence of the Valley. Tiffin represents this blend of nature and settlement.

Tiffin provides opportunities for recreation and education. Packed into the proposed 520 acre site is a productive mixture of wetlands, forest, open meadows, ancient lake beds, glacial shorelines, uplands and the rich valley lands of Bear Creek. Tiffin provides protection for these natural features, but at the same time serves as a living example of management of natural resources using modern conservation principles.

A tamarack bog with rare wild orchids lies amid the evidence of land clearing and former attempts at agriculture. The hydro corridor is a practical demonstration that wildlife, recreation and power lines can co-exist.

Since young people represent our next generation of land-owners, resource users, recre-

ationists and decision makers, it is essential that they learn about the importance of conservation. At Tiffin, however they can learn more than the principles; they can pick-up practical skills and techniques. This is the best possible investment we can make for our children and for a vital and flourishing Nottawasaga Valley.



Towering white pines reminiscent of the former forest stand adjacent to red pine plantations.

Maple syrup demonstrations at Tiffin allow over 1,800 children to experience one of nature's sweetest creations.

KORTRIGHT MARSH:

WILDLIFE OASIS

by Bruce Hood

The Kortright Centre for Conservation, near Kleinburg, was developed by the Metropolitan Toronto and Region Conservation Authority to interpret the conservation of renewable natural resources. In 1985 over 80,000 students and public visited the Centre and participated in educational programs about the conservation of land, forests, fish and wildlife, water and energy.

"Habitat is the key to wildlife survival" is the major subtheme of Kortright's fish and wildlife program so programs often interpret values and conservation of wetlands- a very productive and threatened habitat. In the beginning, Kortright didn't have a marsh, but has one now and it has become one of the most popular features at the Centre with both visitors and wildlife. About 40,000 people visited the marsh in 1985.

Much of the development at the Kortright Centre was funded by private and corporate sponsorship. Funding for the construction of Kortright Marsh was provided by Ducks Unlimited

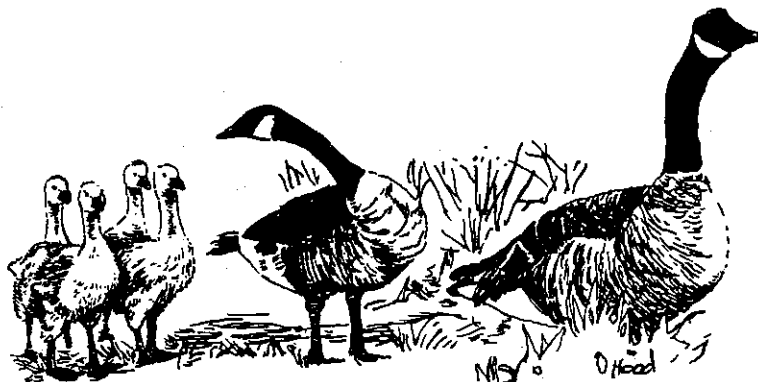
(Canada), a nonprofit organization dedicated to the perpetuation and increase of North America's waterfowl through restoration, preservation and creation of wetland habitat. Ducks Unlimited, formed in 1937 at a time when waterfowl had been particularly depleted by habitat loss and the dust bowl of the 1930's. Most of DU's membership is in the United States, however, the majority of money which they raise (over \$250,000,000) is spent on wetland conservation in Canada, especially in the Canadian prairies where 75% of North American waterfowl are produced.

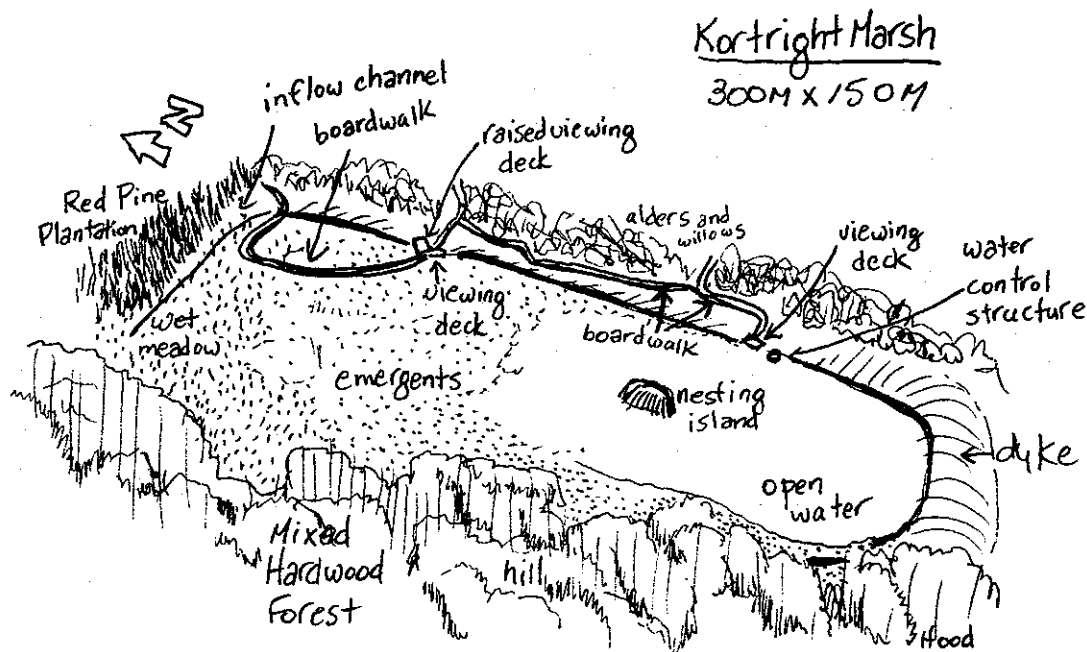
BIRTH OF A MARSH

Requirements for a marsh are a water source and substrate which will hold water. An

abandoned pasture adjacent to the east branch of the Humber River was chosen as a site for the Kortright Marsh. The area was inventoried through the summer of 1979 by university students working on a Young Canada Works Program, and was found to contain no sensitive or threatened species. The site was surveyed and it was determined that a 3 hectare marsh could be created.

Ducks Unlimited readily offered to fund and supervise construction of the Kortright Marsh. They felt the new marsh would provide good habitat for waterfowl and other wildlife and provide opportunities for firsthand interpretation of wetland ecology, values and conservation.





The marsh was built in the fall of 1979 by constructing a dyke around part of the abandoned pasture. The dyke was seeded with a seed mix from Pick Seed Limited. The mix contained seeds of 14 grasses and clovers which grow in many local fields.

An inflow channel with flood control gate was excavated to carry water from Cold Creek to the marsh (the marsh is fed by about 2-5% of the flow of Cold Creek, a tributary of the Humber River). A permit to take water from Cold Creek was obtained from the Ontario Ministry of the Environment.

A water control structure was installed on the marsh dyke to regulate the level of the marsh. Planks in the structure can be removed to get desired water levels.

A nesting island was built in the marsh and wood duck boxes were mounted on trees around the marsh.

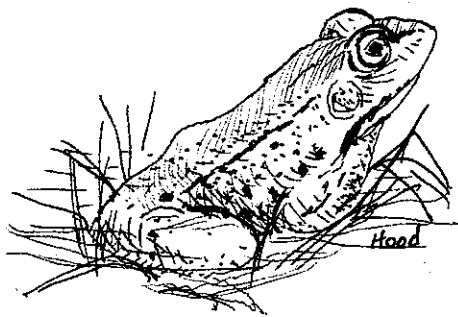
WILDLIFE OASIS

Witnessing the rapid colonization of Kortright Marsh by plants and wildlife instilled a tremendous appreciation for the abilities of nature to support life when conditions are favourable. Seeds arrived on birds and with the wind. A diversity of plants quickly grew in and around the marsh. Within a year, many visitors had to be convinced that the area was recently created by man.

Each summer the island is home to a family of Canada geese. Mallards, wood ducks and blue-winged teal raise their broods in the safety of the abundant emergent vegetation. In fall, up to several hundred waterfowl at a time use the marsh as a stopover on their fall migration. To date, over 100 species of birds have nested or passed through the marsh.

In spring, the air is filled with the deafening mating calls of thousands of frogs and toads. First, spring peepers and wood frogs, then toads, leopard frogs, tree frogs, and finally green frogs as the season progresses and the air and water warm. Snakes hunt the shoreline and shallows for insects and frogs. Painted Turtles spend summer afternoons sunning on floating logs.

