

ANEE NEWS-JOURNAL



YESTERDAY...TODAY...TOMORROW
in Outdoor Education

THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO
17th ANNUAL CONFERENCE
SEPTEMBER 24-27, 1987

Volume 17, Number 2

ISSN 07711 - 351X

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Conference '87

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ANEE is published by the Council of Outdoor Educators of Ontario, 23 Cudham Drive, Scarborough, Ontario, M1S 3J5. Opinions expressed in ANEE are not necessarily the formally approved views of COEO unless expressly stated as such.
Subscriptions: \$25, Individual \$30, Student \$20, Family \$40

A

Message from the Conference Chair

- Joan Thompson

COEEO Conference '87 "Yesterday, Today, Tomorrow" is now history. For the planning committee it signals the winding down of a tremendous team effort with very satisfying results. For the participants, we expect that you took with you memories of new and rekindled friendships, the peace and tranquility of the Niagara Escarpment, many new ideas and skills, a renewed sense of purpose in your job, (and for many, a welcome relief from picket duty!)

I want to thank everyone who in any way contributed to the success of this conference -- committee members, volunteers, presenters, exhibitors, businesses and the Ministry of Tourism and Recreation for their donations. Families of committee members deserve special mention for their patience and sacrifice over the past year.

Many of our presenters and participants have submitted very worthwhile articles for the Conference Proceedings. Some pieces will form the basis of future issues of Anee. The rest are printed here. Enjoy them, reminisce a little, share with your colleagues and best of all, plan to come back next year to Conference '88 at Bark Lake.



Perspectives on Outdoor Education

*Facilitator: Dr. Bud Weiner
Dept. Chair Outdoor Education
Northern Illinois University*

In keeping with the 1987 COEO Conference theme, Bud Weiner invited all past chairpersons and presidents of COEO to participate in a "Circle of Quality Leaders". This group would provide perspectives on the issues and concerns of the COEO membership about the past, present, and future of outdoor education in Ontario. he planned that the COEO membership would be involved through submission of their written questions, issues, and concerns before the conference, and, their participation in the conference session.

*I systemically planned how this thing should come out and I should have known better because human beings never do anything that you planned for systematically.
Bud Weiner*

He had assumed that he would receive "hundreds" of responses, but, that did not happen. After much encouragement, however, several submissions were made and Bud compiled a list of concerns and questions under the categories of past,

present, and future. When he 'looked' at this list he found that they 'fit better' into four different categories:

- I Environmental Issues and Concerns ... and Outdoor Education
- II The Outdoor Education Movement ... Needs and Directions
- III Historical Background of COEO ... Ideas and Reflections
- IV COEO Now and in the Future ... Organization and Influence
To allow more time for discussion, he decided to synthesize and focus related issues and concerns.

Of sixteen possible participants in the "Circle," ten quality leaders gathered for the first time "to discuss, debate, voice opinion, take positions, provide testimony, make recommendations and draw conclusions about some of the issues and concerns of the outdoor education movement in Ontario.

In his introduction of the session, Bud presented all participants with a challenge: "this could be the start of something big ... the answers to the issues and questions ... of the COEO membership."

I Environmental Issues and Concerns ... and Outdoor Education

One of the specific issues discussed was urban expansion into fertile and producing land. Although many people are informed and aware of the issues, few take action on this topic. In certain secondary school outdoor programs, there are courses that look at declining agricultural land use to understand what happened in the past, and, what is happening now. Based on these understandings, possibilities for the future are identified. An important element of this process is a discussion of what they, the students, can do to retard the decline of agricultural land. From this topic and the issue of the preservation and conservation of sensitive and rare areas, the Circle concluded that most decisions are based on what values people attribute each concern. In the past the predominate value has been economic and, although this is still a major concern, other values like the appreciation of beauty, wilderness and way of life are taking hold and gaining power.

*As educators, we should be working
on attitudes more so than raising a
particular flag.
Rod Ferguson*

The perspective of attitudes was discussed with regards to the human need to control the environment. It was expressed that this need is based on several factors: religion, culture, survival and ego.

*The more you have and the more
you have dominion over, the greater
your status, the greater power over the
people around you and the land
around you.
Ralph Ingleton*

We have tried to dominate the natural world through our technology, but, it is evident that this is not working. Rather than "taking dominion over" the environment the perspective of "stewardship" would seem to be more appropriate.

II The Outdoor Education Movement ... Needs and Directions

The idea and the concept of outdoor education became major discussion topics. Before determining directions for outdoor education, there was an expressed need to conceptualize outdoor

education and state it in terms that "others" would understand - "systematize" the way outdoor educators operate. It was suggested that one of the main ways that outdoor educators look at and understand the world is through direct problem solving.

*Everyone was trying to pass on the
love of the environment to others
through a variety of activities; ... no
one is doing it all; they are con-
centrating on what they do best.
Don Hurst*

The wide variety of approaches illustrated both the broad scope of outdoor education and the dilemma of trying to find commonalty within this diversity.

*We don't have SOMETHING to pull
it together and we don't have a
VOICE that speaks for the com-
monalty of all the differences.
Cathy Beach*

Outdoor education is not yet a force to be reckoned with. There is not a single direction in which we are all going. If the subjects were pulled together in the SOMETHING of outdoor education, we could get somewhere.

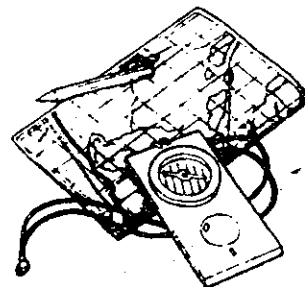
Who speaks for outdoor education? There are all sorts of subject co-ordinators, but at the Ministry of Education level, there has been no one to speak for outdoor education interests. The

guidelines contain a lot of material related to outdoor education but the curriculum writers didn't check with outdoor education people - perhaps because they did not know who to contact - a VOICE for outdoor education. COEO could be that voice but we have to agree on what the "SOMETHING" is that we say.

What directions should be taken? To reach both young people and adults, especially those who missed outdoor education, it was recognized that the people who make decisions must be reached - the "movers and shakers" within the Ministry of Education and the various boards of education.

*Much of the educational resources re-
lated to outdoor education are con-
centrated in the south central part of
Ontario; there are many teachers who
work in more removed parts that
need these resources.
Lynda Ellis*

The geographical isolation of many groups is a formidable problem in this province.



III Historical Background of COEO ... Ideas and Reflections

Reflections on past issues and actions by some members of the Circle helped others to recall and gave the session participants an idea of the spectrum of COEO's involvement and a sense of continuity.

