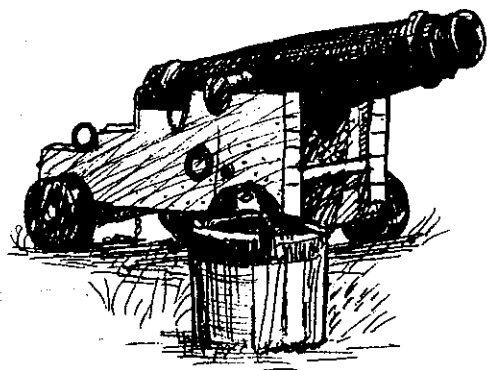
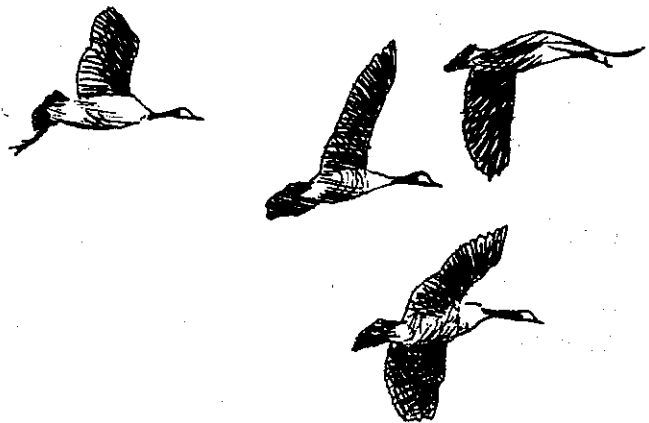


# ANEE NEWS-JOURNAL



VOLUME 16, NUMBER 2

ISSN 07711 - 351X

The Council Of Outdoor Educators Of Ontario

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# NORTHERN SPECTRUM

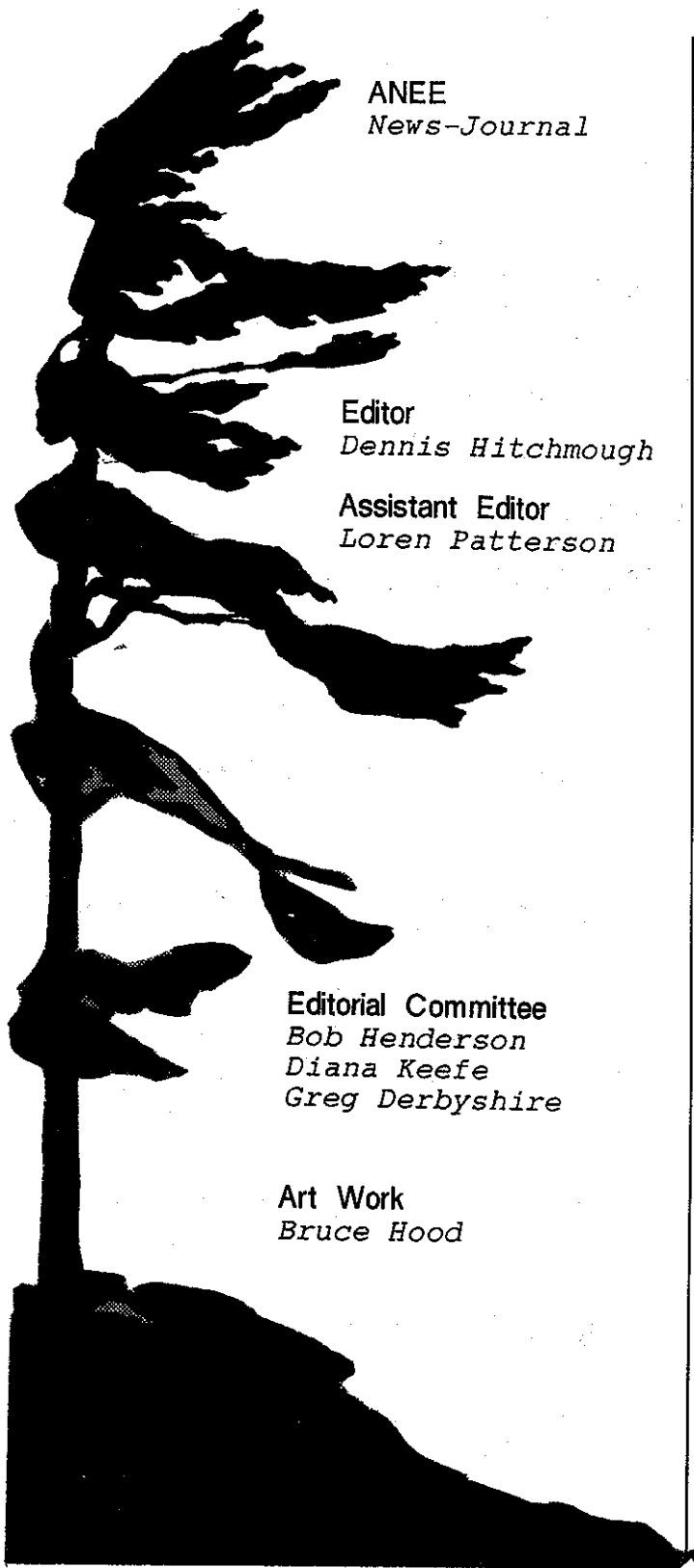
The Council of Outdoor Educators of Ontario

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Sept. 25-28, 1986

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ANEE  
News-Journal

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Art Work  
Bruce Hood

ANEE actively solicits material of interest to its members. Articles or pictures must be accompanied by a self-addressed stamped envelope if the author wishes them returned.

## Letter to the Editor

As you may be aware, the 4th international Symposium on World Trends in Science and Technology Education is scheduled for August 4-12, 1987, in Kiel, Germany. The first of these symposia was held in Halifax, Canada (1979) and have continued in Nottingham, Great Britain (1982), and in Brisbane, Austria (1984).

The theme of the 1987 symposium will be "Science and Technology Education and the Quality of Life". Science and Technology Education will be related to the quality of life with respect to (1) the impact on everyday life situations; (2) decisions a responsible citizen has to make when dealing with societal issues; (3) the impact on future careers, and the potential impact on the (future) products of scientific and technological research on careers.

I was wondering who among the Council of Outdoor Educators on Ontario has thought along the lines indicated above. Does Outdoor Education fit into the theme? Do we believe we improve, the quality of life through Outdoor Education? If so, how does it show? When would it likely show? What programs have we in place that relate to quality of life?

I would like to communicate with anyone who may have something to say about these questions.

Rodney Bain, Professor  
Faculty of Education  
University of Western Ontario  
London, Ontario  
N6G 1G7

## "I HAVE A DREAM"

by Cathy Beach, President, COEO

I have a dream and every one of you is in it. COEO and non-COEO alike, educator and recreator, naturalist, interpreter, conservation authorities and parks. Leaders of camping, scouting, and anyone who works with people outdoors. For it isn't what you are, but what you believe in, that shows that we share the same dream. Every one of us is a main key player; what we say and do affects the outcome. For the dream is in the making, and the dream is your dream too.

The dream we share is of a 'future-world', for we believe that there will be one; a future in which human beings and the planet earth still survive, because people have LEARNED -- how to act and to relate, to themselves, their surroundings, and to their world. Our active part was to help to show them a way.

THE KEY WE HOLD TO THIS FUTURE WORLD IS OUTDOOR EDUCATION, AND THAT IS THE ESSENCE OF THE DREAM WE SHARE.

Because collectively, we hold an important key, a key which helps to unlock the dream. The key we hold is OUTDOOR EDUCATION, and that is the essence of the dream we share. Even with our differences, we understand and value the same three common things: we care about PEOPLE, and we care about our WORLD. But most of all, we understand and believe in the power of LEARNING THROUGH INTERACTION, that insightful, enjoyable, and critical interaction, between people and their world. In our own places, with our own labels and ways, we are leaders with a key

-- Outdoor Education: teaching people (not only children), helping them to learn, and to gain, through acting and interacting in the outdoor world. Outdoor Education: helping to learn to relate -- explore, discover, understand the connections; find some meaning and a sense of belonging; learning to think, to judge, to act and relate.

The dream is a salute to the people who, not long ago, realized they were travelling the same roads alone, and who recognized they shared a vision of the same dream. Who saw the strength to be had in numbers, and potential force and support in working as one. So they created a group and they organized. And they invited others to join. They called the fledgling 'COEO' -- the COUNCIL of OUTDOOR EDUCATORS from anywhere in Ontario.

COEO existed and stretched and grew until it reached a level plateau, where it seemed to somewhat settle and stay. It developed an aura of attractiveness, and although it did a number of things, it appeared to be very quiet and low-key. It didn't cause any great ripples and some people didn't even know it was there. But on the inside, COEO was going through immense internal change and reworking, reordering and gathering forces in preparation for new ventures and new growth to come.