Muskrats are frequently seen cruising around the marsh and in some years there have been dozens of their cattail lodges poking above the water. Most species of mammals at the centre use the marsh for shelter, feeding or water. Deer, fox, raccoon, skunk and mink are often seen. Their abundant tracks offer evidence of night-time visits.



Kortright Marsh to mimic the effects of natural wet and dry cycles in keeping the marsh's productivity at high levels. During drawdown, which is done about every 6 years, a mudflat habitat develops. It is favoured and visited by hundreds of migrating shorebirds during their late summer migration.

Being able to control the water level also allows us to control vegetation types in the marsh. Portions may be maintained at a depth which favours emergent vegetation (<.5m). When water depth exceeds this, emergent vegetation dies off and open water areas with submergent vegetation result. Through water level management, we are able to achieve a 50/50 ratio of open water and emergent vegetation zones which provide maximum habitat opportunities for the most wildlife.

Ducks Unlimited personnel make annual visits to Kortright Marsh to monitor and advise on water level management.

Land animals have not been forgotten. Wildlife shrubs

planted around the marsh provide food and shelter for mammals and birds.

"SPRING PEEPERS AND HOOTING OWLS"

A 500M boardwalk, 2 water level viewing decks and a raised viewing deck have been built to provide good viewing opportunities while limiting visitor impact on the marsh. These viewing structures were funded by the Ontario Waterfowl Research Foundation. Pressure treated lumber which is longlasting and attractive in the marsh setting was used in the construction.

The marsh has provided many program opportunities in all seasons. The "Spring Peep" program introduces visitors to sounds of spring and the animals which make them. During the entire open water season, the marsh is used for wildlife viewing, discussion of wetland ecology, values and conservation. Each fall, decoys are placed on the marsh and used to interpret waterfowl identification. Retriever demonstrations and duck calling demonstrations have also occurred. On one

MARSH MANAGEMENT

Natural marshes pass through life stages, like ourselves, and some stages are much more productive than others. Among the most productive marshes are those which go through regular wet and dry cycles. Many prairie wetlands and small Ontario wetlands fall into this category. When a wetland becomes dry, whether it be every summer or every few years, the accumulated dead plant material decays and provides massive amounts of nutrients when the area refloods. These nutrients feed profusions of plants, invertebrates and higher animals. The control structure allows us to periodically drawdown



memorable occasion, a Kortright naturalist blew a duck call for her first time and a pair of mallards plummeted from the sky, landed on the marsh and swam over to her delighted group. Even in winter, the marsh pays programming dividends. It is our most dependable spot for hearing the answering hoots and whinnies of Great Horned, Screech, Long-eared and Barred Owls during the annual "Owl Prowls".

DUCKS UNLIMITED'S OTHER ACTIVITIES IN ONTARIO

Ducks Unlimited has raised over \$250,000,000 since 1937. The majority of funds are raised through memberships and activities of local fundraising chapters in the United States and Canada (there are 53 local committees in Ontario). Funds are transferred to Ducks Unlimited (Canada), the operational part of the

organization, which consists of biologists, engineers and technicians. This group uses the funds to conserve Canadian wetlands. Ducks Unlimited (Canada) is also doing extensive work with prairie farmers to raise their awareness of the value of wetlands. They are lobbying the Wheat Marketing Board to modify the quota system which now encourages wetland drainage by relating wheat quotas to the acreage of land a farmer has under the plow.

Ducks Unlimited (Canada) has entered into a 5 year agreement with the Ontario Ministry of Natural Resources to conserve Ontario wetlands. Between 1983 and 1987 Ducks Unlimited will be contributing \$15,000,000 and the Ministry of Natural Resources will contribute \$1,000,000 to conserve 16,000 ha. of wetlands.

Information about wetland

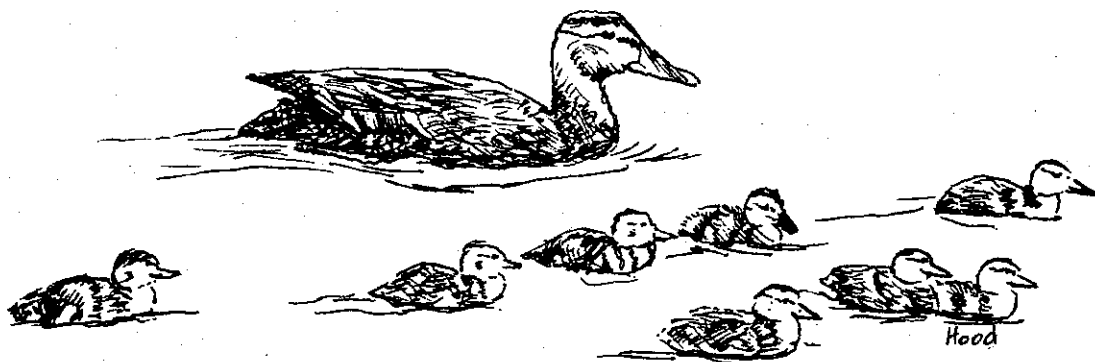
conservation and some excellent films on wetlands and waterfowl can be obtained by contacting Ducks Unlimited (Canada) Ontario Region offices:

***FILMS. Ducks Unlimited (Canada)
Barrie Area Manager
Unit 10, 240 Bayview Drive
BARRIE, Ontario
L4N 4Y8

Ducks Unlimited (Canada)
Peterborough Area Manager,
785 The Kingsway
PETERBOROUGH, Ontario
K9J 6W7

Ducks Unlimited (Canada)
Kingston Area Manager
Unit 140, McAdoo Park
Highway 38
KINGSTON, Ontario
K7L 4V2

Ducks Unlimited (Canada)
Timmins Area Manager
33 Iroquois Road
TIMMINS, Ontario
P4N 8B5



CWIP:

WHAT WE CAN DO FOR WILDLIFE

by John Steckley

Problem: Wood ducks are losing nesting sites as the number of wetlands decrease.

Solution: Construct nesting boxes.

Problem: Where do you get the expertise and funds for supplies for this and other projects to help wildlife?

Solution: CWIP

CWIP (Community Wildlife Involvement Program) is a new program run by the Ministry of Natural Resources. It encourages and funds volunteer public participation in the design and implementation of small-scale wildlife projects.

CWIP provides funding to cover the cost of necessary equipment and materials to build and install small things such as bluebird and wood duck nesting boxes, or large things such as deer feeders or water control structures. The expertise of government wildlife biologists is also made

available through CWIP to provide advice and to help guide volunteer efforts.

CWIP has already proven itself a winner! As of March 1986, over eighty project proposals put forth by the public were approved and funded. Several were from educators who seized the CWIP opportunity to provide students with "hands-on" wildlife enhancement experience.

Such experience is vital if we are to help instill a stewardship ethic in the minds of young people. As tomorrow's decision makers, they will need to learn early how to ensure a stable, enjoyable and available wildlife resource in the future.

It is easy to get involved with CWIP. Simply contact the local Ministry of Natural Resources District Office and discuss ideas with the CWIP representative. The District will provide you with an application form and a sheet of eligibility guidelines.

After you have filled out and returned the application, funding approval can be expected within a few weeks.

Funds for individual projects vary all the way from \$150 to help volunteers construct 15 wood duck boxes to \$3,000 to build volunteer pheasant-rearing facilities. The possibilities are endless, the need undeniable. So why not make the most of CWIP? We all benefit in the end. For further information, contact:

Laurel Whistance-Smith,
Supervisor, Extension
Development Section, Wildlife
Branch, Ministry of Natural
Resources, Whitney Block,
Queen's Park, Toronto,
Ontario, M7A 1W3.
Telephone: 965-4252

or

Chris Horwath, Extension
Development Section, Wildlife
Branch, Ministry of Natural
Resources, Whitney Block,
Queen's Park, Toronto,
Ontario, M7A 1W3.
Telephone: 965-4252.



CWIP volunteers proudly display their newly constructed nesting boxes.

SCIENCE FAIR AWARDS FOR CONSERVATION

Today's students will be our natural resource managers of tomorrow. That is the strong belief of the Ausable Bayfield and Maitland Valley Conservation Authorities, and it has led them to involvement in the Huron County Science Fair.

The Ausable Bayfield and Maitland Valley Conservation Authorities, in co-operation with the Huron County Science Fair Committee, will present a Conservation Award to encourage students to explore the complex and exciting field of conservation. The Award will be presented at the conclusion of the county-wide science fair.