If we intend to deal with some of the great issues of our time in terms of the environment, we ought to be addressing ourselves to relating and communicating with others across the nation.
Kirk Wipper

At the beginning of COEO, a conference called "Without Boundaries" brought together a wide spectrum of professional outdoor educators. Throughout COEO's existence, there has been talk about establishing a "clearing house" of outdoor education resources and a "national network" to promote communication amongst outdoor educators. Early attempts were made to address certification in some pursuits like canoeing and rock climbing. A "code of recommended practices" was formulated as a baseline for taking young people in the outdoors. Through workshops and the publication, "Leading to Share - Sharing to Lead," attempts were made to bring together the leaders and experts to instruct others. The

news-journal, Anee, became a vehicle of communication with the membership. Various regions were developed and supported to keep COEO together; a common logo was created.

Was there a guiding principle that created COEO?

There was a guiding principle that created COEO, but not one that was verbalized. It was a group of people who felt isolated, found that they had something in common and got together - a self-support group.
Lloyd Fraser

It was noted that at the time COEO was formed, the Hall-Dennis report had given considerable freedom to educators to look at what they were doing. There was also some money available so that these people could get together in the early 1970's.

IV COEO Now and in the Future ... Organization and Influence

During this session, several of the Circle had expressed in some way that COEO tries to do too many things - worthwhile projects - but there are limitations. A lot of personal time goes into COEO and usually by a small group of people. It will continue to be difficult until more of the membership is involved in the organization in a more active way.

Another point that surfaced several times is the frustra-

tion over becoming activists - to influence and lobby. It is fine to support the membership and other educators but "are we going to build underground or above ground?"

There are seventeen new science courses coming down the tube. Let's get in there on those writing teams at the board and provincial levels. Give the teachers a package and take them out for a day; they're not stupid; they'll pick it up and follow it. Go around and support them later.
Alice Casselman

It would seem that as individuals we can take action on behalf of all outdoor educators by becoming involved as curriculum innovators within our own jurisdictions.

We could accomplish more if we could get ourselves out from under all the administrative tasks and turn them over to somebody else, and, be able to go ahead with some of the other things that we have dreamed about.
Jan Stewart

Norm Frost is prepared to send you a videotape of the session. To receive a copy, send a blank VHS tape, along with sufficient postage to:

**Norm Frost
Boyne River Natural
Science School
R.R.#4
Shelburne, Ontario.**

The creative energies of people can be stifled by the mundane administrative work of the organization. However, financial and managerial burdens of hired staff could be more demanding on the organization's resources.

The last major issue of the session seemed to bring the discussion back to one of the fundamental problems for outdoor educators - the SOMETHING! For years, attempts have been made to have outdoor education studies at the graduate level in Ontario universities.

I think the problem is that universities deal ... in terms of systems of disciplines, and, outdoor education doesn't fit that role - that's the frustration. Everyone knows what a science or geography degree means because there is a framework for that discipline that is well understood; outdoor education isn't like that at all.
Ralph Ingleton

"This could be the start of something big" but there are fundamental "somethings" that need to be determined. A few years from now the "time capsule" of this conference will be opened. One of the items in the capsule is a video tape of this session. Perhaps then COEO will know more of where it is going, and where it has been.

Session Summary by Norm Frost

Pioneer History Comes Alive - The 1890's Courtroom

by Grant Linney

Setting: Halton County Courthouse, Milton

Charge: Stealing two pigs

Evidence: The prosecutor reports that on the night of February 1st., 1890, Sheriff Sureshot witnessed the accused removing two pigs from John McBacon's barn and then proceeding along Swift Creek towards Hogg's Hollow.

Judge's Comments: Pig stealing is a serious offense. If the accused needs food, there are other ways to bring home the bacon.

Sentence: \$10.00 fine!

Charge: Indecent assault on a woman

Evidence: On the night of April 15, 1890, at Fred Beam's barn-raising dance, approximately 30 people witnessed the accused as he kicked, slapped, and punched one Mary Sweeney, the girl he had been courting for six months. When questioned the next day, the accused stated that he saw Mary Sweeney smiling at another man.

Judge's Comments: It's not particularly nice to beat up a woman, even though there may have been apt cause. I must ask you to try to control your temper in similar future situations.

Sentence: Suspended!

Charge: Theft of a horse and buggy

Sentence: 23 months hard labour!

Charge: Theft of a bicycle by two boys

Sentence: A tour of the local jail with the boys being locked in a cell "for a moment or two"!

So proceed the legal cases as they are witnessed by students visiting a reconstruction of the 1890 courtroom of Judge Kenneth Murney Langdon in the Halton Region Museum of Milton. It is explained to participants that these scenarios are not complete reflective of pioneer times; to save time, there is no defense attorney and the jury has been instructed to find the accused guilty so that one can learn what the real sentences were for typical crimes of the times. Students are asked to assume the roles of prosecutor, sheriff, and jury. The judge is played by a teacher so as to maintain an appropriate tone.

The cases are heard and the sentences are brought down. There is laughter when a student's name is unexpectedly called to stand accused of stealing two pigs or when someone else is referred to as being Mary Sweeney, the unfortunate victim of a jealous boyfriend's displeasure. However, underneath the humour of the fictional evidence and unsuspecting defendants, there is a genuine interest in the proceedings. Students have been told that the charges and sentences are drawn from actual court cases heard in this very courtroom almost 100 years ago.

This interest reaches a height in the follow-up discussion.

An indignant female student asks why the jury and other court officials are all male --- and why there is only a suspended sentence given to a man accused of assaulting a woman. Herein lie the beginnings of an examination of male/female roles during pioneer times and how they have changed since then. Other potential topics include the treatment of offenders, the modern equivalent of certain pioneer crimes, and the meaning of hard labour.

This program was originally developed by Peel Field Centres staff as a supplement to the grade 7, 8 Canadian history curriculum. While it was set up with Halton Museum courtroom in mind, the scenarios can be successfully transferred to a classroom setting.

Contact Morris Sorenson at 878-5151,
Bill Cook, or myself at 453-3552 for
more information.



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Northern Illinois University

More than a dozen graduate teaching assistantships are available at 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 experience in elementary or secondary schools or outdoor centres. The positions pay a stipend of \$320 per month for the nine months and include a waiver of tuition for three semesters.

Applications and further information may be received by writing or calling:

Faculty Chair, P.O. Box 299,
Lorado Taft Field Campus,
Oregon, IL 61061, (815) 732-2111. A packet describing the degree program, courses in OTE, and Taft Campus will be included.

The River as Teacher: SUMMARY

James Raffan

A 90 minute presentation at the 1987 Annual Conference of the Council of Outdoor Educators of Ontario at Toronto: Friday 25 September 1987, 19:15-20:45.

Give me of your bark, O Birch Tree!
Of your yellow bark, O Birch Tree!
Growing by this rushing river,
Tall and stately in the valley!
I a light canoe will build me,
Build a swift Cheemaun for sailing,
That shall float upon the river,
Like a yellow leaf in Autumn
Like a yellow water-lily!