The time is almost at hand. I dream of a time when COEO finally emerges; when it sees itself clearly for what it has become. When it knows its strengths and limitations, knows what it is all about, and knows what it is not. When COEO has seen its dream, seen a path to

the future, and has consciously, purposefully taken it.

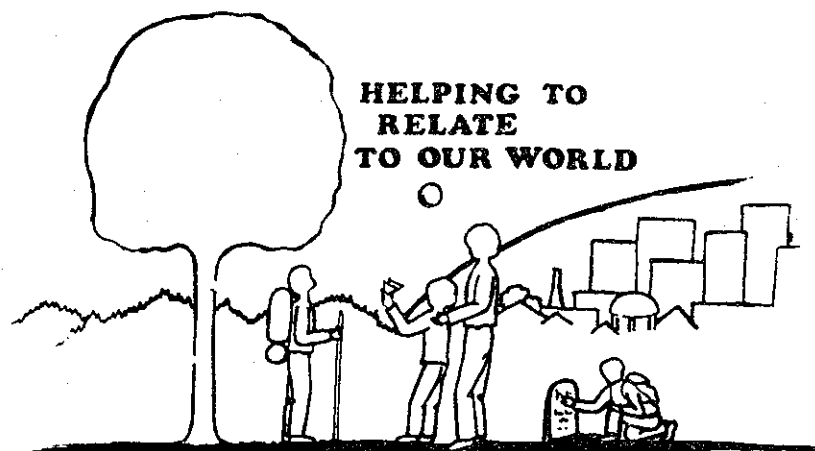
For COEO has an important role in the dream, and there's a lot of work to do.

**COEO IS A PROFESSIONAL ORGANIZATION OF PEOPLE ACTIVELY DEDICATED TO THE PROMOTION AND DEVELOPMENT OF OUTDOOR EDUCATION IN ANY FORUM IN ONTARIO.**

So wake up COEO, the time has come. Wake up and stand tall, and let your voice be clearly heard, Speak for the dream we call OUTDOOR ED, and for all of those who believe it. Teach it and share it and bring it to people and places who reach for the same dream. Support it and protect it, and help to work towards what we believe in.

Let people know that COEO is an organization of people with a vision and a key, and a collective will to use it. That COEO is known for its good works and its openness, for we have learned the importance of strength in diversity. That COEO has something to contribute and something to share with anyone who seeks to know. That we aren't an environmental activist group because our charitable status mandate says that we can't be. But that we speak for the same environmental dream, and our part is the teaching. For in the most global sense of the word, we are all 'educators', and OUTDOOR LEARNING is our key.

So stand up COEO, and join the preparations to bring forth the dream. For the seeds of the future have already been planted. And the time to begin is NOW.



**We all have a share in the dream...**

"If you have built castles in the air, your work is not lost; that is where they should be. Now put foundations under them." Henry David Thoreau

**NEXT ISSUE: NOBODY EVER SAID THAT DREAMS ARE FREE**



Chuck Hopkins



Grant Linney gives the  
Treasurer's report.



Barrie Martin and Ralph Ingleton's  
Carving.



John Aikman (past president) passes the gravel  
to the current President, Cathy Beach.



Jan Stewart awards John Aikman the Presidents  
Gravel.



Dorothy Walter



John Aikman awards the "DOROTHY  
WALTER AWARD FOR LEADERSHIP"  
to its first recipient, Dorothy Walter.



Eric Rothwell, Bob Speales, Barrie Martin  
and Laurie (?) make a "draw"!



Breakfast at the Annual General Meeting



New Advisory Board--Carmel Hunt (E), Susan  
Devaux (N), Rick Battson (W), Lori Jarvis(FN).

## REFLECTIONS - NORTHERN SPECTRUM

by Barrie Martin,  
Conference Chairman

"...this was the best conference I have attended for any organization..."

"...as a new member it was neat to see the professional programs and activities that were offered..."

"...learned a great deal for an old timer..."

"...the sessions attended linked directly to my job needs - so it was an excellent professional development experience..."

We, the Northern Spectrum Conference Committee, are breathing much easier now. We are Stan Choptiany, Sylvia Humphries, Nancy Fraser, Eric Rothwell, Peter Seibert and Barrie Martin. The above comments from participants are, indeed, encouraging. Approximately 200 registrants and resource persons participated in the 16th Annual C.O.E.O. Conference.

We tried to be innovative in our conference design. For the first time in many years, the pre-conference program and the regular conference were combined to maximize sharing among all C.O.E.O. members. We also departed from the 1/4-1/2 day program format. Participants were asked to pre-register for full-day and two-day (overnight) programs. This format provided an opportunity to put theory into practice in a very meaningful way. The innovations seemed to have been successful.

"...some good changes in overall program..."

"...good idea to have long blocks of program time and an excellent diversity of programs..."

"...great concept and execution..."

Most of the participants who completed the evaluations (91 forms returned) expressed a high degree of satisfaction with the conference. 95% were satisfied with the variety & choice of programs. 91% felt the scheduling of the sessions (timing) was just right. 100% of the participants who attended the Thursday evening program to see "We otter save our Wetlands" & tanglefoot rated it as good, very good or excellent. The programs on Friday proved popular as 78% rated them as very good or excellent. 80% of the respondents felt the Friday evening program with Bill Hammond and the square dance was very good or excellent. The positive pattern continues as 80% of the respondents regarded the Saturday programs as very good or excellent. 3/4 of the comments given with respect to registration, program information and conference publicity were positive. The Highland Inn, its food and accommodation received a good to excellent rating although there were some concerns with regards to the variety of food and the inconvenience of the annex.

It would be difficult to hold an unsuccessful conference in the Midland area. It is an area rich in educational resources and talented people. We must acknowledge the excellent staff of St. Marie Among the Hurons, Wye Marsh Wildlife Centre, Historic Naval & Military Establishments, Georgian Bay Islands Natural Park, and Awenda Provincial Park for their time and support. We chose our other resource people carefully too.







A day at the beach.



Trying to push the boat off the rocks.



'Hard at work.'



Friday Evening 'Tanglefoot'



Presidents Reception for new members and some not so new members.



Mark's response when he heard the other cruise had 'gone on the rocks'.

"...all excellent..."

"...very professional and informative..."

"...excellent people brought in -- adds considerable credibility to the C.O.E.O. organization..."

"...Bill Hammond was incredible..."

Mistakes were made, of course, and we regret any inconvenience that participants may have experienced. The constructive feedback is appreciated. Your concerns will be shared with next year's conference committee.

"...no allowance for special diets..."

"...Sunday Breakfast was inadequate..."

"...we need more advance information about the program..."

"...could have had more sweat shirts available..."

"...although it was very useful to concentrate on one area of focus for a day, I think a few 1/2-day sessions would create more flexibility..."

We had a few memorable moments that are worth sharing. We fondly remember:

- our alarm when we heard that the "Schooner Bee" was grounded on rocks off Beausoleil Island;

- the excitement around the registration table as the participants started arriving;

- the applause (and groans) for Grant Linney when he won the draw for the beautiful rock lamp;

- the smell of the participants returning from the Voyageur and Living History programs;

- the emotion at the annual meeting as Dorothy Walter received recognition for her enormous contribution to outdoor education; and

- the relief when it was all over.

What follows in Anee is a series of articles which will provide the reader with more insights into and information on Northern Spectrum. Some of the articles were submitted by conference participants; others by resource people. Some contain those special personal perspectives; others contain information and ideas that we hope will be useful in your profession.

For those who are reading this issue and were unable to attend Northern Spectrum, we want you to know that we missed you. We hope to see you at next year's annual conference.

Thanks again to everyone who helped make Northern Spectrum a success.

"...not being directly involved in outdoor education, I particularly appreciated the multidisciplinary choice of workshops. This justified gaining a day from the job for professional development. I hope this structure will become a tradition for future conferences. This should act as an incentive to join C.O.E.O. for educators across the curriculum. Great Conference."



## THE ARCHAEOLOGICAL EXPERIENCE

**F**ew people can really appreciate the amount of work and time involved in excavating an archaeological site. At Sainte Marie Among the Hurons, students and teachers alike are given a unique opportunity to experience both the thrills and frustrations first hand. Here archaeologist Isobel Ball has reconstructed an actual site, the Ball site, one which she is actively involved in excavating. Everything including the post molds, artifacts and hearths have been painstakingly recreated for the students to discover.

The morning starts with a brief discussion on archaeology to familiarize everyone with the terms and methods they will be using. Everyone was then given a kit bag which contained a notebook and trowel. Next it was off to the field site. Here a few techniques were demonstrated and the transect system explained. Each participant then found their transect square which was identified in their notebook. Each of these squares was at a different stage of excavation and this dictated what task would be performed. This could be any of the following: removing the topsoil thin layer by thin layer to expose the subsoil, looking for artifacts and features in the subsoil layer, or measuring and mapping the features. The importance of being accurate and recording everything was stressed. It was also possible to move around and see what was happening at each stage of the excavation.