Conservation education has

long been a concern of the two Conservation Authorities - each one operates its own education program. These are programs where Conservation Authority staff conduct the teaching. "The Conservation Award should promote conservation education beyond the facilities and capabilities of the Conservation Authorities", according to Gregory Pulham, Community Relations Co-ordinator with A.B.C.A. Pulham says that the Award could extend conservation education to schools, classrooms and students that have not been involved in the Authorities' programs. "It also gives students cause to study conservation in more detail."

Debra Perkin, Conservation Education Technician with the Maitland Valley Conservation Authority, explains that the competition is open to students in grades 7 and 8 and that the project must depict an aspect of the wise use of soil and water resources. "Posters and brochures have been sent to all Huron County Public Schools so now it's up to eager students to develop their projects," says Perkin.

The Conservation Authorities have included topic suggestions in their brochure and they advise interested students to see their teachers.

what to do during ...
National Forest Week
May 4 - 10, 1986
by John Carrington



Although most of us live in cities and towns, we are surrounded by the forest every day of our lives. We handle it, work with it, use it, stand on it and sit on it. It is always at our finger tips -- whether we know it or not.

In the morning, we pour cereal -- and often the milk, too -- from a cardboard box. The newspaper we read was once part of a spruce tree.

At work, we write on paper, perhaps with a wooden pencil while sitting at a wooden desk. At lunch, our paper napkin, our sandwich wrapping -- or our restaurant bill -- came from the forest. There's even spruce gum in that chewy stuff that students love. At night for dessert, we may have vanilla ice cream. The flavouring is a forest product. Later, we may listen to records made

from plastics derived from pulpwood. The garbage bags we take out before going to bed contain lignin, another forest product. Even our bedsheets contain material from trees.

Paints, camera film, sausage skins, sponges, hairbrushes, bedsheets, cosmetics, perfumes, adhesive bandages -- there's a little tree in all these everyday things.

There can also be a little tree throughout the school day, too, because forests and forest management can fit into all parts of the curriculum, especially during National Forestry Week.

Forests are history and economics. The forest industry led to a road system which opened up Ontario. It was Ontario's first major industry. Today, forest products are still number one in Ontario in terms of a positive balance of trade payments.

Throughout northern Ontario, dozens of communities depend on the forest products industry. In southern Ontario, forestry is as valuable to the economy as the entire provincial dairy industry. More than one half of all those directly or indirectly employed in the forest products industry are in southern Ontario.

Forests are environmental science, biology, zoology and chemistry. Forests provide food and shelter for birds and animals, cool shade for trout streams and much more. Trees prevent erosion of soil on banks of rivers and lakes — protecting our watersheds and reducing the threat of flood.

Trees help soil retain moisture and productivity. In summer, trees keep us cooler by transpiring water — up to 450 litres for a large tree, or the equivalent of five or more room-sized

air conditioners. Trees provide wind protection, act as sound-barriers to highway and other noises, consume carbon dioxide and produce oxygen. Tree foliage even helps clean the air by filtering out floating dust particles.

Forests are current events. Industry and government are under growing pressure to ensure that forest harvesting and forest renewal are efficient and effective, that the environment is enhanced, and that jobs are protected.

Forests are geography. In Ontario, 90 % of our land is forest. We have three different forest regions — each depends on soil and climate, each contains its own mix of species, and each provides its own special products. In the southwest, hockey sticks and baseball bats are produced from ash; furniture and the like from oak, maple, hickory and other hardwoods. The pine in the Great Lakes Region is used for furniture, frames and sashes. And jack pine and black spruce of the northern boreal region is used for pulp and paper (one average black spruce tree can produce about 100 copies of a 42-page newspaper).

Our forests are part of our prose and poetry. They are adventure and romance, colour and design, and an inspiration to many of our best painters. And when school is finally out, they are playgrounds — for all

ages.

NATIONAL FOREST WEEK, MAY 4 TO MAY 10

The opportunities to participate in National Forest Week are restricted only by your imagination, interest and information. This is a nationally recognized week to help Canadians focus attention on our bountiful woodlands and our responsibility to use our forests wisely.

There may be special events in your area — a walk through a forest management area, or a nursery open house. But National Forest Week is still primarily a do-it-yourself event. Here are a few starting points:

- Find out how foresters and forestry technicians improve local woodlots or look after local forest plantations.
- Learn to identify trees in your neighbourhood.
- Take stock of the trees in your neighbourhood. Are they damaged by insects, disease, fire or careless people?
- List the items in your home or workplace, or that you use in a day, that are made from trees.
- Adopt a tree. Select a tree species of particular interest to you and learn as much as possible about it. You might want to adopt the White Pine, Ontario's official arboreal emblem.

How many needles does it have? How many years does it take to change its needles? How old does a white pine get? How tall is the tallest? What famous artists have painted it?

- Trace the influence of the forests on your community. What kind of forest did the settlers find, and what did they make from it?

- Consider forestry careers. What kinds of people work in the forest, and have jobs because of the forest?

- Visit places of forestry interest — a sawmill or pulpmill, a lumberyard, a manufacturing plant, a plantation, a farm woodlot, or a conservation area.

- Discover how forest fires happen, how firefighters put them out, and what happens after a forest fire.

- go on a tree hike collecting twigs with leaves or needles; see how many can be identified from reference material back in the classroom. What could be made from these trees?

- Talk to a forester or a forestry technician about forest management in your area. MNR programs and services for Crown lands are different than for private woodlands. However, good silviculture is the same whether the forest is on public or private land.

- Visit a wooded area and

design a woodlot improvement plan for the area which:

1 - increases or improves wildlife habitat,

2 - promotes rapid growth of good timber or fuelwood,

3 - allows for recreational skiing and hiking,

4 - promotes maple growth for a sugar bush.

- Do a survey of a local woodlot. Assume that the area will be logged. On the basemap, have the students identify three species, road locations and the logging plan.

- Learn how to measure height, diameter and development of trees.

- Using The Native Trees of Canada, printed by Government of Canada, as your reference, identify on a map of Canada the forest regions of Canada. What are the dominant species in each region?

- Watch the media for a month and create a current issues file involving forests.

- Develop your own identification key for trees in your area.

- Collect tree seed to grow. Create your own small tree nursery.

- Visit a harvested area. Assess the reforestation program.

- Have the students pick out a tree and do bark rubbings to create a natural design.

- Read S. Silverstein's "The Giving Tree" and discuss.

- Do a math exercise: visit a lumber store to determine the cost of lumber, determine the amount of lumber required to build a house. How much does it cost to buy enough lumber to build a house?

- Study the paintings of the Group of Seven.

Those are just a few ideas we've collected from teachers and others. We hope you can use them — and we're on the look out for more. If you have some ideas of your own about how to make National Forestry Week meaningful, please let us know about them. Just contact Susan Gesner, Education Program Co-ordinator, at the Ministry of Natural Resources, Room 5340, Whitney Block, 99 Wellesley Street West, Toronto, Ontario, M7A 1W3.





VOYAGEURS



WETLANDS

NORTHERN SPECTRUM

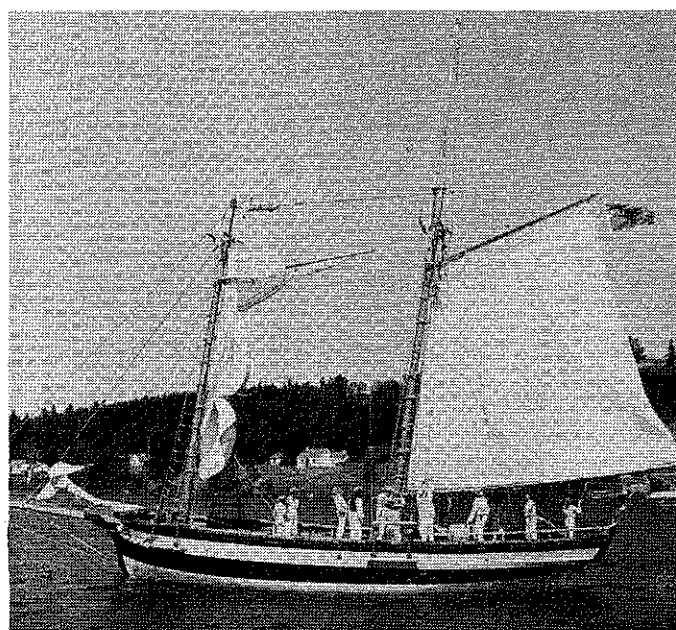
The Council of Outdoor Educators of Ontario

SEPTEMBER 25 -28, 1986

HIGHLAND INN, MIDLAND

ARCHEOLOGY

HISTORY



C.O.E.O. ANNUAL CONFERENCE 1986. HIGHLAND INN, MIDLAND, ONTARIO
THURSDAY, SEPTEMBER, 25 EVENING - SUNDAY SEPTEMBER 28, NOON

REGISTRATION

Please complete this page and the program registration.