Longfellow "Song of Hiawatha"

This presentation explores the river as a learning environment, and the river expedition as an educational medium. There are identifiable patterns in how people perceive themselves and their world as river experience increases. This two-part slide show with words and music examines those patterns and the attitudes and competencies that embellish them.

Drawing from 25 years of canoe tripping, as a participant, guide and teacher, James Raffan begins with anecdotes about memorable river events, and then highlights lessons about wildlife, people and the natural world. He concludes by linking rivers to deep ecology and national pride using images from his most recent trip on Quebec's L'eau Claire River.

A CANADIAN SONG

Come launch the light canoe,
The breeze is fresh and strong;
The summer skies are blue
And 'tis joy to float along;
Away o'er the waters,
The bright gleaming waters,
As they dance in light and song.

Susanna Moodie



Softly as a cloud we go,
Sky above and sky below,
Down the river, and the dip
Of the paddle scarcely breaks,
With the little silvery drip
Of the water as it shakes
From the blades, the crystal deep
Of the silence of the morn.

Archibald Lampman

Collecting and Writing Oral History In the Bruce Peninsula

by Clarke Birchard

to those of large urban areas.

in November 1986.

Overview

The Bruce Board's Outdoor Education Centre is used several times each year by the special education department for residential enrichment programs for gifted students. This session will describe one such program where students learned the skills of photography, interviewing, taping and journalistic writing then travelled into the surrounding area to interview interesting residents about various aspects of the history and culture of the Bruce Peninsula.

Residential Enrichment Programs

Before beginning a discussion of the main topic of this session I shall briefly describe the organization of programs for gifted students in Bruce County schools. As many of you will know, Bruce County is something like 240 kilometres from south to north with an area of 321,411 ha or 3109 km². We transport 6,000 students 18,000 km per day in 173 vehicles to get them to school and home again. Scattered over this large area are 25 elementary and 6 secondary schools most of which are relatively small compared

For this and other reasons our Special Education Department has chosen to provide programs for the gifted at three levels. Three resource teachers visit all schools once per week to work with students and classroom teachers. Twice each term students from about half of the schools are brought together for special program meetings of one-day length. Twice per year (fall and spring) all junior and all intermediate students are brought together at the outdoor education centre for 3-day residential programs. These groups are about the size of a regular class.

Residential programs are not necessarily outdoor education programs but are capitalizing instead on the intensity and social interactions of the residential experience. That is, they are using the Centre as a conference centre or "retreat" centre for special in-depth programs.

Programs chosen for the residential experiences are usually integrated, multi-disciplinary themes that are challenging, interesting and which would not likely be done in the regular programs in the school. The oral history project was carried out with the grade 7 and 8 group

Origin of the Idea

The first major project of this nature was the Foxfire Project in the eastern U.S.A. which resulted in a series of books written and published by students which has been the second all-time best seller for the Doubleday Publishing Company. Many outdoor educators will remember the visit to a C.O.E.O. Conference by Elliot Wigginton the teacher who originated the Foxfire Project and two of his students. In recent years we have all seen an increase in interest in family history, local history and a search for roots. Films like "Roots" and books such as "Remembering the Farm", "Voice of the Pioneer", and "Grassroots Artisans" reflect this trend.

Suitability of "The Bruce"

The Bruce Peninsula like many of the rural areas in which Outdoor Education Centres are located is particularly suited to the collection of local history. The population is relatively stable except for a large influx of tourists in the summer. Many families still live where their ancestors originally set-

tled. When this happens, barns and outbuildings are often cluttered with the possessions of several generations. The remains of many old buildings dot the landscape, some of which are in "almost original" condition. Older residents can link their memories to ancestral homes and farms, neighbourhood mills, churches or treasured personal possessions.

Some would claim that isolated rural areas like the Bruce Peninsula are refuges for eccentrics or backwater areas such as the Appalachianians. In recent years much marginal farmland has been taken up by a new generation of country people - the Harrowsmith movement. These people who are searching for simpler more meaningful lifestyle are often highly talented and enjoy rediscovering and continuing old skills.

Our Program

In simplified form our project was planned to have the grade 7 and 8 enrichment group find and visit some of the interesting people of the area, take their photographs, tape some interviews, share their experiences with other students, write stories and produce a booklet of the photos and stories. We proceeded as follows:

The first step was to develop a list of prospective interviewees and interview topics. I had been keeping a file of promising leads for several

years. To extend this we enlisted the assistance of two local resource people. Lillian Thompson is a retired teacher who has a great interest in local history and who lives at Hope Bay and knows many people in the area. Phil McNicoll was a reporter for the Owen Sound Sun Times who has a great love for the people and countryside of the Bruce Peninsula and who has written many outstanding articles about the very type of people we were seeking.

The next step was to contact all the prospective interviewees with a letter explaining the program and asking for their participation. This letter was followed up a few days later by either a personal visit or a phone call. By the time the students arrived we had confirmed times, people and places for sixteen interviews and a few extras in case of problems.

The program for the students followed this sequence -

Day 1

11:00 a.m. Arrive, move into dorms, get acquainted

1:00 p.m. Introduction of Program

- what is historical journalism?
- why is it important?
- how do we choose people, places and topics to write about?

Outline of the Schedule for the three-day program

1:20 p.m. A "Real-life" Interview
Phil McNicoll, Owen Sound Sun Times reporter interviews

Lillian Thompson, retired teacher and long-time resident of the area.

Students observe and make notes on what they think are important features of a good interview.

2:00 p.m. Group Discussions

Small groups of students meet with staff advisors to discuss and analyze the interview observed.

Groups reassemble for sharing and reactions by Phil McNicoll. Students are divided into teams of three and choose their topics, people and locations.

7:00 p.m. Peer Interviews

Students plan, carry out, analyze, discuss and improve upon interviews of peers with the assistance of staff advisors.

Planning for Tomorrow

Teams of three plan their interview and responsibilities for the next day.

Day 2

a.m. Group A - Tour of Wiar-ton Echo Newspaper layout and printing

Group B - (8 teams of 3)
Travel to various locations with drivers and conduct interviews

p.m. Group A - Interviews

Group B - Wiar-ton Echo Tour

7:00 p.m. Phil McNicoll discusses how to write for a newspaper, how to decide what to write about, how to illustrate the stories, how much and what to quote.

Student teams begin work on stories.

Day 3

a.m. Group work continues on planning, writing, editing, proofreading until a good first draft is ready.

Each team presents a brief oral report on their experiences.

p.m. Students depart for their home schools.

The enrichment resource teachers completed the collation, layout and production of the final booklet during the weeks that followed in their regular visits to schools.

Some Tips on Organizing Students and Conducting Interviews

Our experience confirmed our expectations that this would be a very exciting experience for all concerned. Although it is quite a job lining up enough drivers it is important to have the interviews conducted on the home ground of the interviewees where they are at ease and have familiar things around them. We had students in teams of three so that two could concentrate on the interview and one could be the technician handling the camera and tape recorder. Even so many of the tapes were very cluttered with extraneous noises. Having two interviews worked well since one could be listening, watching and formulating the next question while the other was engaged in conversation.