The afternoon was spent doing the various follow-up tasks which archaeologists spend approximately 3/4 of their time doing. There were six activities happening simultaneously and they were on a rotation basis so that everyone was able to experience as many as time allowed. These included such things as cataloging artifacts, recording artifacts, reconstruction of pottery pieces, transferring the data from the individual field maps onto an overall site map, washing and sorting artifacts as well as model building.

The day was completed by a tour of the museum and the Sainte Marie site, seeing it through the eyes of an archaeologist. Concepts learned in the morning were used to discuss the structures within the site. These were examined to see which features could be proven archaeological and which were purely interpretation on the part of the archaeologists.

The entire excursion was extremely interesting and an eye opener. Isobel Ball and here assistant Joanne Whitfield have done a fantastic job of recreating the archaeological experience.

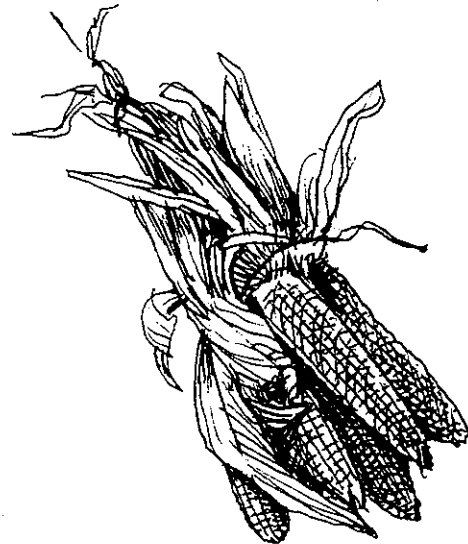
**COEO GOES SOUTH**

## LIVING HISTORY AT ST. MARIE --- A UNIQUE EXPERIENCE

BY JOAN THOMPSON

I was one of sixteen COEO members who stepped back 400 years in time at this year's annual conference. We arrived at the gates of Sainte Marie among the Hurons bearing all the trappings of 20th Century living -- nylon sleeping bags, leather boots, Gortex jackets, and began a slow unwinding back into the 1600's. After being greeted by Sandra Porteous, the Education Officer, and warned that we were not to leave the site for two days, we had a quick tour of the Museum and a slide presentation which outlined the history and importance of the settlement. Sainte Marie was the first European settlement in the area, a Jesuit mission, and although it only existed for ten turbulent years, it was to play a key role in history. The Jesuits sought to bring Christianity to the Hurons while the Hurons sought refuge from jealous Iroquois. The short history of Sainte Marie is fraught with disease brought from Europe, rivalries and martyrdom. Eventually, the mission was burned and through some Jesuits and natives fled, it signaled the end of the Huron Nation.

The history of Sainte Marie is a complex one and a sad one. I was struck by the sensitivity with which the interpretive staff handled the issues. They present the story from the perspective of the native people, the Jesuit priests and the "donnes" (young men who lived a life of service to the mission). We were reminded that history must be interpreted through the eyes of those who lived it and not through eyes clouded with 20th century values.



Our actual live-in experience began with an interpretive hike from an Indian site (the Forget site) back to Sainte Marie. Enroute, we stopped to make fires using flint and steel, and to prepare bannock and mint tea. Though the weather was cool and damp, spirits were high and the scenery interesting as we wound our way back through the Wye Marsh. Back at the mission, sixteen fledgling donnes attempted nail-making in the blacksmith shop, woodworking and preparing typical food over the open fire of the cookhouse. The meal, eaten from wooden bowls by the light of a few very weak candles, was satisfying if not of gourmet quality! We'll not soon forget "Blueberry Slog", a concoction of cornmeal, blueberries and maple syrup!

After dinner, it was time to record our experiences by candlelight using quill pens and homemade ink. It's an art I have yet to perfect, but I was starting to understand why Jesuits didn't wear contact lenses. The smoke and the low light levels must surely have led to early blindness.

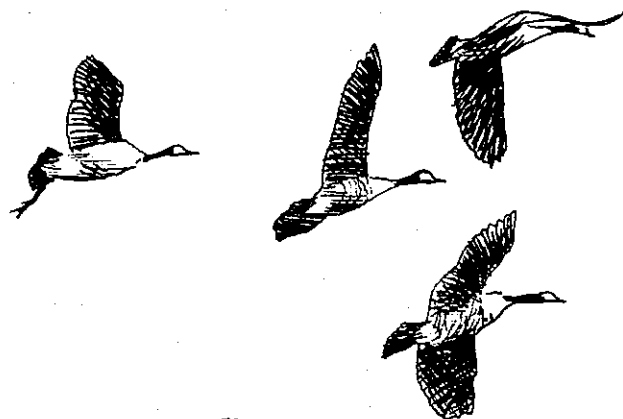
Surely the most magical part of our experience was our stay in the longhouse. A single fire surrounded by an inviting ring of furs on the dirt floor beckoned as we arrived for the evening. Two native interpreters, Marie and Del, spoke to us of the Huron experience at Sainte Marie and of their lives now. Marie told us of the Spiritual side of Indian life and related her experience of sitting with the Pope last year in this very spot. Both Marie and Del told some legends around the fire as the mice scampered above our heads in the drying corn and tobacco.

All of us found places to sleep around the fire or on the sleeping shelves which lined the walls of the house. This was indeed an historic occasion! Sixteen COEO members asleep at 10:00 p.m. on Friday night at the annual conference! Most of us came through the night in good shape. Lorne though, has the impression of sticks carved indelibly into his insolite pad after a night of sleeping on the shelf! Ralph woke up when the rain began, to find that he was sleeping in an unused fire pit and water was dripping through the smoke hole! Some of us were disappointed that we had no encounters with the spirits of the longhouse which Marie had told us about.

Breakfast was prepared over the fire in the longhouse and by now we were all quite used to the smoke and the mice. More skills were learned during the morning such as making clay pipes and corn husk dolls. We also became proficient at some Indian games (which we demonstrated to the general public which was arriving on site!). The morning and the experience ended with a singsong in one of the buildings and we reluctantly packed up to leave.

The live-in experience was a unique opportunity to step back in time. Sandra Porteous was right when she said that we would not benefit from the experience unless we stayed and really lived it. I'm sure that all of us to some extent were able to capture a little of what life at Sainte Marie was like 400 years ago. Each of us will take away different magical memories. For me it was waking up in the longhouse to the soft glow of the fire and the gaudy effect of the ever-present smoke. Carmel noticed that outside the longhouse she bustled about the site in typical 20th century fashion, but as soon as she stepped through the blanketed entrance of the longhouse, time slowed down and we all moved in slow motion.

This is an experience which students with their vivid imaginations would love! What a way to make history live for them! Our thanks to Sandra and all her staff and to the conference committee for providing us with this experience.



COEO GOES SOUTH

## HISTORIC NAVAL & MILITARY ESTABLISHMENT

by Nancy Payne

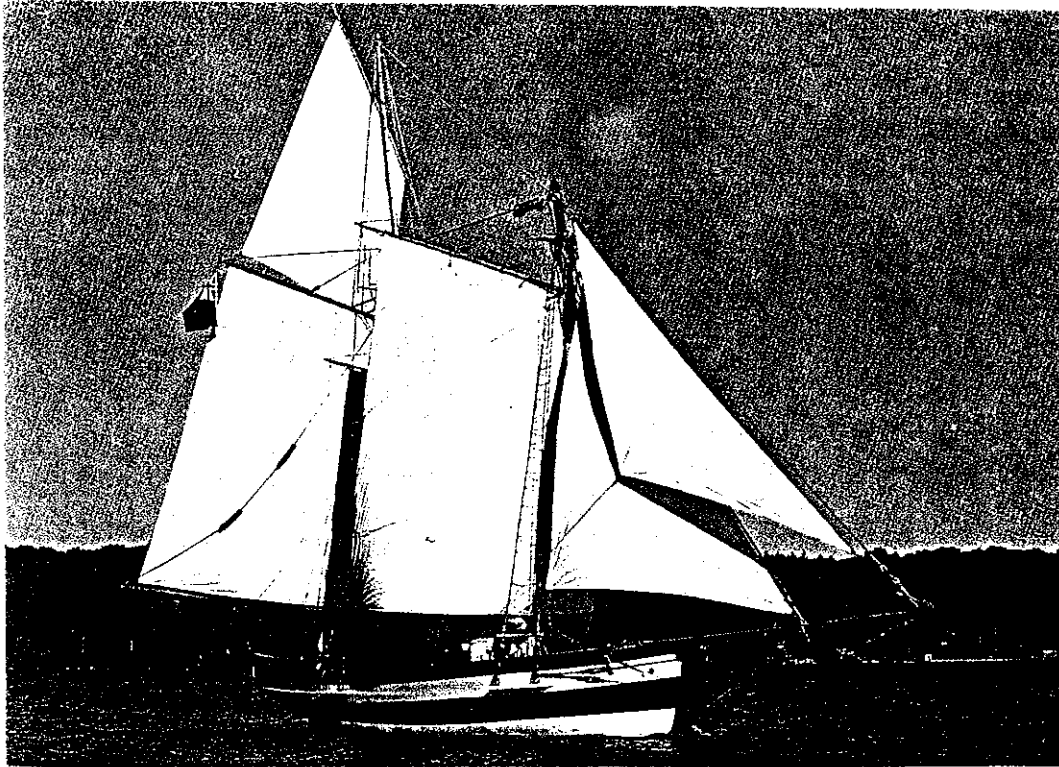
**B**ill Brodeur welcomed us at the door of the Historic Naval and Military Establishment and told our group of the construction and development of the Establishment over the years. We moved to a dark room made to simulate the bow of a ship complete with tilted floor, mast, rigging, and water. We experienced the sounds and feelings of a storm as the captain appeared to dramatize the history of ships. An unhappy sailor taught us of the hardships and conditions with which they dealt. Invited below deck, the diary of Captain R.H. Barkley was read, emphasized by slides. After a tour of the site we were offered the chance to visit the dockyard and the store house where each group became involved in cutting lumber, steaming boards, caulking the boats and learned about the rigging, the cannons and the tools used during that time period.