Name:.....Phone (B).....(H).....

Address:.....

.....Postal code:.....

Occupation:.....COEO membership #:.....

I WOULD LIKE COEO MEMBERSHIP: regular (\$25).....student (\$18).....
family (\$35).....

FULL CONFERENCE PACKAGE

Check one:

COEO mem non-mem

Registration, deluxe accom (dble), all meals:	\$225	<input type="checkbox"/>	\$245	<input type="checkbox"/>
Registration, stdn accom (dble), all meals:	\$205	<input type="checkbox"/>	\$225	<input type="checkbox"/>
Registration, tenting, all meals:	\$155	<input type="checkbox"/>	\$175	<input type="checkbox"/>
Early bird registration by June 27th - subtract \$20.00				

Preferred roommate(s):.....

Wish to receive: single occupancy price:
3 or 4 to a room discount price:
family rate:

A'la Carte REGISTRATION

Conference fee \$60 ☐ \$80 ☐

Accommodation - per person full /night
2 to a room (3 nights)

Night(s) accom. needed: T...F...S...	deluxe	\$85	<input type="checkbox"/>	\$35	<input type="checkbox"/>
	standard	\$65	<input type="checkbox"/>	\$30	<input type="checkbox"/>
	tenting	\$15	<input type="checkbox"/>	\$8	<input type="checkbox"/>

Will share with:

Meals a' la carte: full \$80.... Fri \$30.... Sat \$40.... Sun \$20....
Sat. banquet and evening boat trip \$15.....

ALL TOTALS _____

Send registration and cheques (payable to C.O.E.O Conference 86) to:
Eva Kaiser, c/o Wye Marsh Wildlife Centre
P.O. Box 100, Midland. L4R 4K6

For Further Information contact:

Eva Kaiser
Wye Marsh
(B)705-526-7809

Barrie Martin
R.R. # 1, Halibuton, KOM 1S0
(H)705-754-3436

Eric Rothwell
632 Yonge St. Midland
705-526-8233

C.O.E.O. CONFERENCE PROGRAM Thursday evening 6:00 pm until Sunday afternoon 1:00 pm.

All program is organized into one-day or two-day themes. Indicate your choices- first #1, second #2 etc.

TWO-DAY FULL CONFERENCE THEMES

VOYAGEUR CANOEING: Setting out into Georgian Bay in 5-man voyageur canoes, 16 delegates and 4 leaders canoe and receive instruction in voyageur skills and crafts circa 1650. the group will camp overnight. Delegates must be swimmers but canoeing experience is not necessary. (Max 16.)

LIVING HISTORY: An overnight program at Ste. Marie Among The Hurons. Explorer & Indian life of 1650, topics include; shelters, trapping and hide preparation, clothing, squaring timber, forge, carpentry, preparing meals, indian lore and games. Evening in the longhouse. (Max 25.)

WETLANDS (Max- 25 :may be taken as single day workshop or both sessions).

FRIDAY: Workshops: introduction, management, conservation, classification, the wetlands by canoe.

SATURDAY: Opening day-waterfowl hunting: 5.a.m. start delegates watch the hunt & M.N.R. management. Issues and discussion follow. p.m.- close-up of wetlands biology -collecting and identification.

VALUES EDUCATION FRIDAY:a.m. Cliff Knapp"Introduction to Environmental Values Education".

p.m. -"Why the Wye"- marsh exploration, multiple users, resource awareness. evening cookout & canoe.

SATURDAY:a.m.issues: Pauze landfill or clash of Indian/European cultures. p.m. Frank Glew"How and Why to Implement Values Education into Your Own Program". (Max 25 both days.)

FRIDAY ONE-DAY THEMES

GEOLOGY WORKSHOPS Four hands-on workshops
Sand, Water experiments, Maps, and Peat. (25)

ARCHEOLOGY a.m. :on-site excavation.
p.m. sorting, identification & catalogue.(25)

OUT-DOOR CENTRE MANAGEMENT: topics include:
program & curriculum, "the aging plant", food
services, safety & liability, promotion, staff
management and burnout. (Max 25)

FORESTRY MANAGEMENT Midhurst M.N.R. facility
nursery, Springwater Provincial Park and
County Museum. Tours & workshops. (Max 30).

PARK MANAGEMENT Awenda Provincial Park.
Multi-use management. Hiking tour of park
and resources. Active day. (Max 20).

SATURDAY ONE-DAY THEMES

GEOLOGY TOUR Important sites in central
Ontario. Penetang beaches, Shield, etc. (Max 25)

PENETANGUISHINE NAVAL & MILITARY ESTABLISHMENT
a.m. Circa 1812-1837. In costume, leaders
take you through military and settler life.
p.m. aboard the schooner "Bee"- learn the
skills, appreciate the hardship. (Max 24)

GEORGIAN BAY PARKS TOUR day tour of Islands
National Park - resources & management (Max 24)

CANOEING THE MINESING SWAMP The largest
swamp area in southern Ont. Follow the Nottawa-
saga River- 18km. Need own canoe or share (12)

NOTE: The program is subject to change and
dependant upon the conference enrollment.

REGISTRATION

VOYAGEUR CANOEING

LIVING HISTORY

WETLANDS: FULL

FRIDAY ONLY

SATURDAY ONLY

VALUES: FULL

FRIDAY ONLY

SATURDAY ONLY

FRIDAY

GEOLOGY WORKSHOPS

ARCHEOLOGY

CENTRE MANAGEMENT

FORESTRY MANAGEMENT

PARK MANAGEMENT

NAME: _____

ADDRESS: _____

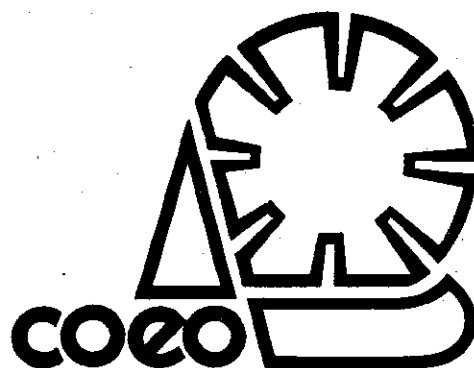
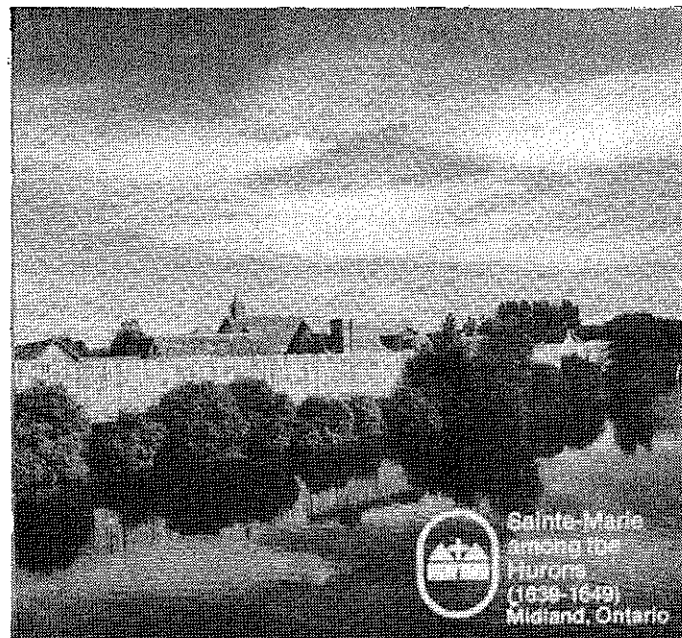
SATURDAY