If it were possible it would be desirable to do two interviews with a subject; the first one general to get acquainted and identify interests, the second to focus on one or more specific topics. Some in-servicing of the adult drivers is necessary to cau-

tion them to assist and support but to stay in the background and only get involved in the interview if it is faltering badly.

Summary

The project took a great deal of planning in advance and there was a lot of work after the residential experience to get the final book done. However, everyone involved found the total experience to be most rewarding.

We have published volume 1 of "The Bruce Speaks" and if all goes well volume 2 will appear in 1989.

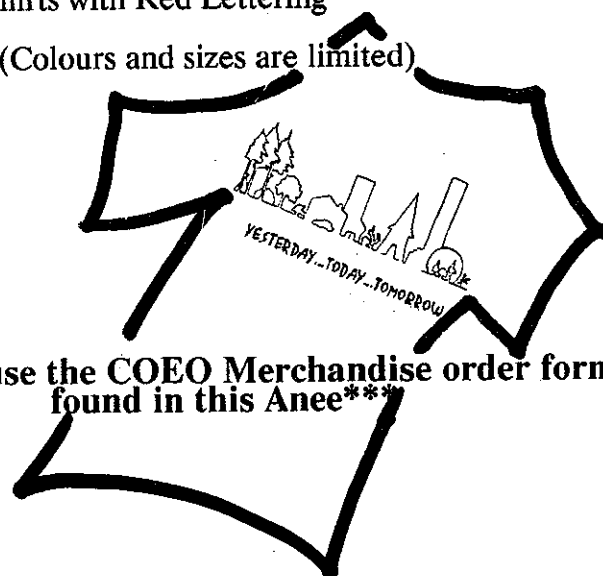


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High Above The Thundercloud

John Jorgenson 1987

The Natives of North America have fashioned a solid base of outdoor living skills, attitudes and insights for utilization by people involved in modern-day outdoor experiences. Skills such as canoeing, attitudes such as a committed regard for the care of the land, insights such as the establishment of an environmental ethic are valuable gifts our first people have presented to us.

How important it is, therefore, to incorporate these things into our daily outdoor living and learning.

Of equal significance is the golden opportunity we have to understand and appreciate the positive factors that contributed to our outdoor living heritage.

Many changes in interpretation of Native customs and rituals have been wrought as they were passed from generation to generation. If the Peace Pipe Ceremony is not absolutely precise in its content, please know that it remains true to its intention. In the spirit of Native tradition and with the utmost admiration for our North American heritage,

HIGH ABOVE THE THUNDERCLOUD is offered. May it open our minds and our hearts to a greater understanding of all people.

Native Studies Workshop

The workshop is a method of developing a Native Studies program. With it, one can dispel some of the myths and misconceptions about our Native People and convey both a cultural and historical sense of them as a civilization with similar challenges and concerns as our present one. One can draw parallels in the desire for food, shelter, family, recreation and education. We ought to emphasize the Native's resourcefulness, his creativity and his harmonious links with the natural world around him.

The following format provides for guided and active participation in many different aspects of the program including discussions, special hands-on activities and demonstrations. Although costumes and artifacts are utilized as well as Ceremonies that are as authentic as we can make them, we must not, at any time, pretend to be or attempt to mimic the Native. During the program, we must

do our best to impart, as much as possible, realism and respect for the Native culture. In this sort of thoughtful analysis, we can foster learning, understanding and appreciation of the Native People.

The flexibility of the program is essential. It must work equally well outdoors and inside, with small groups and large, with young children and adults. A well-planned Native Studies workshop allows for this flexibility.

When a workshop is being used to prepare a group for a Council or Pageant, it is important that it does not detract from the quality or content of the Council which follows. The effectiveness of certain prayers, chants or ceremonies may be lost if used in both programs. On the other hand, they may be enhanced in the Council if they are introduced or explained in the workshop. Plan both programs, therefore, so that each complements the other.

For many participants, the workshop is the first concentrated exposure to the program objectives. It is very important, therefore, that participants are prepared so that they have clear expectations of their part in the program. The tone must be one of interest, enthusiasm and

respect.

As with any program, there are a few principles which guide the development of a Native Studies Workshop. Consider each program component in turn:

Preparation Technology

Opening Ceremonials,
Demonstrations

Fire Legend

Games Closing

Dance

In general terms, this format moves from a well-defined opening through an active participatory stage to quieter observation activities and closing.



Got A Minute?

(Leading from your back pocket)

By John Jorgenson

Reflect for a moment on your own personal camp memories. Some of those memories which are most precious are probably personal once when a counselor or other staff did something special with you alone, something which made you feel important. It might not have been any one thing. Instead, it might have been a whole series of little things --- the fact that the counselor was there whenever you needed them; not just to blow the whistle, score the winning basket, or carry the banner for your team; but to pass you the ball and banner, to let you referee, to stay back with you in the quiet time after the program to enjoy the day and to just be there when you wanted to talk.

There was always more, too. Other people always seemed to have something else to do which was 'very important'. The little things that you shared were always fun and they sealed what was a special friendship. Most people agree --- camp is not a thing, it is a feeling, it is a personality.

In the old days of extended families, grandparents were important in the same way as that camp personality. From the magic fingers and golden tongues of those masters came stories, tricks, pearls of wisdom and insights which made it great to be a kid. Every time that you were together there was something new to discover! Shadow puppets, string figures, pioneer sawmills, silly rhymes, and walnut birds.

The extended family, however, is less well-defined these days and less influential. Even the nuclear family for many campers is undergoing radical change. It is all the more important, then, that counselors recognize the importance of being there with their campers --- not just in the major programs in camp, but, in everything that happens, everyday, everywhere.

When a counselor can be with a group of campers in the unstructured times of camp then they become more than just a supervisor; they become the camp parent, grandparent, friend, and leader.

Grandma and grandpa never ran out of the magic because after a while friendship generates its own magic.

So what's that in your back pocket?

Common Scents

by Dan Stuckey

Scent communication is highly developed in most types of animals. The language of odour is used by everything from protozoa to primates. Only humans, birds and herptiles (reptiles and amphibians) have not developed or lost an ability to communicate using scents. Instead, verbal and visual signals have been developed in these groups.

For the rest of the animal world, most of the important information an individual imparts is through the release of chemicals called PHEROMONES.

Pheromones

Chemicals, either taste substances or odours that are released by organisms into the environment where they serve as messages to others of the same species. Any of the chemical senses can be implicated in the reception of the stimuli. Pheromones are secreted as liquids and are transmitted as liquids or gases.

Chemical signals involved in priming a number of reproductive functions - also serve as means of sexual and social communication, influencing a wide variety of behaviors in many species.