The program "living history" at the Establishment is set up to meet the curriculum needs of the grades attending. Interpreters, in costume, are used to recreate the past and they are careful not to turn the reality of history into fantasy as it is felt that the people of the 1800's deserve the truth. In most cases the students draw on their imaginations while observing the re-enacted situations. There are a variety of programs available. The primary students "become sailors" as they learn to balance, save a man overboard and sing a Sea Chanty. The junior students learn how much work is involved as they waterproof the

rigging and hoist sails. They also have a chance to play out a role complete with costume and written lines. The intermediate students experience the dockyard and the storehouse after they map out the battles of 1812. In another session they may take part in the drills and preparations for defense. Other programs for each level are available. There is an outreach kit "The Travelling Sea Chest" for those teachers interested who are too far from the centre to visit.

The historical background of the site was presented with slides to our group, emphasizing the reconstruction of the Schooner "Bee". The original "Bee" was one of the three major vessels at the Penetanguishene Naval Establishment from 1817 - 1831. She is 14.9 metres and has a basic set of six sails. The Establishment is hoping to reconstruct a larger ship, the Tecumseh, by 1988 for more involved and overnight programs.

In the afternoon, our group joined the crew and captain of the Schooner "Bee" to sail out on the Bay. Phase one of our adventure was superb as the wind picked up and filled the sails. The crew were perplexed as their passengers spoke knowingly of the strings and the pointy end of the boat. We managed to travel at 7 1/4 knots as afternoon sailors came closer to race, taunt and take pictures.



John Aikman, John MacEachernm and Dave Ellis showed their expertise by alternately standing beside the tiller. Just as the wind died down and we rounded the Bay to return, we abruptly entered phase two of the voyage. The ship stopped too suddenly and silence fell over the group. We discovered ourselves to be securely perched on "gin rock". Using oars the group attempted to pry the ship off the rock with little success. An SOS was sent out only to attract the attention of nearby sail boats and small cruisers. One cruiser graciously tried to move all 60,000 pound of "Bee" only to slightly damage his railing. We, as a group, experienced the "Bee" shuffle as we ran from side to side to rock the

ship. After sitting for a while, an OPP cruiser came to assist us. There was no damage only the loss of some paint which marks our resting point. Phase three of the afternoon began as we motored slowly back to port amongst the rolling waves. Our police escort dampened the spirits of our once enthusiastic crew.

We returned safe and sound with a great story and I would recommend a trip on the Schooner "Bee" to anyone.

For more information on the education programs and the adult evening sailing program, write:  
Historic Naval and Military  
Establishments, Box 1800,  
Penetanguishene, Ontario L0K 1P0

## "VALUES EDUCATION"

Led by Clifford Knapp, Chair, Outdoor Education  
Faculty, Lorado Taft Field Campus, Northern Illinois  
University, Oregon, Illinois, Presented at Midland,  
Ontario on September 26, 1986.

### Environmental Values Education

Frank Glow, Waterloo Bd. of Education

**T**he major aim of this session was to impress upon Outdoor Instructors, the importance of including all three domains of education in their curriculum. The Affective Domain is the most neglected part. It is often put into the hidden curriculum or not taught consciously at all. The Affective Domain in a holistic sense is probably the most important of the three.

A brief look at the various strategies for teaching value was examined. One strategy that I personally like the best and use the most quite successfully was "Values Analysis."

The environmental issue addressed was "Endangered Species." This issue was used as the cognitive example of how to develop values at a deliberate and conscious level. This unit is an active simulation exercise that is done outside in a natural setting. Students play the role of the 14 endangered species and the reasons for depletion. The unit progressed through 4 stages from Awareness, Sensitivity, Reasoning to Action.

I enjoyed this session and had a very enthusiastic group to work with on this pioneer topic.

The unit can be purchased from:

Waterloo Board of Education,  
P.O. Box 68,  
51 Ardelt Ave.,  
Kitchener, Ontario,  
N2G 3X5. (Don McKee).  
The price for printing is \$6.00.

### Summary of Activities

**A**fter each participant introduced themselves by describing some of their important values, the group surveyed the members by using a get-to-know each other activity titled, "Finding Out About Environmental Ethics in Your Group." (see below) Then they completed a self-inventory to discover their preferred approach to values education. (See below, "What Do You Value in Values Education.")

Discussion followed this exercise and then seven selected valuing strategies were introduced and described. (See below, "Selected Valuing Strategies.")

We discussed the role of educator in presenting environmental values issues and the importance of having written personal and institutional statements of an environmental code of ethics.

Reference was made to the relationship of program activities to the development of an environmental ethic. (See below "Does Your Program Develop an Environmental Ethic?")

Several handouts were distributed which illustrated the various values strategies using both indoor and outdoor settings.

The afternoon trip to the Wye Marsh was directed toward viewing the marsh through "values tinted glasses." We examined the marsh and discussed how values issues would be approached outdoors.



## Finding Out About Environmental Ethics in Your Group

Find someone who:

1. Usually picks up litter.
2. Usually refrains from picking wildflowers.
3. Has grown some of their own food.
4. Usually turns out the lights when leaving a room.
5. Fixes leaky faucets.
6. Turns down the thermostat during the night in winter.
7. Has planted a tree.
8. Keeps house plants.
9. Car pools when possible.
10. Has signed a petition expressing an environmental concern.
11. Has boycotted products of countries that have not acted responsibly toward the environment.
12. Sometimes rides a bike rather than a car.
13. Recycles some products.
14. Does not buy some products that are over packaged.
15. Has donated money for an environmental cause.
16. Reads articles about environmental issues.
17. Is a vegetarian for energy-saving reasons.
18. Heats with a wood stove.
19. Walks some places instead of driving.
20. Drives a car that gets good gas mileage.
21. Talks to others about using natural resources wisely.
22. Avoids trampling plants in the woods.
23. Builds fires in protected places.
24. Has written a letter to the editor to express an environmental viewpoint.
25. Teaches about caring for the environment.
26. Has weather stripped or insulated a room.
27. Avoids air conditioning on some days to save energy.
28. Washes dishes by hand rather than use a dishwasher.
29. Avoids foods with chemical additives.
30. Buys returnable beverage containers.
31. Takes short showers or baths to save energy.
32. Saves and uses scrap paper.
33. Avoids wasting left over foods.
34. Avoids putting more wood than needed on a fire.
35. Raises abandoned or injured birds.

The Ontario Camping Association  
presents

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January 15-17, 1987

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### OUR FRAGILE WORLD

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M5M 3Z1  
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## WHAT DO YOU VALUE IN VALUES EDUCATION?

- 1) Answer each of the following questions with a yes or no.
  - a) Are there certain values and value positions that you want your students to adopt?
  - b) Do you want to help students examine their personal feelings and actions in order to increase their awareness of their own values?
  - c) Do you want to provide definite opportunities for your students to act individually and in groups according to their values?
  - d) Do you want to stimulate your students to develop higher forms of reasoning about values?
  - e) Do you want to help your students use logical thinking and scientific investigation to analyze social value issues?
- 2) If you responded "no" to all the above questions, then probably none of the five approaches represents your view of values education. Another possibility is that you do not want to work with values at all as a teacher.
- 3) Each question, a) through e), represents one of the five approaches described in this chapter. If you responded "yes" to only one question, you probably gravitate toward that approach. The five questions correlate with the five approaches as follows:
  - a = inculcation
  - b = clarification
  - c = action learning
  - d = moral development
  - e = analysis

- 4) If you responded "yes" to more than one question, then take those questions and rank them according to their importance to you. (#1 = goal most important to you.) The approach that corresponds to the question you ranked #1 would be the one you are most likely to use. The #2 approach in your ranking would also reflect your goals and probably would relate to the #1 approach. For example, if analysis = #1 and inculcation = #2, then analysis would be the approach you most desire to use; in addition, you probably are interested in inculcating the values underlying the analysis approach - rationality, intellectual curiosity, the scientific method, etc. The #2 approach could relate to your first choice in another way. If, for instance, you selected clarification = #1 and action learning = #2 it might mean that you believe that persons must clarify their values before acting upon them.