GEOLOGY TOUR

PENETANG NAVAL & MILITARY

GEORGIAN BAY PARKS TOUR

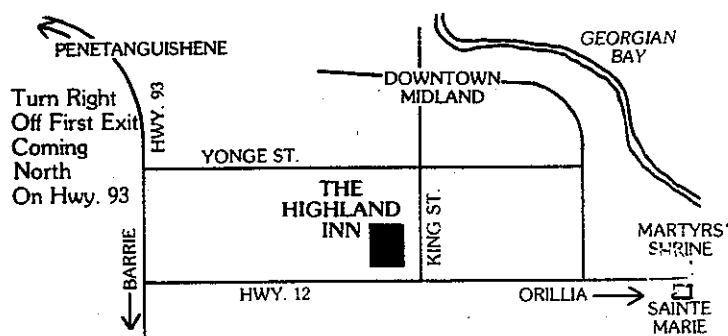
CANOEING-MINESING SWAMP



C.O.E.O. ANNUAL CONFERENCE MIDLAND, ONTARIO 1986

SEPTEMBER 25 -28, 1986

HIGHLAND INN, MIDLAND



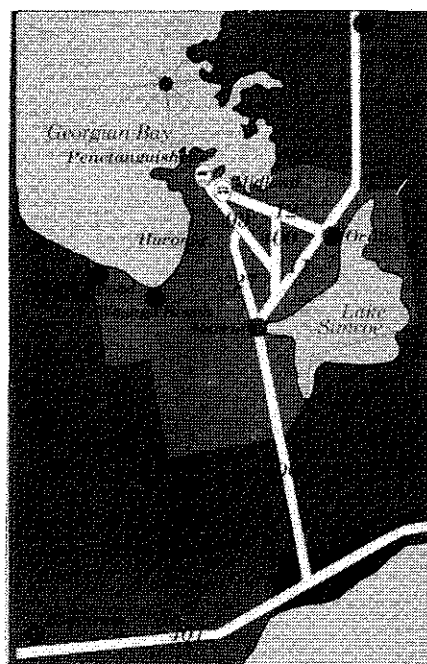
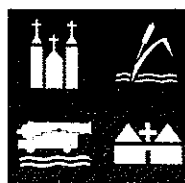
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A SPECIAL TRIBUTE TO JACK MINER

by Don Schlegel

PREAMBLE

Education in Ontario is determined, to a great extent, by the document Education in the Primary and Junior Divisions.

This booklet was published by the Ministry of Education in 1975. Throughout the booklet there are many direct references to education in the out-of-doors (i.e.). "Individuals should be given the opportunity to develop an appreciation of their cultural heritage, of the environment in which they live,...", (page 7). "Children are curious. Their need to explore and manipulate should be fulfilled through handling real things that involve more than one sense. The more all the senses are involved, the

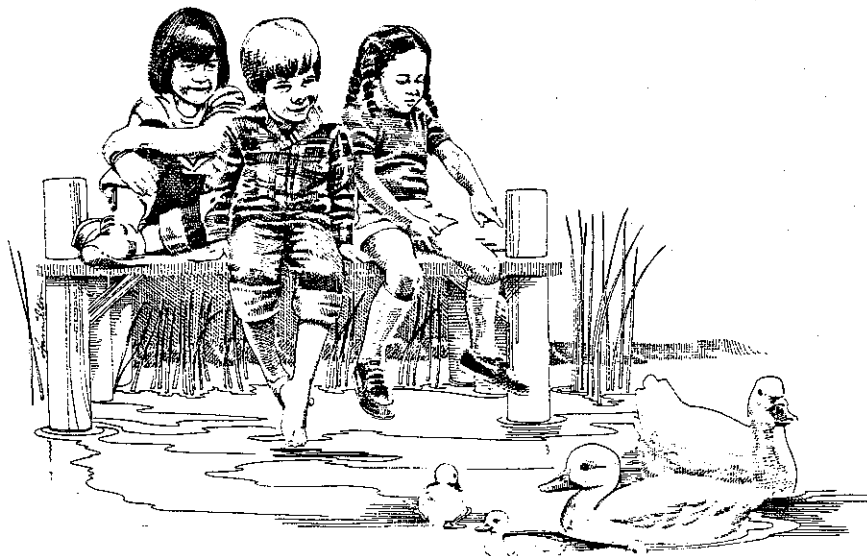
more effective the experience," (page 15). It is assumed that the source for content will be the environment - people, things and symbols," (page 17). "Values could enter into the study of animals. For example, if children were to visit a zoo ..." (page 20). "Learning from real-life situations, from exploration and from inquiry imposes rhythms of time that cannot be tied to a timetable..." (page 23).

Chapter Six, pages 93-105, covers Environmental Studies; out-of-classroom activities are outlined on pages 102-105. The section begins as follows: Out-of-classroom education should proceed throughout the year as a natural extension of classroom activity. It

encompasses both the world of nature and the urban world of the city", (page 102).

In 1977 the Ministry of Education provided a support document called "Out-of-Classroom Experiences". The examples provided in that paper should give a teacher the incentive to investigate this technique as a teaching tool.

This paper is written in a form useful to teachers and students at the elementary school level as a tribute to a great Canadian. Jack Miner did so many positive things that affected the people around him; in fact, this influence is still felt today. For those young children who may or may not have heard of "Uncle Jack" this paper will provide a



little insight.

This paper was originally written for Dr. M. Weiner at the University of Northern Illinois for the course "Foundations of Outdoor Education".

Jack Miner was born April 10, 1865 in Ohio; he moved to Canada at the age of 13 with his family. They settled near Kingsville, Ontario, just east of Windsor. On Nov. 3, 1944, Jack Miner died at the age of 79.

Jack Miner and those who followed him are responsible for implanting the ideas of conservation and out-of-doors education as described in our educational documents. Once considered to be one of the top 20 people in the world and 5th best known in North America, his work is now recognized in the words of his followers or those he influenced. He was a catalyst, a forerunner, the beginning of something that will last forever.

This paper will concentrate on six areas as they relate to Jack Miner and his effect on Conservation and ultimately the awareness by people of the out-of-doors. The six components are: A) His Family and Lifestyle, B) Experiments with Wildlife, C) The Concept of Sanctuaries, D) His Lectures and Books, E) Awards and Proclamations received by Jack Miner, F) The Jack

Miner Foundation. I have written 2 other papers which have covered his personal philosophy and his bird sanctuary at Kingsville. In my mind these areas will undoubtedly leave people with a better understanding of the work of one man and a desire he had for people to learn more about the out-of-doors.

HIS FAMILY & LIFESTYLE - SAYINGS

At age six, Jack Miner started his own trapline instead of starting school. With only a few months education Jack first worked in his father's brickyard in Ohio and tile and brickyard in Ontario. On the side he was a market hunter. He was very close to all members of his family who responded to each other warmly. His brother Ted was killed in northern Quebec in 1898. Jack carried his 200 pound brother out of the bush, 13 miles. It is felt this had a permanent effect on his view of life. Soon after, he began to teach Sunday School and taught himself to read and write. He also began taking a more critical look at hunting.

Many stories are told of his uncanny ability to find people lost in the woods. With his knowledge of the woods, compasses and stars, he was never lost from a camp. Over the years, he rescued 13 people from the wilds with pleas coming from 100 miles away.

Throughout the readings, Jack Miner makes many references to his Mother, her warmth and direction. One of her remarks had a great influence on Jack for she would say, "Don't say it can't be done; but say I don't understand how to do it." (1969 : 219). He had also the deepest love for his wife as he said that she had more influence on him than a regiment of soldiers. As well, the deaths of Carl, a son, who died at age 13, and Pearl, 4 years old, had an immeasurable life-long effect.

The beauty and appreciation of life and the conservation of wildlife became his passion. Religion, always important to him and his family, directed most of his philosophies and responses. Even today the Jack Miner Sanctuary is not open on Sundays, instead the sign says: See you in Church.

Jack Miner had many sayings for which he is famous. Many of these have been isolated and collected. I have taken five which are very meaningful to me.

A) Any man who isn't big enough to change his mind has nothing to change.

B) Never take advice from a failure, but watch success, and prevent having to do much experimenting.

C) One of the greatest needs today is more men who will do their own personal thinking.

D) Don't put your tongue in high until you get your brain started.

E) Don't work all your life to make a living but work to live all your life.

EXPERIMENTS WITH WILDLIFE

I believe that one of the reasons why Jack Miner turned from market hunter to conservationist goes back to his intensity in finding out more about birds and game. As a hunter he would, as example, call a grouse which is a very difficult task, kill it and then examine the crop to see what it was feeding on and then hunt where he knew the seeds could be found. He studied owls and hawks by also opening their crops; in fact, he would pack them in common salt and express them to the Royal Museum in Toronto for examination.

The reports sent back to him indicated that owls and hawks were killing songbirds. This affected him a great deal and as a result he labelled them as cruel, heartless cannibals, yet he was fully convinced that they were here on earth to destroy the weak and sickly and prevent disease.

It was his patience with the seven wing-clipped Canada Geese in 1904 that resulted in the 6 wild geese coming in April of 1908. His greatest studies and research came in this area and alone would constitute a thesis.

I know, just from the effect of his work on me, that other people have been personally affected by his philosophy, statements and research. I'm sure many people have gone on, driven by belief or disbelief in his work, to prove a theory one way or another. It is very simple, people want to know if something is true or not.