Background Information

The use of scent stations is a combination of trapping lore and a modern research technique. Trappers have long used the principles of pheromone communication, utilizing scents and lures produced from urines and gland secretions to attract animals to their traps. Modern researchers have applied this knowledge in gaining valuable information on the biology and habitat use of specific species. Pheromone communication has received a great deal of attention in the scientific world. Laboratory and field research is discovering just how important scent communication really is.

The Third International Seminar on Informal Nature Conservation Education

Conducted in English

11 - 18 April 1988

Israel

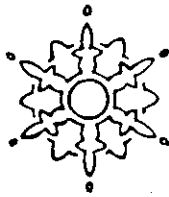
We invite you to take part in the seminar.

Aims: The seminar will focus on ways and means of educating youth, adults, and the general public towards concern for our natural environment and its protection.

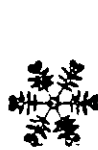
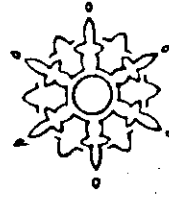
Structure: The 8-day seminar will combine lectures, workshops and discussions; case studies of specific conservation education projects; visits to study centres; . We promise a stimulating experience of study and enjoyment.

Methods Participants will observe and take part in various teaching situations aimed at different target populations.

**International Seminar
1988, SPNI, POB 930,
91008 Jerusalem, Israel**



central region



COEO Central Region has some exciting events coming up this year!
Be sure to keep watch in the AN EE for news on the following :

Dec. 5 1987 - Come to the zoo.

Jan. 16 1988 - Intermediate Ski Clinic with Rob Henderson
at Seneca College. Cost:\$25.00
Maximum : 25 people

Send cheques payable to 'Coeo Central Region' to
Nancy Payne Box 345, Bolton LOP 1A0

Jan 29,30,31, 1988 - Make Peace with Winter A winter conference at the
Leslie Frost Centre near Dorset, Ontario

Mar. 2, 1988 - Patricia Kirby will present an evening of 'Brain Mapping'
Cost:\$25.00 Maximum : 15 people Place : Forest Valley O.E.C

Apr. 30, 1988 - A beautiful day of canoeing at the Botanical Gardens in
Hamilton. Come and join the tulips in full bloom.

May 29,30, 1988 - A 'no-frills' family camping weekend at Cedar Glen O.E.C.
Saturday, there will be a variety of sessions offered
for all to enjoy.

June 9, 1988 - Our year end BBQ at Forest Valley O.E.C.

Dec. 5, 1987 - 9:30 AM

Come to the zoo!!!

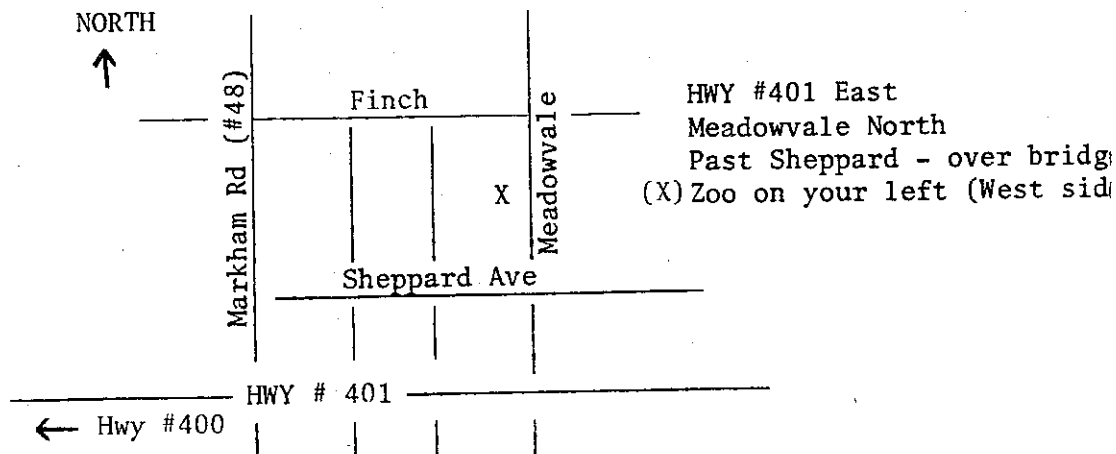
Take part in our session of family activities based on 'feeding the animals'
and wild and crazy animal behaviour. Join us on a guided tour and learn new
facts about those who live in a zoo.

Please arrive at 9:30 am and use your COEO membership card to gain entrance
to the zoo. We will gather just inside the gate at the COEO sign.

Bring a lunch or McDonald's is available inside the zoo.

We expect the sessions to end early afternoon and after a short wander of
the zoo we have been invited back to the Hillside O.E.C. (Scarborough)
just across the road from the zoo for coffee and snacks.

Please RSVP to Nancy Payne (416 - 859-0220)
Box 345
Bolton, Ontario
LOP 1A0



Who Speaks for Wolf? Not Project Wild!

by Bert Horwood

There is a deep fundamental flaw in Project Wild. The flaw is hard to find because the beautiful organization and polished production detract the user from underlying values. The Wild materials are only available as gifts after attending an energetic and inspiring workshop. It is no wonder that busy teachers have little inclination to be critical.

I was alerted to the possibility of something wrong by the fact that access to the material is restricted. At my first Wild workshop, I was impressed, but disturbed by the leader's closing statement.

"Please keep the book to yourself. Don't lend it or share it."

There are, of course, good reasons for encouraging people to learn the complexities and power of Wild materials from trained leaders. But the restricted access is strange.

The flaw in Project Wild is that, despite its claim to be objective and balanced, it exaggerates one image of the natural world and omits an alternative view. The perspective of habitat management is the one that is emphasized. The perspective of the bio-

sphere as a self-regulating, evolving entity is the one that is neglected. In philosophical terms, Project Wild promotes man-centred (biocentric) ideas. As one workshop leader said to teacher trainees, "Wild does not tell students what to think, but how to think about management." This summary is not the place to expand on the difference and difficulties in these perspectives. I simply make the claim that Wild is seriously biased.

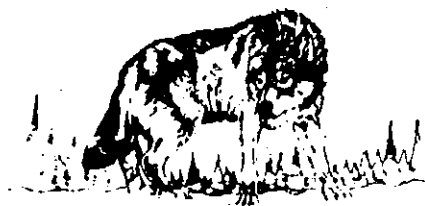
Project Wild is richly illustrated. It is also clearly written. The impression from the words invites comparison with the impression from the pictures. Wildlife includes microscopic animals. There are no pictures of any. There are no pictures of parasites. There are 11 pictures of invertebrates and 108 pictures of vertebrates of which 32 are human and 29 other mammals. There are 31 illustrations featuring plants and 19 of human artifacts. The photographs in Wild give the impression that human being are the centre of its concern. The claims of balance and objectivity toward wildlife is denied.