\*Douglas P. Superka, et. al. Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography. Social Science Education Consortium, ERIC Clearinghouse for Social Studies Social Science Education. 1976. 855 Broadway, Boulder, Colorado 80302.

### Selected Valuing Strategies

- 1) Laissez faire - involves a deliberate decision to not interfere with individual freedom of choice and action regarding values development. In practice this strategy is rarely used by institutions because of their own, predetermined value orientations. It is difficult to not consciously influence the values of others, especially youth or uneducated adults. Institutional values are reflected in the norms, rules, and procedures carried out by educational leaders.

- 2) Cognitive Moral Development - involves the use of moral dilemma discussions based on contrived and actual incidents. The strategy incorporates the developmental theories of Piaget and Kohlberg which outline three levels of moral development.
- 3) Incultation involves attempts to change the values of others in a chosen direction. The methods for doing this vary and include "moralizing" lectures, modeling, positive and negative reinforcement, and other techniques which describe or structure what is considered right and wrong according to the individual instructor of the institution.
- 4) Values Analysis - involves the application of a rational, logical problem solving method to analyze environmental or social issues. Relevant facts are gathered, their truth is assessed, and a tentative value decision is reached before a final position is taken.
- 5) Values Clarification - involves a variety of structured activities designed to allow the learner to consider three aspects of the valuing process. These aspects include 1) Choosing (freely from alternatives after thoughtful consideration of the consequences), 2) Prizing (cherishing the choice and publicly affirming it) and 3) acting (in a repeated pattern).
  - a. Picking, killing and collecting plants, animals, and inanimate objects?
  - b. Where and how to walk to conduct activities?
  - c. Fire building and outdoor cooking?
  - d. Camping (tenting, latrine use, waste disposal, campcrafts, etc.)?
  - e. Driving and parking vehicles?
  - f. Consuming and disposing of food and drink?
  - g. Using and disposing of food and drink containers?
  - h. Using or purchasing energy-intensive products?
  - i. Using energy for heating, cooling, and lighting?
  - j. Using water for drinking, waste disposal, and cleansing?
  - k. Significantly changing the landscape through program activities?
  - l. Using and disposing of paper (used for the written word)?
  - m. Using energy-intensive appliances (hair dryer, TV, etc.)?
  - n. Caring for the body (through exercise, nutrition, rest, etc.)?
  - o. Planning low or non-consumptive program activities (i.e., canoeing vs motor boating, archery vs riflery, etc.)?
  - p. Using or preserving ecologically fragile sites?

Does Your Program Develop an Environmental Ethic?

1. Do you have policies and/or procedures related to:

- q. Regulating noise?
2. Are these policies and/or procedures:
  - a. Written and shared?
  - b. Communicated verbally?
  - c. Demonstrated through structured program or staff modeling?
  - d. Consistent with each other?

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### COEO and the CONSERVATION COUNCIL

**C** OEO is a member of the Conservation Council. "What", you ask, "is the Conservation Council?"

The Council was founded in 1951 by the late Dr. Frank H. Kortright with the primary aim "to promote the welfare of all persons by encouraging the conservation, restoration and best use of soil & water and the life sustained thereby". It is a non-profit, non-political public service body that provides a "third voice", offering guidance in the wise use of our environment and resources. About 32 groups, representing a total membership of 1/4 million people belong to the organization.

The Council provides a needed focal point and speaks with a united voice bringing together varying viewpoints to advise government and industry on sensitive environmental issues.

The Council meets monthly, providing a forum for developing consensus on a subject. Member groups and invited guests use these meetings to present position papers on their areas of concern. Topics cover a wide range of issues such as: urban and rural planning, forestry, recreational & wilderness parks policy and management, waste management, pollution control, and the recycling of materials.

Acting as a catalyst for the healthy exchange of information and ideas on the wise management of the environment, the Council, through committees, forums, public conferences, publications, educational programmes and reference library, strives to convince decision-makers of the need to follow sound conservation principles to sustain a strong and growing society.

COEO's representatives are: Brent Dysart, Phyllis Hill.

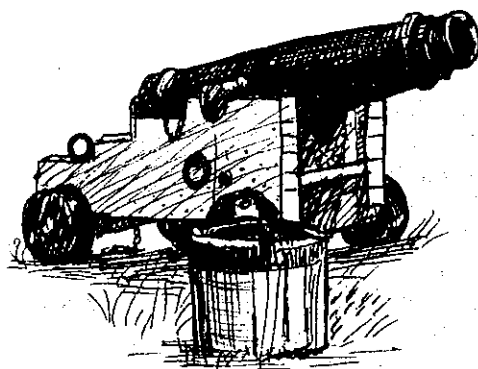


## EXCELLENCE IN OUTDOOR CENTRE MANAGEMENT

**L**eadership in Outdoor Education is a career pursuit. Participants in this session increased their understanding of management strategies for Outdoor Education Centres as they explored alternatives, trends, solutions and resources for staffing, facility development and program decision making. The Mill Outdoor Education Centre served as a "lab" for their investigations. The presenters were Clarke Birchard, Terry Carr, Austin Mathew, Hugh McPherson, and Dorothy Walter. The schedule for the session included:

- (1) Role of the Manager
- (2) Personnel: staffing models, recruitment, team building, management, styles, training.
- (3) Facility: site analysis, program development.
- (4) Managing with Excellence: problem solving
- (5) The Vision: closure

The following represents some of the ideas presented during the session.



COEO GOES SOUTH  
May 2-3, 1987

### (1) ROLE OF THE MANAGER

by Clarke Birchard

Seven elements common to most manager's roles;

#### (a) interpreting policy

how is the information obtained?  
how are policies communicated?  
what mechanisms are in place to influence policies?  
are the policies in line with the staff goals?  
how are conflicting policies resolved?

#### (b) financial management

budgeting  
prioritizing  
purchasing  
accounting

#### (c) site, facility management

what makes a good OEC?  
what are desirable site features?  
what building, services are needed?  
how is maintenance handled?  
how do you improve the site?  
what constraints must we live with?

#### (d) staff management

who are the staff?  
what are their backgrounds, experience, education?  
how are they recruited?  
how are duties assigned?  
how is professional development handled?  
what are their personal needs?  
how do they interact?

#### (e) program

an OEC manager must reconcile:  
i) goals of the organization  
ii) capabilities of the staff  
iii) resources of site and staff  
iv) the needs of the user group  
v) the curriculum expectations  
vi) budget constraints, time  
how are classes booked?

how are programs advertised?  
how are classes and program  
timetabled?

(f) user group management

how are user groups recruited?  
how are groups scheduled?  
how is preplanning handled?  
how are standards of conduct set?  
what follow-up occurs?  
how is safety, discipline, accidents  
handled?  
what procedure exist for  
cancellations, lightning etc?

(g) public relations

how is the staff involved in  
promoting the objectives of the  
centre?  
how is liaison maintained with other  
professionals?  
how are staff encouraged to set  
personal goals?

(2) PERSONNEL

Recruitment

by T. Carr

A. Clarification of the Job

The "Definition"  
think out and define job carefully;  
how does it fit into overall  
operation?;  
what does the job require?  
(education, previous experience,  
etc.);  
if this position is new, what exactly  
are the needs of the organization  
related to this job?;  
if the position has been filled before,  
is there a need to redefine roles  
from previous experience?

B. Advertising

The "Search"

does the advertisement contain  
accurate, job related specifications;  
be very careful in wording the  
advertisement so that the Human  
Rights Code has not been  
contravened;  
where will the position be  
advertised?

a. internal - employers organization

b. external - outside sources

if external, have all possible  
candidates been examined  
carefully?

C. Interviews

The "Assessment"

choose interviewer/s  
choose techniques of interview;  
if a team approach is used, do all  
members understand the job  
including objectives and how it fits  
into the overall scheme of things?;  
does everyone responsible for  
interviewing have a working  
knowledge of the Human Rights  
Code and the Employment  
Standards Act?;

has the interviewer or team thought  
out carefully what questions will be  
asked and a system of evaluating  
and comparing the candidates?  
(especially important in a panel type  
interview);

what preparation, if any, do all the  
candidates get before the interview?

D. The Final Selection

The "Hiring"

reference checks;  
notification of successful &  
unsuccessful candidates;  
what postinterview questions need  
to be answered?;

\*need for information for personnel  
purposes, e.g. request for birth  
certificate to verify age, information

On January, 31, 1987 two  
of our members will be the  
lucky winners of a framed  
Bateman Print!