The following list is very small in comparison to his many statements on the behaviour of wildlife but it will indicate some of his beliefs and early experiments and follow-ups.

1) Smell, sight, inbreeding and language with Canada geese.

2) The crow - a murderous, robber of eggs.

3) One June and July he killed 25,000 starlings.

4) Water temperature as it affects the growth of pollywogs.

5) The turtle and it's sense of directionality.

6) Habits of the moose.

7) Philosophy of the disappearance of the passenger pigeon.

8) The Mourning Dove as a consumer of weed seed.

9) Importance of the swallow and woodpecker.

10) Habits of the Red

Squirrel.

11) Life cycle of rabbits.

12) Methods of trapping beaver.

Jack Miner's conclusions on topics of concern or philosophies are the result of his work or interaction directly with nature in the wilds of our country.

THE CONCEPT OF SANCTUARIES

The name Jack Miner is synonymous with bird sanctuaries. In 1904 he purchased four wing-clipped Canada Geese and kept them in an enclosure near two ponds on his farm until in 1908, 11 landed at the Miner pond. In 1909 this increased to 32, in 1910 there were 350 and today 40-50,000 Canada Geese stop at the Miner's 400 acre sanctuary each year.

In 1909 his work took on new importance when he began banding ducks and geese. Between 1910-15 he banded 50,000 ducks; from 1915-44 (his death) he banded over 40,000 Canada Geese. This banding, along with the results from bands returned, helped in statistics being used to support the Migratory Bird Treaty between Canada and the U.S. Jack Miner would cut and label his bands all by hand and put a religious verse on each band. There are many interesting stories about the return of the bands.

Jack Miner was instrumental

in helping other sanctuaries get started:

- 1) Point Pelee National Park in Ontario
- 2) Pymatuning Wild Life Refuge in Pennsylvania
- 3) Cook's Forest, Pennsylvania
- 4) Kellogg's Sanctuary in Michigan
- 5) Migratory Bird Refuge of Michigan
- 6) Horicon Marsh in Wisconsin. It is written that Dr. Aldo Leopold said of Jack Miner at that time that the J. Miner Sanctuary was one of the pioneer refuges and had continual influence in proving the success of the refuge idea.
- 7) Quetico Superior Forest Rserve
- 8) Everglades National Park. He went on a lecture tour in support of the concept, first to Daytona near Florida.

Throughout his years of speaking, he would concentrate on the idea of nature's beauty and protection of species. Killing is a dead thrill he would say. A duck or goose protected would give numerous people a special satisfaction. He suggested that every county in Canada and the United States could provide land for a sanctuary, (a minimum of 5 acres). He

had planned this to the point where he suggested the types of trees to be planted around the perimeter and the type of fence to keep out predators. Jack tried to convince hunters that the sanctuary idea would increase game and ultimately improve hunting. He was not anti-hunting in his later years. Many of his ideas on bag limits, and license fees resulted in our laws being changed. Mr. Miner also felt strongly about the education of the general public and school children especially through the sanctuary idea. In his books he made the idea so simple that anyone with any land at all would be able to set aside and develop a small sanctuary. Most important of all, when you read his work, you really want to try to do it or do something about it.

HIS LECTURES AND BOOKS

Jack Miner spent thirty years of his life touring North America and speaking to hundreds of thousands of school children and adults even though he only had three month's public school education. He toured from Kapuskasing in Northern Ontario to the Waldorf Astoria in New York and to a special lecture arranged by Aldo Leopold in Wisconsin over the Horicon Marsh.

In 1923 he spoke to 13,000 people in two days at a foot-ball field in Winnipeg, Manitoba. During a five year period he crossed Canada seven times and was very

adamant about the problem of pollution in the Great Lakes.

There were 3 special lectures which stand out in the writing regarding Jack Miner. The Izaak Walton League held it's Annual Convention in Chicago in 1927. The Hon. Herbert Hoover, President of the U. S. was guest of honour. On this historic occasion, Jack Miner delivered the address. In 1928 he was invited to speak in Ottawa to the Right Honourable Mackenzie King, Prime Minister of Canada. In 1936 when King George V of Great Britain observed his 25th Anniversary as reigning Monarch, the British Government arranged a world wide radio program. Jack Miner was chosen to give a five minute address representing Canada, with the Prime Minister introducing him from Ottawa and Mr. Miner speaking from his home in Kingsville.

It is said that Jack Miner was best remembered in Iowa, Illinois, Wisconsin, Minnesota, Indiana and Ohio because of his work on behalf of the Izaak Walton League from 1925-1935. He would lecture in small towns and communities about Waltonianism and help in the formation of local chapters.

Jack Miner wrote an initial text called, "Jack Miner and the Birds" in 1923. After more than 10 years a newer version was put in book form with additional chapters. The book was still called "Jack

Miner and the Birds". The two books in one is now called the memorial edition. From 1930-1944 Jack Miner spent considerable time writing his autobiography entitled, "Wild Goose Jack - His Life and Religion". The manuscript was held for over 25 years and finally printed in a paperback edition and then hardcover edition in 1969.

The personal contact Jack Miner had with people all over the U.S. and Canada on the topic of conservation is still felt today.

AWARDS AND PROCLAMATIONS

Received by Jack Miner

The effect of Jack Miner on Conservation and people in North America can be illustrated by listing many of the accolades bestowed.

1929 Outdoor Life Gold Medal
- 1st time to a Canadian.

1936 Chosen to speak for Canada on a world-wide broadcast.

1943 Received the O.B.E. (Order of the British Empire).

1947 National Wildlife Week created in his honour. It was the first act to pass in the House of Commons without a dissenting voice.

1906 The Minneapolis Journal called him "The Father of the Conservation Movement".

1956 Thirty-three official

delegates from the United Nations made a special visit to the Sanctuary in honour of Jack Miner.

1958 The Prime Minister of Canada and Premier of Ontario made a special visit to the Sanctuary in honour of Jack Miner.

1971 The Federal Government recognizing J. Miner as the first Canadian to push for pollution control in the Great Lakes.

1975 Ohio House of Representatives and the Ohio Senate passed resolutions honouring J. Miner and his birthplace.

1977 A bronze statue of Jack Miner was unveiled in Kingsville, Ontario.

1977 Honoured by Prime Minister Trudeau for wildlife conservation.

ORGANIZATION CREDITS

Jack Miner played an important part in the following:

1901 he formed the first Conservation Society in Canada

1915 the South Essex Conservation Organization began

1915 instrumental in the Federal Government creating the Point Pelee National Park

1916 worked to secure the Migratory Bird Convention Act

in Canada and the U.S.

1931 member of the Ontario Game Commission

1937 organization of the Essex County Tourist Assoc., the first tourist association in Canada

As an example of his direction having a lasting influence on us, a beautiful comparison was made following his death. Sir John Dill, Chief of Staff of the British Army during the most critical time in Britain's history, also died. The immediate importance of each man was unquestionable. The death of Sir John could mean losing a battle and the loss of hundreds of thousands of lives. Fifty years from the date of their death, it was said that for each person who remembered Sir John Dill there would be a thousand people who remembered Jack Miner.

THE JACK MINER FOUNDATION

In 1931 Jack Miner and his wife created the Jack Miner Foundation and immediately gave the Bird Sanctuary to the Foundation. Through public contributions and government grants the trustees continue the work of Mr. Miner.

There are three distinct financial components to the Foundation. The Maintenance Fund budgets fifty to sixty thousand dollars a year for on-going expenses such as labour, grain, insurance,

printing and postage. The largest personal annual gift to this fund is \$5,500.00 with the Government of Ontario providing \$3,000.00 and the Canadian Government \$10,000.00. Many donations by the public are in the \$1.00 range. The Endowment Fund is presently at \$2,000,000.00. This is invested in bonds with the interest turned over to the Maintenance Fund once a year. Other foundations contribute to this fund. In addition, one man gave 500 shares of the most valuable stock in a Canadian

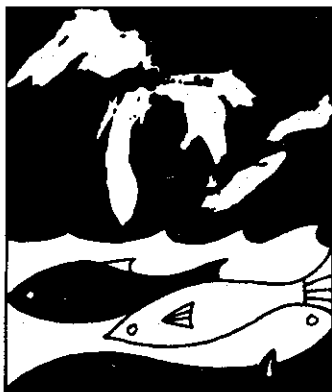
Corporation. Several other gifts over \$100,000.00 have been given and placed in the Endowment Fund. The third area is the Land Acquisition Fund, presently in the range of \$1,000,000.00. Interest may be diverted into the Maintenance Fund with the capital used to purchase land that may be available. One family alone donated \$100,000.00 to this particular fund.