In the same way, the conceptual scheme includes mention of the possibility that some people that wildlife has intrinsic value. Yet, while every other conceptual point has ac-

tivities to support it, this one possibility has none. The reason is that the authors and promoters of Wild do not accept the concept of intrinsic value. It is an idea that would limit man-centredness and management.

There are some excellent opportunities, both inside and outside Wild, for teachers to let students in on alternative views of the natural world.

Steve van Matre's Acclimatization and Sunship Earth programs are external examples. "Oh Deer," in Wild, is an internal example. Here, students can learn what natural fluctuations look like and can learn to have some appreciation for them rather than see them as problems to be smoothed out by management. Probably the best guide to a more appropriate use of Project Wild is to remember John Olson's advice for teaching with any corporate materials, "DO Not Use As Directed." Or think of Project Wild as excellent materials, only mis-named. It should be called Project T.A.M.E. (Towards A Managed Environment).



The Land of Old Ontario

by Lyman Chapman

The reason, I assure you, why this country is so nice
Is that it once was buried under many feet of ice.
It snowed and snowed in Labrador, it piled up high and higher.
The glacier then moved southward right to Southern Ohio.
The evidence is plain to see in almost any field
In the rounded granite boulders that came from on the Shield.

It wasn't just a simple thing, understanding and dreary
There was one lobe in Lake Huron, another in Lake Erie.
The ice was thinnest in between above the Dundalk Highland
And as the glacier melted this land showed up as an island.
The glacial lobes first split apart not far from Orangeville,
The spot is marked at present by a great big gravel hill.

The deposits that the glacier left are called by funny names
Like drumlins and eskers, and kettles and kames.
The sediments in glacial lakes are known as varved clays,
The strata are like annual rings for keeping track of days.
I think of beaches on the shore where kids play in the sand
But there are also ancient ones now many miles inland.
The glacier would first recede and then advance again
To bulldoze up a knobby ridge called terminal moraine.

Now these moraines are useful to mark successive stages
And geologist have lots of fun determining their ages.
A series of these ridges, all littered up with boulders
Surrounded the Dundalk upland, away out on the shoulders.
The drainage from the melting ice flowed to the south and west
And left a lot of gravels, considered now the best.
The sands were carried farther on in glacial lakes to drop
For those who smoke tobacco this is where they grow the crop.
The finer stuff like silt and clay was carried out beyond,
The lowlands bordering the lakes was one great settling pond.

Then north of Lake Ontario it happened once again;
The two lobes split apart and built the Oak Ridges moraine.
These sandhills tend to blow about in every little breeze
And maybe they should never have been cleared of all the trees.
North and south of this moraine the land is highly prized --
The soils are full of limestone and the plains are drumlinized.

Two glacial lakes up on the slopes that were short-lived they feel
Left varved clay at Schomberg and in Halton, York and Peel.
Two long-lived lakes which these two tribes of Indians never saw
Were named for the Algonquins and their foes, the Iroquois.

The glacier had retreated now beyond the Thousand Islands
 Into the eastern counties where there are not any highlands.
 The final stages of retreat are simple as can be:
 The land was very much depressed, the ice front in the sea,
 With warmer weather here to stay, the ice went on to thaw
 Until the glacier had withdrawn beyond the Ottawa.
 When once relieved of all that ice the land began to rise,
 The bottom of the Champlain Sea is now before your eyes
 The till is mostly covered up while clay and sand prevails:
 Sea shell are scattered all about and even bones of whales,
 There are boulders on the surface due to action of the waves --
 Why down there in Glengarry they can hardly dig their graves.

The land uncovered lakes from the waters of the sea
 Was naturally the lowest of the Ottawa valley.
 The sand beds east of Ottawa were deposited in a bay
 Brought down there by the river from up Petawawa way.
 The channels cutting through these sands into the clay below
 Show that the Ottawa at first did not know where to go.
 In the channels it abandoned the sphagnum mosses grew
 Resulting in the peat bogs at Alfred and Mer Bleue.

And that completes the story that has tried to tell you how the land of Old
 Ontario was made as it is now.

Trials Walking: Adventure Without the Mountain

by Bob Henderson

Imagine it, a mountain range, an arctic river, a glacial ice cap, beside your school's property. You, the educator, appreciate and exercise the great potential for learning through the adventure and challenge these settings offer. Apart from the recreation skills and fun associated with travel in each terrain, you see the inherent value of these challenges to lay down generic skills (skills that produce skills) in your students. Such skills include

risk taking, assessing limits and potentials. decision making and team work. These are the natural outcomes of adventure-based learning if, and only if, reflection analysis on experience is the final ingredient for completion.

**But, there is no Mt.
 Everest, no Coppermine
 River outside your door.
 No obvious setting for
 high adventure seems to
 exist.**

Well enough imagining! A

high adventure setting can be created. High level ropes courses and low level initiatives can be examples of simulated Mt. Everests. However, a far simpler, more accessible low prop adventure activity is Trials Walking.

Trials walking is a challenging obstacle course over difficult terrain, using the greatest economy of movement possible. However, it is much more than this.

Trials walking was developed by the Calgary Board of Education's Action Studies

Team, a group dedicated to developing curriculum to nurture personnel competency, or how people learn to manage their personal experience. The idea evolved from Observed Trials, a motorcycling cross country event. on foot the spirit of the activity remains the same. A series of difficult terrain stations are travelled with a minimal use of hands or body parts. Foot use and balance are the key physical attributes, but it is the mental processing that is most intriguing. Penalty points are assessed when any part of the body other than two feet are used. Scoring is conducted by a judge who determines body use for his competing partner. One point means a hand or one minor body part was incorporated into the move. Two points would be both hands or hand and knee/elbow/head, etc. Three points would be a hand or major body part such as whole forearm, back, leg. A full penalty of five points would be a fall.

Comments from Trail Walkers are also worth recording. They are usually candid and bespeak the true Trials of the activity. One favourite, jotted down beside a score was, "the elbow or the face, which would you choose?". The course is set up as a continuous walk, like a downhill ski or kayak slalom event. Ribbons and/or poles of two different colours mark out a course. Trials Walkers must stay in bounds (between the

markers) and are free to come up with their own solutions to the self-transport puzzles presented. There should not be only one approach to the particular move, but rather, a variety of possible moves. Some stations might necessitate taking some kind of penalty. The decision becomes, ho many. Perhaps trying to clean the station (no points) might prove to be a bad decision as a fall means full points. In Trials Walking it's your decision as you assess your limits and potentials. The ideal Trials course has a variety of movements such as overhead obstacles, jumps, big steps, and tricky balance moves (my favourite). Two spotters are often necessary and a recorder/judge finish off a team of four. A helmet may be advisable depending on your choice of terrain. As the team rotates roles, the thoughtful watcher gains many new and creative ideas. The person with the lowest score wins, if you want a formal competition, or all go around the course enjoying their own challenge and the antics of others.