COEO Introduces

### "The Bateman Lottery"

The print offered is the stamp print  
"MALLARD DUCKS" Enclosed in the  
envelope below is a single ticket. Please fill in  
the appropriate section and send the stub,  
along with your \$5.00 -Payable to COEO  
Lottery- to Mike Townsend for a chance to  
win one of these lovely prints. If you would  
like extra tickets for yourself or for friends,  
fill in the forms below, one per ticket, and  
return them with a cheque. Ticket stubs will  
be mailed to you. This is a limited draw with  
only 1000 tickets being printed!

Tickets are also available from  
your Regional Reps.

or Mike Townsend  
Box 4245 Stn D  
Hamilton, Ont.  
L8V 4L6

### Purpose:

The lottery is being held to provide COEO  
with monies for the purchase of a Laser  
Printer and associated software to enhance  
the production of ANEE - your News  
Journal.

We need your support and we encourage  
every member to purchase the enclosed  
ticket.

Thank you for your support!

Mike Townsend  
Lottery Coordinator

### Extra Ticket Forms

Name _____ Address _____ _____ Phone _____	Name _____ Address _____ _____ Phone _____	Name _____ Address _____ _____ Phone _____
---	---	---

regarding family for insurance purposes, etc.);  
medical examination if it is a company policy.

\*Ensure that this does not contravene the Human Rights Code and/or Employment Standards Act.

### TEAM BUILDING

Hugh McPherson,

The total group of instructional, administrative, and support personnel that comprise a centre staff are only as effective in their individual roles as the manager is in carrying out a continuous and never-ending process of planning for directing, controlling, and evaluating these persons.

The effectiveness of each individual's performance is enhanced if:

- a) each individual feels good about the centre's operation. ("This is a good place to work!")
- b) each individual feels good about him or herself. ("I like what I am doing! I feel useful! My self-esteem is high!")
- c) each individual feels good about his/her relationship with other staff members. ("I am proud of other members of staff!")
- d) the manager feels good about the performance of each staff member.

The following is not an exhaustive list but an outline of 10 practices, beliefs, or strategies that I utilize in my efforts to develop and maintain a strong team of field centre staff.

1. MBWA "Management by Walking About" Making contact on a regular basis with each staff person at their specific place of work (classroom, workshop, office, or outdoor study site) helps develop

rapport, confidence and respect and an openness of communication.

2. Can each staff member satisfactorily communicate your philosophy re the centre's operation to a visitor? It is important that a shared set of fundamental values are developed and adhered to.

3. If you are hassled or frustrated then it is my responsibility as the manager to rectify that.

4. That frustration often results because the perceptions vary as to what is really expected of a role. ("What do you mean by 'The trails are to be ready for cross-country ski season?'")

Therefore support staff must know what is expected of them and be encouraged to pay attention to details. ("Trails must be cleared to 8-foot widths and 10-foot head room because of deep snow and weighted limbs.")

5. As a manager, know your weaknesses and address them. Honest self-inspection and the development of personal objectives and strategies to provide for your own growth as a manager adds credibility to your efforts to build a strong team which includes yourself.

6. Supervision is not checking. Clear expectations, open communication, and opportunities for staff input, and delegated responsibility go a long way towards removing any need for authoritarian leadership.

7. Decide to "counsel up" or "counsel out". If the performance of a staff member is less than effective a comprehensive assessment of the situation should result in a decision to either expend the time and energy to "save" the team member



or expend the time and energy to "dehire".

8. Avoid cloning. In the best interests of program development new initiatives and growth a diversity of styles is recommended. A manager's energy and effort may be taxed with such a disparate group of staff members but the overall impact on your operation will be more exciting. Just be prepared to exert that energy in your controlling responsibility.

9. Build a team of "doers", "planners", and "promoters". Everyone must do everything but obviously each staff's contribution is characterized by a style on which a good manager should capitalize.

10. Have money in the bank! When we do something well we build up confidence, reputation, and respect. When the "gitches", "screw-ups", and mistakes inevitably occur one's ability to survive as a manager is directly related to the image that you have invested some effort in developing.

## MANAGEMENT SKILLS

C. Birchard

1. Research indicates that those principals/managers who have a well-founded philosophy and "theoretical model" of their roles are generally more effective than those who do not have a solid set of beliefs about how they should do their job.

2. One definition of leadership - the ability to reach a decision, bring others to that point of view, move people in that direction. You might add such words as being articulate, assertive when necessary, well informed, energetic, dedicated, forceful, wise, open.

## TRADITIONAL WINTER TRAVEL & CAMPING WORKSHOP

A workshop on Traditional Winter Travel by Toboggan and Snowshoe will be held Friday evening January 9 to Sunday afternoon January 11, 1987 at the Leslie M. Frost Natural Resources Centre. This workshop is sponsored by the Council of Outdoor Educators of Ontario and costs \$200. per person (includes all meals, accommodation, the use of specialized camping equipment, displays, handouts and expert instruction). An optional field test and written exam for certification will be given for \$25 at the conclusion of the course. An overnight trip is planned to provide training in equipment handling and safe operation of wood heated tents and emergency shelters.

Participants will be able to examine a wide range of sleds and toboggans as well as a collection of over 25 different styles of native built snowshoes. The first 20 paid registrations received will be accepted. To register, mail a cheque or money order payable to Craig MacDonald, Frost Centre, Dorset, Ontario, POA 1E0. Telephone # (705) 766-2885. This course will be the best ever offered concerning this rapidly expanding outdoor field. Out-of-Province and country participation is welcomed.





### Outdoor Centre Management

Site evaluation, Wyeval OE Centre.

3. Many styles of leadership have been defined. One of the simplest classifications is "managerial" and "motivational". Leaders have different styles and different motives.

4. Motivational leader - interprets desires of majority and minority  
 - reaches conclusion, admits that no final decision will suit all.  
 inspires followers, provides excitement  
 fulfills the needs of staff as well as students  
 has vision, involves vision

5. Managerial leader - decisions based on research, precedent, previous experience  
 is usually thorough and efficient  
 ensures implementation and follow through

6. Probably best leaders can call on a variety of different styles to match the needs of the person or group being led or the issue to be resolved.

At our Centre, we have a staff policies and procedures manual developed over many years and resulting from many experiments. Values of these are:

ensures consistency among staff and from year to year  
 schools know what to expect  
 avoids problems which occur when "I thought you were doing it; you thought I was, really no one did"

Disadvantage - become institutionalized

with time, reasons for practices get forgotten

Each year at end of June or beginning of September, we revise the list of who does what, set new goals.



Our program policy is that everyone teaches everything but each major program section as a "caretaker".

Pitfalls - with small staff it is easy to become too informal, casual about decisions and assume that everyone "knows"

must make deliberate effort to schedule staff meetings, set agendas, deal thoroughly with items, reassess, re-evaluate.

### PRE/IN-SERVICE TRAINING

D. Walter, Min. of Tourism & Rec.

Specific requirements for employment at outdoor centres often are seen as creative exceptions when compared to the regular school system. By the same token, training during employment results in creative opportunities.

Pre-service training is the responsibility of each of us in order to acquire specific qualifications. "Entry" requirements are diverse and we may need to assess the field generally when starting to consider what training to take in order to become more eligible. I am alluding to:

\*academic - York University 1/2 course on weather

N.I.U. degree program

\* working at a pool - Bronze Cross

\* basic - C.P.R., First aid

\* cross country skiing - CANSI level 1

\* canoeing - O.R.C.A.

\* environment - Project Wild

These qualifications change as we aspire to management levels and could include financial management, as an example.

There is self-satisfaction for an individual when another plateau has been achieved. It seems, no-a-days, that degrees such as N.I.U. and qualifications such as NOLS, are goals of people entering the profession.

What can be expected, hoped for, researched or requested for in-service or professional development? In-service training, to me, is a process by which an employer can be assured that the standards of the centre, or the requirements of the job are maintained. It is the on-the-job improvement of qualifications or abilities. It is the P.D. component on which prospective staff might judge a place when thinking about where to strive to get employment. Whereas the employer/manager may be thinking quite the opposite. Then, the attitude might very well be a question of what qualifications does the employee already possess to enhance the reputation, safety, program enrichment of my centre.

If a totally new activity were to be introduced to a centre, my opinion is that it is the responsibility of the employer to train staff. For example, if a ropes course is constructed, an in-service training event should be held and guidelines developed; or if Sunship Earth is introduced, how could it be successfully implemented without training --- and more funds!

If there is a professional organization related to the curriculum of the centre, then it would appear feasible to make some provision for attendance. For example, should we send

employees to COEO conferences; or can a manager afford not to send a nature interpreter to a Canadian Interpreters' Conference?