I have approximately 25 different printed handouts from my visits to the Sanctuary. Without the

Foundation, the philosophy of J. Miner, the Sanctuary, the work of his sons would come to an end. The on-going educational process they believe in is seen when a person visits the Sanctuary sees the lectures and demonstrations; all these things have an effect on the awareness of conservation and out-of-doors experiences. Who can really measure how future generations will be affected by the work of the Foundation. All we know is that people are being influenced positively and that is most important.



National Marine Education Association 1986 Annual Conference



"Those Magnificent Sweetwater Seas"
August 4 - 9, 1986
John Carroll University, Cleveland, Ohio

PROGRAM HIGHLIGHTS

Marinated Micros software review
Sea Grant Curriculum Fair
Great Lakes Symposium
Island Cruise
The Great Lake Erie children's art exhibit
Sea & Swap
Ideas for Teaching
Luau at Sea World
Perch and Pike Picnic
Songs of the Seas/Lakes

For more information contact:

Ohio Sea Grant Education Program
The Ohio State University
059 Ramseyer Hall
Columbus, Ohio 43210
(614) 422-1078

TEACHERS AS INTERPRETERS

by Bessel J. VandenHazel

One of the major roles of educators is to help parents prepare their children for the world around them. This world is fascinating when seen through the eyes of children who are allowed to explore. An environment enriched by a variety of toys, books, appropriate T.V. and video programs and, if possible, some travel, will satisfy a good deal of the natural curiosity of children.

For practical and historical reasons most school teaching takes place in classrooms, laboratories and libraries. In these indoor spaces, at times entirely deprived of visual contact with the outdoors, teachers seek to create a learning environment in which children gain in self-confidence, know that they are respected and develop skills in observation, manipulation, classification, experimentation and record keeping.

If teachers have been successful in their work, ten or twelve year-olds will begin to read newspapers and ask questions such as: "What is cloning? Does it make

better people?" Older ones may ask: "What is genetic engineering?" Teachers will also find themselves in the position of having to interpret a news item which describes that British and U.S. scientists have been successful in inserting a human gene, capable of stimulating the production of growth hormones, into a fertilized egg of rabbits and pigs. There are just some examples of interpretive challenges facing adults in today's classrooms.

OUTDOORS

There are times, however, when teaching resources are needed, that cannot be brought into the classroom. It is then that teachers with the appropriate outdoor interpretive skills will find opportunities to create a meaningful learning climate in the community at large. To acquire these skills student and graduate teachers have been taking courses at Canadian and American universities for some twenty years.

It is at field centres that they acquire and develop the

attitudes and skills needed to utilize community resources such as parks, museums, zoological gardens, theatres, prairies and quarries in the school curriculum.

The major purpose of outdoor environmental studies is, of course, to help children understand the concept of planet earth: "A small blob of matter orbiting in space where life evolved in response to the presence of water." Jacques Yves Cousteau, the famous French underwater explorer and highly respected interpreter of the fragile relationships within the world's oceans, has made us see our world as an oasis in space.

MAJOR CONCERNS

One of the next environmental crises in North America may very well be caused by water shortages. Interpretive excursions to water-pollution control plants, irrigation and water diversion systems would for this reason be very timely.

Other current topics of concern to the general public

are energy, solar heating, nuclear power and environmental quality. The concepts and attitudes needed to deal with these major societal concerns are therefore stressed in several of the courses offered at Canadian Universities.

OUTDOOR EDUCATION EVOLUTION

Outdoor education in this century has its origins in the camping movement of the Y.M.C.A., boy-scouts and girl guide programs. A parallel development in the school systems brought nature studies and gardening into the school curriculum in the 1920's, 30's and 40's.

Following World War II, the ecology movement, universal elementary and secondary education and a rapid increase in living standards had a strong impact on out-of-school education programs and facilities. In general, outdoor education today is somewhat more based on academic concepts and present facilities commonly consist of winterized buildings and showers.

The transition from an extra-curricular camping experience to a fully accepted outdoor education program as part of the school curriculum has now been completed in several American, Canadian, British and German school systems.

As in most maturing movements, there is a tendency toward an increasing

variety of programs. Tent camps have evolved into resident ecology centre, field studies centres and outward bound programs, each with a different emphasis.

Some centres have specialized in high-risk activities such as white-water canoeing and rock climbing, others, notably in the U.K., in field biology. In Canada and the U.S. one may also come across centres that stress general land management, marine biology or underwater exploration.

ROLE OF THE ELEMENTARY SCHOOL TEACHER

The role of the elementary teacher in this evolving pattern of out-of-school education is a most crucial one. It is in the elementary schools that children are being introduced to field work on the schoolground, in parks and other community resources.

It is quite likely that the graduates of Ontario's Faculties of Education will join a school system where out-of-school education is almost unknown. It is therefore important to be able to recognize opportunities, a niche where an innovative approach to learning might be welcomed.

New forms of field studies are evolving all the time. They are adaptations to a local situation: a provincial forest, a county wilderness area, a former

limestone quarry, or a unique urban setting of old and new forms of architecture.

Having taught for a year or two, teachers may venture off into field studies, assisted by colleagues or interested parents. Often these one-woman or one-man operations evolve into fine innovative centres. It is in this way that urban geography-history-art studies centres have evolved in Toronto, Canada and in several British counties. It should be stressed that these are usually the product of single individuals who felt challenged by a specific environmental stimulus: a water-pollution problem, a bird count, an old cemetery, an historic building or the construction of a new industry or sub-division.

I will close with a case study that clearly illustrates how an innovative individual can develop new approaches to outdoor programs:

Chris Harris was a secondary school teacher in Social Studies and French in Vancouver, B.C. His restless personality just could not adapt to the rigid routines of a school where all activities start and end with the sound of a bell. He commented:

"I did not enjoy teaching in the regular classroom. I was too confined, and I didn't think I was teaching in a valuable way. It was like

dispensing a packaged commodity, and I just don't think that is what learning is all about. There are too many variables in life; it's not a routine. I just felt that the classroom learning situation was one of learned helplessness."

Living in B.C. he began to realize the potential of the rugged outdoors as a teaching aid and a maturation agent.

As part of an alternative high school program he created an outward-bound style experience under the name of "B.C. Quest."

Climbing, hiking, geology, field biology and survival techniques were combined into

a program that still exists as it has received the enthusiastic approval of the community, including the teaching profession.

His restless character then drove him on to newer ventures. Chris took a sabbatical year and permitted his mind to evolve another outdoor adventure activity: Ecosummer Expeditions, Ltd.

The Eco acronym stands for Education and Challenge in the Outdoors, and Chris now conducts appreciation and awareness excursions in exotic and remote areas of British Columbia.

His most recent creation is the Pathways Tours Company,

in effect an expanded commitment to serve young people through the teaching of survival and life-skills in the great outdoors. Not only is the natural environment of B.C. utilized in Chris' latest venture, but also the natural and cultural settings of Europe, which he calls "a cultural treasure chest."

The educational scene shows that the "complete" teacher is an interpreter of the printed word as well as of the real world around us. However, it is only through training and practice that interpretive skills can be honed to perfection.

"Broadening Horizons"

Second Ontario Hiking Conference

May 16 to May 19, 1986
University of Guelph, Guelph, Ontario

TAKE A HIKE TO GUELPH IN MAY

Under its thick blanket of snow, southern Ontario waits — trilliums and garter snakes, ladyslippers and toadstools — ready to welcome serious and diletante walkers alike on her trails. Plan to take a hike or two, and talk to other enthusiasts about the future of Ontario trails at the **Second Annual Hike Ontario Conference** at the University of Guelph from May 16 to 19, the long weekend.

The conference is designed to appeal to all ages and a wide spectrum of interests with sessions on new trails, trail management, backpacking and securing public trails, workshops on communication skills and bird identification, a look at opportunities for Ontario hiking with Minister of Natural Resources Vince Kerrio and leaders of the Canadian trails movement, including Doug Robertson, Ray Lowes, Gordon Thompson, and Douglas Campbell

of the National Trail Club Association. A town meeting will help bring all the ideas together.

The conference, a follow-up on the highly successful Peterborough event of 1980, will not be all work. Participants will have an opportunity to work up a lather square dancing, laugh with the comic folk group, The Beirido Brothers, enjoy a barbecue, bird watch or jog at dawn and enjoy a presentation on the High Arctic by internationally known conservationists Janet and John Foster.