If you have climbed a mountain or paddled whitewater in a group context, sit back and observe an absorbed Trials Walking group.

The similarities are intriguing. Firstly, each individual walker is in a "and when you can't run away from where

you are, then guess what, you have to be there" context. Responsibility, risk taking and reality-cause/effect are engaged in exciting interplay. The walker controls his own learning, makes personal decisions, and sees immediate feedback on those decisions. Group interaction suggestions and the response of others can be brought into play and personally evaluated. Sounds like the activity of running a river or rock climbing.

The Action Studies Team have identified four general principles of learning experienced through Trials Walkings.

These are: 1) Practice is necessary to develop and maintain skill. Explore/practice/assessing limits and potentials are required to appreciate yourself in such dynamic action. It's not easy, but with work, skills evolve new dimensions. 2) Studying and planning help to solve new problems. Reconnaissance, and lots of thinking are required for successful trials walking. 3) We learn much about possible difficulties and solutions by watching others. Observing others is not cheating, it is a central tool in learning. 4) We learn about our abilities and how to change them by accepting and thinking about our failures and successes.² Both failure and success, mistakes and surprising feats of accomplishment should accompany a good trials course.

Much of these managing experience skills come within the group context of support, caring and observing. A final debrief to share experience, frustrations and joys can provide the needed atmosphere for transfer links to be made to general living and learning situations. The general learning principles and attributes can provide the focus for group debrief questioning so that the issue of personal competency is directly addressed for individual reflection.

If this analysis of the learning

associated with trials walking sounds like a group/individual assessing their recent high adventure ... well it is. There may not be a Mt. Everest out your door, but there certainly is some difficult terrain out there; a rock pile or rock outcrop, a river bank or stream bed, a cluttered raving forest floor, even overturned gymnasium apparatus. Such settings offer great potential for high adventure, and corresponding generic skills learning.

At the start of your trial walking course, post a banner or sign with an appropriate

saying to set the stage. Here's my favourite: "Man always travels along precipices. His truest obligation is to keep his balance." (Jose Ortega Y. Gasset).

1 Patrick Meyer, K2 Screenplay from Broadway

2 Trials Walking: Reflective Recreation Activity. Booklet produced by Calgary Board of Education, Action Studies Team.

Part of a series of Outdoor Tips prepared by the Outdoor Special Interest Group. Reprinted with permission from the CAHPER Journal May/June 1987.

Values, Can We Really Develop Them in an Outdoor Education Day Program?

by John Bowyer & Frank Glew

This question has haunted me for years. I have never been able to answer it with any solid data; that is until now.

Last fall, John Bowyer, a student from the Faculty of Education at Western University, approached me for help in setting up a program to evaluate the affective domain in an outdoor program. This program was to be used as a

thesis for partial requirement to complete his Masters of Education in curriculum design.

John seemed very keen and enthusiastic with a topic of most importance to me in light of our major aims in Outdoor Education being values oriented. I was quick to take advantage of his expertise to evaluate the validity of our day program at Wrigley Corners Centre. The main aim of centre was to develop a positive value

system towards the environment in hope that positive values will eventually lead to positive life actions. More specifically we try to create a program that would make students more responsible environmentally and show a greater respect for life. To do this we try to develop in students a preference for conserving nature as well as a desire to become more informed about environmental problems. This hopefully would lead to a desire to

solve these problems through action skills.

John provided the opportunity to find out if we are really doing what we profess. I must admit that there was some apprehension on my part while thinking ahead of what the possible results could be

Wrigley Corners is a senior (7-OAC) outdoor centre providing curriculum units at each level all geared to using a values approach. Each unit requires several lessons in preparation and in follow up. Each unit has a cognitive, psychomotor and affective component in order to make each experience holistic.

For the study group, we chose two grade seven classes from Cecil Cornwell P.S. Each class of 31 was taught well by the same teacher, had the same male/female ratio and the same learning ability. Each class was taught the same content in preparation and follow up. The only difference was that the experimental group using a values approach intentionally attended the outdoor centre instead of using traditional methods of gathering data.

The study topics were Endangered Species and Characteristics of Living Things. The experimental group was exposed to a values approach similar to a problem solving method in hope of developing desired values. The following is a very brief outline of the approach used.

Issue - Endangered Species of Ontario

Unit - Threshold of Extinction

(1) Recognition - awareness of 14 endangered species and why endangered

- Attitudes of others - both sides
- brainstorm, opinions, conflicts
- does it matter?

(2) Research - gather data, share, cognitive input
- empathy, knowledge, role play
- simulation exercise
"Threshold of Extinction"

(3) Resolution - interpret, analyze, organize
- critical thinking, alternatives
- decision making, respond
- what can we do? extrapolate

Table 1

Criteria	F (1,60)	p
C1	3.13	0.08
C2	2.82	0.10
C3	5.96	0.02 *
C4	7.41	0.01 *
C5	6.71	0.01 *
C6	2.30	0.13

* significant at $p < 0.05$

Table 2

Criteria	Experimental Group		Control Group	
	Mean	S.D.	Mean	S.D.
C1	14.23	1.33	13.39	2.28
C2	13.16	1.32	12.42	2.08
C3	13.32	1.47	12.00	2.65
C4	12.00	2.25	10.42	2.32
C5	14.10	1.54	12.55	2.95
C6	29.07	1.78	27.81	3.88

(4) Responsibility - closure, apply decision

- activate values, personal response
- set up Fund Raising Events for species
- write to officials - Blue Bird Boxes
- make public aware - pro-active

(5) Revision - evaluate process, actions

- new awareness, cyclic
- can we do better?

The control group was set up in the traditional method allowing the teacher to do the best job possible using lectures, books, film, newspaper and group discussion. The major exception being the values approach field trip.

Attitude scales were administered to both groups and three students from each group were interviewed.

The survey used to measure student attitudes toward the environment was adapted from three questionnaires. It included questions representing each of the following criteria:

- (1) a preference for being in the out-of-doors (C1),
- (2) a preference for conserving nature (C2),
- (3) a desire to become more informed about the environment (C3),
- (4) a desire to try to solve environmental problems (C4),
- (5) a preference for natural objects (C5), and
- (6) ten pairs of drawings (C6).

The suitability of the survey was investigated by trying it out with a grade five student and two classes of preservice teachers taking Biology at the Faculty of

Education, the University of Western Ontario. The grade five student had no difficulty answering the items and the preservice teachers felt that the survey was a reasonable instrument to use to test the environmental attitudes of grade seven students.

Results

The analysis of the survey data revealed that there was a significant difference between the experimental and the control groups for C3, C4, and C5 at $p = 0.05$.

Table 1 summarizes the group means and standard deviations of the data from the experimental and the control groups' surveys, for the six criteria. The experimental group's data differed from the control group's data by having consistently higher mean scores and consistently lower standard deviations, for all six criteria.