Courses and seminars which appear unrelated may be to your best advantage to consider for your employees such as child-centered, leadership-centered. Seminars are to be seen as contributing to the ability to be a better employee.

There is not training without budgeting. Whose responsibility is it to pay, give time off, arrange for resource people? I suspect that in-service training or professional development is one of the first sources of money to be reallocated to "necessities". Therefore, unless there is management of the dollars, this fact of outdoor education is not allowed to thrive.

I leave you with some questions to ponder;

- \* how do you find out what is available?
- \* how do you decide what to "go for"?
- \* what creative ideas can you suggest to management; and what creative scheduling such as special days, evenings, week-ends?

Individually, I suggest a personal inventory as a start then try to fill the gaps. As management, this works too. Decide your goals and work toward finding qualified people or creating the learning opportunities.

## ASSISTANTSHIPS IN OUTDOOR TEACHER EDUCATION

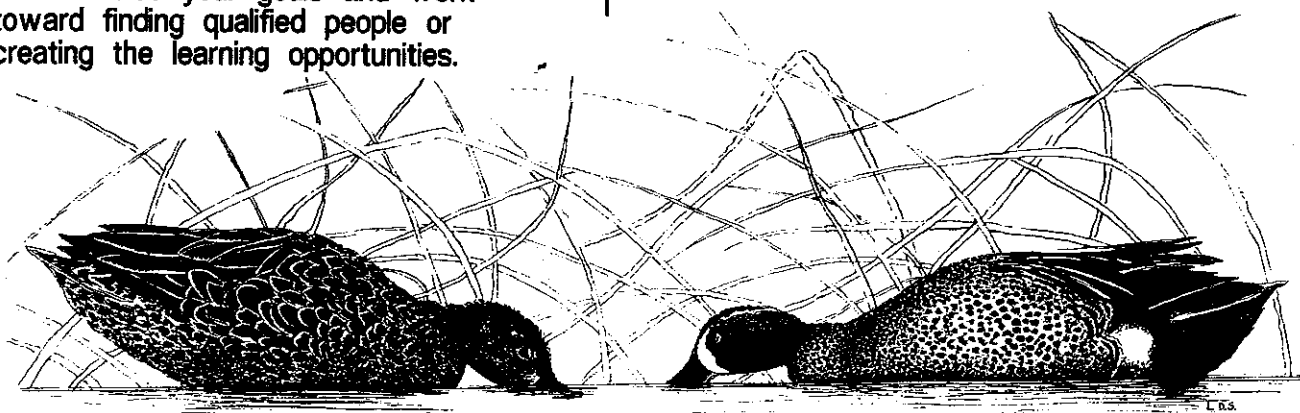
More than a dozen graduate teaching assistantships are available at the Field Campus in Outdoor Education at Northern Illinois University for the 1987-88 school year.

These assistantships involve outdoor teaching at the Lorado Taft Field Campus, Oregon, Illinois. Because the teaching is primarily with public school students and university juniors and seniors, priority is given to those applicants who have had several years of experience in the elementary or secondary public school or outdoor schools. Applicants who have nature centre and/or camping experience will also be considered.

The assistantships pay a stipend of \$320 per month for the nine months and include a waiver of tuition for three semesters. Room and board is included for the fall and spring semesters when groups are in residence.

Applications and further information may be received by writing to Dr. Knapp, P. O. Box 299, Lorado Taft Campus, Oregon, IL 61061. (815) 732-2111.

For a complete listing of the twenty-four courses and degree opportunities offered in Outdoor Teacher Education, write to Dr. Knapp at the address above.

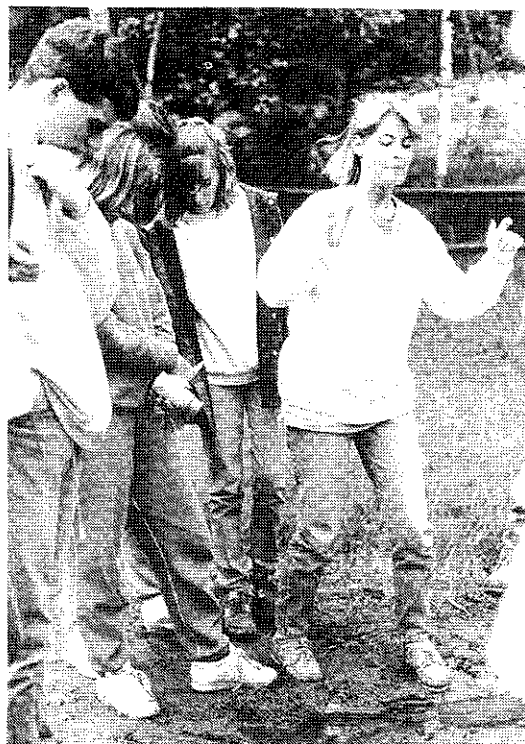


## A STORY OF OUTDOOR EDUCATION SUCCESS: LUCKY 10

by Prof. J. Ogletree,  
University of Western Ontario



"I get in this way, right Sally?"



So my ant's bopping down this 100 cm nature trail and then ....!

**A** B. Lucas Secondary School, London, Ontario has run a May field study program for grade 10 students for the last six years. In 1981, '82, and '83 the outdoor education activities were run at Cyprus Lake Provincial Park near Tobermory utilizing the group camping facilities and natural resources of the park as well as portions of the nearby Bruce Trail. Since 1984 the May expeditions have been held at the Ontario Camp Leadership Centre, Bark Lake, near Irondale, South of Algonquin Provincial Park. Grade 10 pupils are lucky to have school principal Jim Byrne and a core of 10 teachers organize and support this ambitious program. Students are fortunate that the field trip is open to all Grade 10 students who take Science or Geography or Physical Education. It is also fortuitous to have such a variety of outdoor education programs over a four-day period.

The author is pleased to have had an opportunity to be an additional resource person contributing to the Bark Lake program in 1985 and 1986. It is interesting to note that the teaching staff core has included English, Geography, Music, Physical Education and Science personnel with additional resource staff from the professors and student graduates of the Faculty of Education, U.W.O. Lucas students from the higher grade levels also give additional leadership and act as camp counsellors in the different cabins assigned to the school group. The

London Board of Education requires a supervision ratio of students for portions of this field study program. The May 1986 schedule had 10 Lucas teachers, 2 Althouse College graduates, myself and 14 senior Lucas students, graduates of the Environmental Education Program and also depended on Bark Lake staff for consultations, advice and direct help with outtripping provisions, evening programs, etc.

A daily timetable for the 9-10 participating groups included archery, bog studies, canoeing, environmental studies, initiative tasks, kayaking, orienteering, Project Wild activities, sailing and survival game. The evening program was equally varied with new games, old games, student skits, singing and a spectacular last night \*W.A.L.O. Newly acquired skills such as kayaking can be incorporated into the W.A.L.O. which required 100% participation of those not on an out-tripping schedule.

The fact that this four-day program involved 120-140 teenagers makes planning a time-consuming task. The Lucas teacher who spearheads this effort is W.H. (Bert) Wilson. As early as March, Bert has sent letters to all parents informing them of the opportunity for their son or daughter and soliciting permission and funds for food, transportation and some field trip supplies. The form returned to the school is acknowledgement of the event and the fact that each pupil is responsible for any course work missed while away from class. It is also an agreement regarding expected student behaviour. Students and parents sign the sheet and it is returned to the school with a cheque signifying that attendance at the outdoor education program is supported and is desirable. Students returning the forms spend one afternoon at another local secondary school where they are

given a survival swim test and are instructed in canoe-over-canoe-rescue. Various information sessions are held for both the lucky grade 10 students as well as the senior students who are graduates of the environmental education program and who will serve as additional leaders on out-trips, during waterfront activities and especially in evening programs.

Due to a number of students with job obligations, commitment to a sport or musical event or choosing not to participate in this outdoor education program, it is necessary for Bert Wilson to design a continuing school timetable as well as a special Bark Lake timetable. As a resource person, I appreciate this advance organization and can turn to a single page which shows 12 possible instructional or skill block time periods with my Project Wild activities offered on 7 different occasions. Outtripping covers 4 of the time blocks plus a single overnight with other activities restricted to approximately 1.5 hours each. Other sheets in the resource booklet show the composition of the 8 or 9 groups including partners and there is a rating of the swimming, canoeing and sailing ability of all individuals. Other lists include the specific students on each of the 4 bus coaches and in each of the cabin groups. A quick glance gives the names of the senior student leaders assigned to each group. All this advance organization means a smoother running of the outdoor education program itself. As the Ontario Camp Leadership Centre provides accommodation and much equipment and has catered meals, the Lucas staff can place a great deal of emphasis on the variety of program activities. Science is evident in the "Powers of Observation Peanut Activity" and in "Design A 100cm. Nature Trail".