It's all in Guelph and the conference committee invites you to attend. Registration forms were included in the Winter 1986 *Bruce Trail News*. For further information or a spare copy of the registration form, contact registration chairman Jim Pierce (519) 821-3057 or program co-ordinator Jill Leslie (519) 821-2133.

NIGHT LEARNING

by Bert Horwood

There is a strong trend in our culture to shun darkness. Whenever we are active at night, it is almost always with the strongest available lights. Otherwise, the dark hours are the hours for withdrawal from the world. It seems unreasonable to allow this trend to proceed unchallenged. Human persons are well able to function in natural darkness. Indeed this unsuspected ability is a model for the latent potential in many other situations where people submit to self-imposed limitations. It is tremendously valuable to learn to identify fear of the dark and to deal with it in a healthy natural way. It is liberating to know that one can perform many tasks and even have fun in the darkness. Being active at night gives students and teachers access to a unique and untapped source of experience beauty and adventure. Almost every outdoor education program has great potential for expansion and development by implementing night learning.



There are times when it is most effective to simply plunge students into the heart of an activity "Throw

'em in, then dry 'em out." as Kurt Hahn is alleged to have said. But in the case of night learning the

progressive approach seems to be preferable. Activities at dusk make excellent warm-ups for activities at night. The darkness is so gradual that participants will be fully engrossed in an activity in full darkness that they would never have been able to start "cold turkey" without lights. Activities at dusk, short activities in the dark in familiar surroundings, and songs and stories in the dark are examples of warm-ups which are essential to initiate students into night learning. It is also very important that participants be made to feel comfortable, to have fun, and to be able to express their feelings. Night fright games should be avoided at first, if not always.

Flashlights are the single greatest enemy of successful night learning. Yet flashlights are an important psychological aid enabling the hesitant person to take part. A classic way to resolve the problem is to provide brown paper bags into which each student staples the "safety and emergency flashlight". In this way some security is available but a specific need is required to stimulate tearing open the bag and ending the night learning. In my own practice I have also found it useful to have students tape masks of red cellophane over the lens of the flashlights. This helps preserve night vision after a light is used and is only a disadvantage when trying to read topographic maps ...

obviously a very advanced night exercise.

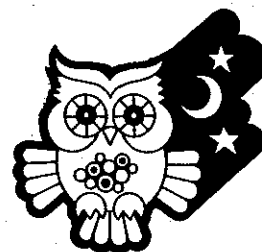
It is important at all times to radiate a healthy response to natural fear and trepidation. I like to think of this as appreciation of fear. Fear is a proper mechanism that ought to promote care and caution in our affairs but should not be allowed to become paralyzing. The trick for the teacher is to set the tone for the night learning so that the natural fears and uncertainties of beginners are accepted, enjoyed and acknowledged. Certainly they must never be laughed at or belittled. In a climate of recognition the group proceeds, with care, to its activities.

It is sometimes useful to treat the night as a new territory to be explored. This is a sensory awareness approach. How does food taste in the dark? Can you tell brown bread from white? Peanut butter from honey? What happens if you crunch down on a mint life-saver while other people watch your teeth? What are the names of the brightest stars? Every thing that can be named in the dark is a friend. Listen to sounds and try to identify them. This can be made into a game with a staff member and about twenty from the group making a series of sounds which students try to guess. How does tree bark feel? What do your feet tell you about the surface you are walking on? And so on.

Groups which are more

experienced and mature in night activities can become more adventurous, trying night hikes on trails of increasing difficulty and length. Night games are also possible. "Sardines", the organizational reverse of "Hide and Seek", works very well. So does the well-known "Streets and Alleys". Strong groups in a reasonably open, grassy area have successfully played more vigorous games like "Predator-Prey" and "Capture the Flag" at night. Where major movement is involved, safety control factors increase in importance.

To introduce night learning in an outdoor education program is to open an entire new world of learning and appreciation for staff and students. As comfort and competence increase, night aquatic activities become possible. Few people will ever forget the incredible beauty of canoeing at night. Students will become able to move over controlled land routes alone, enjoy short solo experiences and undertake the ultimate in night learning, the 24-hour experience.



WHAT'S IN WATERLOO...

FOR OUTDOOR ENTHUSIASTS?

A TIME TO REMEMBER:

Friday, June 6, 1986 (evening)
and
Saturday, June 7, 1986 (all day)

OUR WEEKEND HABITAT:

CAMP GANADAOWEH
a 200 acre site nestled
in the country

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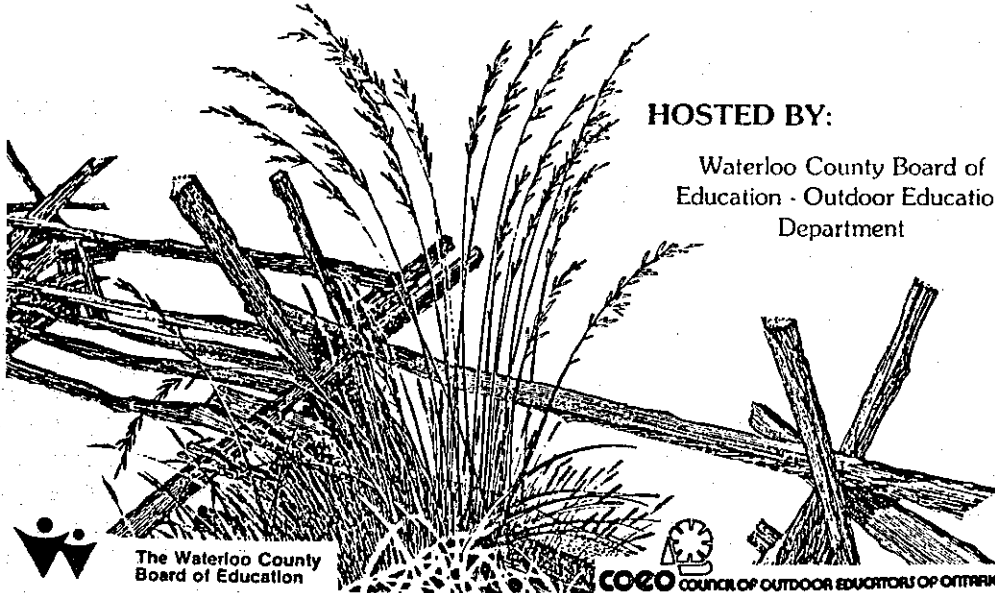
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Bog Studies
Birding
Mennonite Country
Values

Communities Studies
Nature Games
Edible Wild
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COST: COEO Members - \$40.00
Non Members - \$45.00

HOSTED BY:

Waterloo County Board of
Education - Outdoor Education
Department



For information regarding program and registration please forward
the following request form:

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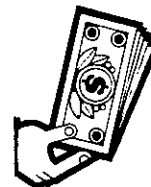
WORK or ORGANIZATION _____

PLEASE RETURN TO: Ken Bell,
Blair Outdoor Education Centre,
R.R. #33,
Cambridge, Ontario. N3H 4R8
(519) 653-9855

Employment Opportunity



The Board of Education for the City of North York requires nine teaching assistants for employment in day and/or residential programs. Salary range from \$400 to \$470 per week. For information please contact: Lloyd Fraser,
North York Board of Education,
Outdoor Education Department,
5050 Yonge St., Willowdale,
Ontario, M2N 5N8



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

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

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.

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LEADING TO SHARE SHARING TO LEAD

BY ROBERT J. ROGERS



In this monograph an outline for training leaders of outdoor adventure activities is presented. The outline contains both the method by which leaders should be trained and the material which should be presented during the training. Because the outline concerns itself with the skill of leadership and not any one specific activity or sport, it is applicable to a wide variety of organizations which take groups of people into the out-of-doors for adventure. It can be used by those involved in backpacking, canoeing, recreation programs and many other adventure activities or programs.

Adventure — Activity — Leadership

The Council of Outdoor Educators of Ontario COEO, was founded in 1971. This organization, open to all persons involved in Outdoor Education, is dedicated to fostering professional leadership in the out-of-doors.

The Task Force on Adventure Activities was formed in 1976 in response to membership concern over certification. Its recommendation that four essential components be considered in all adventure activities was accepted by the membership in 1977. Active discussion, with representatives from many different organizations, then led to the development of this publication.

It is our hope that this book will make you, the leader or administrator of adventure activities, aware of the dimensions of leadership, one of the four essential components, and will help you develop a leadership programme relevant to your specific needs.

Order Form Retail Price \$4.00 per copy

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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. _____

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