Recreational skills are developed via kayaking and sailing and canoeing instruction. Aesthetic value is attached to the bunchberry, clintonia, clubmoss, foamflower, fringed polygala, lichens and painted trillium observed on the way to the bog and there are cognitive gains as Arnol Oldenwenig provides details on bog laurel, pitcher plant, calla lily and beaver dam construction. Some of the survival aspect is always associated with outtripping and this is a social enough event to require the merry band returning each day to provide some kind of lunch entertainment for the rest of those in camp. Hugh Newman showed a special brand of leadership in 1986 by taking 2 outtrips in the 4-day period.

Brenda Steffler, Veronica Sferrazzo and Karen Van Ryn handled archery, canoeing, initiative tasks, outtripping and the survival game and earned the respect of all students for their ability to run such a variety of activities. It was good to have some younger teachers with high energy levels and Grant McCumber also matched that description. Even a supply teacher, Mr. Martin volunteered for Bark Lake and he aided the program by helping with both the survival game and orienteering exercises. A teacher such as Bob Slow who is relatively new to the school gained immediate additional status by being "part of the Lucas staff who was at Bark". We know that classroom instruction can be made easier when students are aware of these extra-curricular involvements.

The W.A.L.O. held on the last evening is handled in a very capable manner by Gary McNaughton. Gary involves the entire Lucas camp in the activities which range from the fire building event demanding skill and speed, to the comic crab race requiring 4 people to manoeuvre a

canoe some distance with hand and arm paddling only. The staff has to field a team for this event so good natured rivalry breaks out. "Our canoe will be paddled so fast that we can water ski behind it" or "you guys will still be stringing beads when we've finished the chair carry." The nightie swim did not specify the sex of the participants and many male swimmers borrowed nightgowns. The straight run which opened the series of 10 events was one of the few races or relays without a twist or funny deception. Some of the staff altered events to suit their purpose so students responded with their own innovations.

I feel that this outdoor education program is a success because it is fun, multidisciplinary, well-organized, has a tremendous variety of activities and most teenagers participating recognize the objectives and expectations of this learning experience which fills the 4 day period following the Victoria Day holiday. When music teacher David Williams played the piano in the dining room an instant choir was formed and after the spontaneous sing song a disciplined group practiced archipelago in order to add to the entertainment in the recreation hall the next evening.

Instructors expect a good degree of attention, courtesy and participation and will talk to those pupils detracting from a building of team spirit. I salute the pupils who participated in the 1986 program at the Ontario Camp Leadership Centre as their group spirit was superb despite rain which seemed to stay at Bark Lake as long as we did. The grade 10 students may have been lucky with all aspects

other than the weather but staff also felt lucky to have strong senior student leaders and 120 enthusiastic individuals from grade 10.

Authors Note: I consider this outdoor education program to be such a success that I volunteered to act as a resource person in 1987 before we broke camp in May 1986. The Bark Lake operation is part of the Ministry of Tourism and Recreation, 77 Bloor st. West, Toronto, Ontario, M7A 2R9.



## ORIENTEERING

by Mark Smith and Christine Kennedy

An Orienteering seminar was held at the Wyevale Outdoor Education Centre, commonly called The Mill, for individuals interested in experiencing an operational one day orienteering program.

Mark Smith and Christine Kennedy have been instructing thousands of students and professional staff throughout Ontario for a number of years and happened to be frequent guest instructors for the Metropolitan Toronto Separate School Board students visiting The Mill. A well utilized program had been developed for the centre and the close proximity to Highland Inn made it a logical option for participants.

The key to a successful orienteering program is found in exposing students, whether at the school yard or an outdoor centre, to progressively more challenging activities involving maps and map reading skills.

Starting at a simple, non-threatening level is very important, so this group began in the classroom. After a short introduction to what maps are, quick group map drawing exercise and a chat about the three basic ingredients in orienteering activities, everyone got a little exercise in a classroom orienteering activity. Using the previously created map, the group enjoyed the excitement of finding markers in the controlled classroom environment.

The next step involved using a larger area, outside this time. Each person received their own copy of the map and after a short review about holding the map so that it matched the terrain, they were off in all directions looking for the small markers. The best part of the activity is seeing the eyes widen as participants (even mature teachers) after carefully checking their map, figure out where the marker was.

A short break for lunch was followed by an introduction to a more sophisticated colour map of the entire Mill property (about 100 acres). A score orienteering event had been planned as the final step in the days progression. Equipped with map and compass the teams of two struck out in an attempt to visit as many points worth of markers as possible in the 45 minute time limit. Markers close by were worth less than markers further away and more challenging to find.

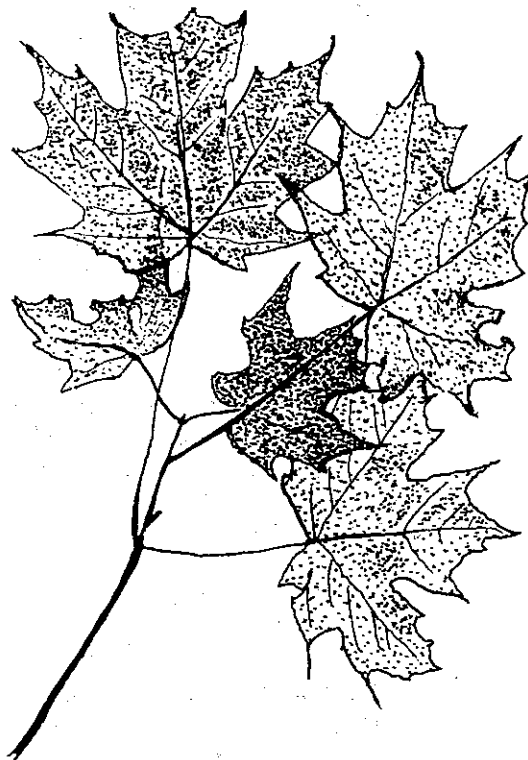
Everyone seemed to thoroughly enjoy the experience which took place under skies that for a change were not dumping rain on us. Herschel Walker, a dog, was among the most enthusiastic of participants, though his mapping skills remained minimal. All the teams experienced considerable success in the event regardless of whether they chose to take a relaxed hiking pace or jogged around the course.



Of particular value during the seminar was the opportunity to informally discuss various problems encountered by teachers and learn of the wide variety of situations participants are faced with in their school neighbourhood or outdoor centre.

Apparently, everyone left with a number of good ideas to put to good use in addition to the hefty portfolio of literature provided. Word about the seminar seemed to spread back at the Inn and the instructors were kept busy answering questions and requests for their extra information packages. The sheer enthusiasm for orienteering activities as an educational tool was refreshing.

The day wrapped up with an audio-visual exposure to organized orienteering, the competitive sport, which is probably the ultimate cross-country navigation and fitness challenge.



## CANOEING THE MINESING SWAMP

or African Queen Revisited

by Leslie Holland

**I**t was a wonderful day. It started out on a friendly note: three of us chatting merrily of summer vacations and Pacific Rim National Park, waiting, as Stan had told us, beneath the large picture in the hotel lobby. We suddenly realized that we had been waiting rather a long time and went to look for the rest of the group, only to be told that they had left some time ago! Undaunted, we quickly navigated our way to the starting point, proudly arriving before the rest.

We were soon paired off and afloat on the Nottawasaga River. The river was in flood and as high and swift moving as if it were spring. This meant that the first part of our paddle was quite easy, except for a few bends and half-submerged logs. It also meant a few more portages than originally anticipated, caused by log jams and, in one place, a bridge we could not go under because the water was too high. By the time we rafted for lunch, most of us had wet feet and your intrepid reporter and her companion were wet to the knees.

During the well-earned picnic lunch we experienced a highlight of the day. We were passed by a trio of duck hunters who were camouflaged to the hilt -- canoe, motor, jackets, hats -- everything, except the jacket one of them was wearing: the brightest yellow nylon shell ever seen! We exchanged polite waves and they continued upstream. Fortunately the sound of their camouflaged motor must have drowned out our raucous, mocking laughter for we all lived to tell the tale.

We continued downstream, spotting several interesting birds along the way -- a Great Blue Heron, several hawks and an Osprey among them -- and wading through several flooded portages.

The best portage of all was the one after the one that Stan told us was the last. An enormous dam of logs and debris caused flooding on both sides of the river, including the path for the portage. Unfortunately, it was impossible to canoe through the portage because of several fallen trees across the path. Some of us did, however, enjoy an impromptu limbo underneath one of those trees.

By this time, most of us were knee-deep in the swamp pulling the canoes through the flood and hauling them over the logs. I am still trying to figure out how there were still some dry feet after that one.

After this last portage, we continued quietly through flooded farmland and more open country. Fortunately for the ones who were the wettest (me) although the day was cool and cloudy there was very little wind. We were even lucky enough to enjoy a few periods of warm sunshine.

Five hours and eighteen kilometres from our starting point, we reached the end of our journey with a mixture of relief and regret. Following a chilly wait while the drivers returned to the cars, we returned to the hotel thinking happily of the hot baths that awaited us.

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