Three students from the experimental group and three students from the control group were randomly chosen to be interviewed, after they had completed the survey. The students were interviewed one at a time. They were informed that they would be anonymous and were encouraged to answer honestly. All three of the students interviewed from the experimental group and one

of the students from the control group said they preferred to study science in the out-of-doors.

Discussion

The results of this study suggest that the out-of-doors provides a stimulating learning environment resulting in improved student attitudes toward the environment. It appears that students who participate in an outdoor life science experience have a greater preference for natural objects, a greater desire to become informed about the environment, and a greater desire to try to solve environmental problems than students who participate in an indoor life science experience.

The differences in attitudes toward the environment between students who participated in the outdoor experience and students who participated in the indoor experience were more significant than differences discovered by other researchers (Peck, 1975; Kostka, 1976; Perdue & Warder, 1981; Strawitz & Malone, 1986). This study most likely obtained differences between the two groups, because the outdoor experience included activities that were designed to facilitate attitude change and to teach positive environmental values. The outdoor activities used in other research studies may not have emphasized the development

of positive environmental attitudes to the same extent as those used in this study. This implies that participation in an outdoor learning experience may not be enough to significantly improve student attitudes toward the environment, unless the activities used are designed to teach positive environmental values.

The students in the experimental group participated in three outdoor activities that are part of the Waterloo County Board of Education's outdoor education program at Wrigley Corners' Environmental Education Centre. The outdoor education units used at this centre stress the teaching of positive environmental values.

In this study, it is likely that the students in the experimental group scored significantly higher than the students in the control group for the criteria C3, a desire to become informed about the environment and C4, a desire to try to solve environmental problems, because they participated in three outdoor activities, used in the Waterloo County Board of Education, that stress the teaching of positive environmental values.

The students in the experimental group scored higher than the students in the control group for criterion C5, a preference for natural objects. During the outdoor experience, the students in the experimental

group had opportunities to work directly with natural materials, and the interviews indicated that the students enjoyed these activities. They stated that working with natural materials was more interesting than classroom activities and provided opportunities to "move around" "discover for themselves", and "look and use their senses more." The interviews also revealed that the students thought that lessons about the environment were easier to understand when they were able to work with natural materials in the out-of-doors.

The results of the research indicate that an outdoor learning experience can be a worthwhile teaching strategy that stimulates student interest in the environment and enhances the development of positive environmental attitudes. These changes are more likely to occur if the outdoor experience includes activities that have been designed to facilitate attitude change and to teach positive environmental values. Students who participate in outdoor activities that stress the development of positive attitudes toward the environment will likely appreciate natural objects, have a desire to become more informed about the environment and want to solve environmental problems.

Through John Bowyer's research, we have a positive indication that we are on the right track. The results

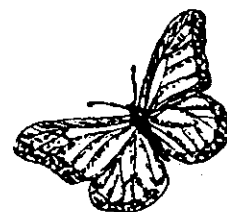
provide more incentive and encouragement for us to refine and streamline our values approach.

From the past environmental mistakes, we realize that knowledge is not enough, we need to involve students to act on well thought out values.

"Environmental education should not be confined to providing the learner with knowledge but should develop environmental attitudes and values which reflect awareness of the surrounding environment and acceptance of the responsibilities for actions to resolve environmental issues and problems."

The International Workshop of Environmental Education: Belgrade, Yugoslavia, 1975.

*By John Bowyer Student at University of Western Ontario
Frank Glew Co-ordinator Outdoor Education, Waterloo County, Bd. of Education.*



The Niagara Escarpment Plan

K.G. Higgs

*Niagara Escarpment Coordinator
Ministry of Natural Resources*

Bruce King

*Regional Planner, Lands and Parks
Ministry of Natural Resources*

Introduction

The Niagara Escarpment is a unique landscape in the Province of Ontario. Its cultural and natural features provide an outstanding opportunity for the integration in a practical and effective manner of escarpment topics into the school curriculum in the following areas: environmental studies, science, history, geography, physical education and visual arts.

1. The Niagara Escarpment Plan

The Niagara Escarpment Plan is a landmark for planning in Canada. It is believed to be Canada's first environmental land use plan.

The Niagara Escarpment stretches 725 kilometres from Queenston on the Niagara River to the Tobermory Islands at the tip of the Bruce Peninsula. The escarpment's attractive landscape, and proximity to urban centres have long made it the focus of significant land use pressures.

The planning area includes parts of eight counties or regions and 37 local municipalities, and covers approximately 1900 square kilometres. The planning process started in 1973, and the plan was finally released in April 1986.

The plan contains land use designations and accompanying policies. The designations were based on a substantial amount environment analysis, and the policies emphasize protection of natural features. The plan is not perfect, but it is probably considerably more environmentally conscious than the plans that most municipalities would have for the same area. However, the real challenge for everyone involved is to see that the plan is effectively implemented.

2. The Niagara Escarpment Parks System

A key element of the plan was its establishment of a Niagara Escarpment Parks System, and the identification of the Bruce Trail's role in linking the parks. The parks system currently consists of 103 parks managed by agencies such as Conservation Authorities, the Ministry of Natural Resources, the Niagara Parks Commission and Parks Canada.

The escarpment parks offer areas for a wide range of activities including hiking, cross-country skiing, caving, rock climbing, diving, fishing, boating, nature study, camping and sightseeing. The parks also protect natural features such as special plant and animals communities, and both historic and archaeological sites.

Ten of the parks have been selected as nodal parks. Each of the nodal parks will provide interpretive facilities and will inform visitors about activities, points of interest and attractions in the surrounding escarpment area. Of the ten nodal parks, four have substantial facilities at present. (Mono Cliffs is one of the undeveloped nodal parks).

An example of the Nodal park concept in operation is the Crawford Lake/Rattlesnake Point Conservation Area complex in Halton Region. Within a 9km radius of this nodal park are six widely different but complementary parks.

Park Classification

The Niagara Escarpment Plan assigns each park to one of six park classes. These classes are intended to provide a framework for the management and develop-

ment of each area. The park classes are:

Nature Reserve - These are the least disturbed areas of the parks system, containing the most natural and significant features of the Niagara Escarpment.

Recreation - These are areas that are intensively developed for recreation.

Historic - These parks may protect either historic or archaeological resources.

Natural Environment - These parks have a combination of outstanding natural features and/or historical resources in a high quality recreational landscape.

Resource Management Areas Includes lands that are managed primarily to provide resource related benefits such as forest products, fish and wildlife, or flood control.

Escarpment Access - These are smaller areas that provide basic access facilities such as parking lots.

Actions Since the Plan was Approved

The managing agencies have been making significant progress in implementing special aspects of the parks system.

In 1985 Ontario Government allocated \$25 million over 10 years to complete acquisition of park land along the escarpment. Between June 1985 and June 1987, 2,800 acres

had been acquired at a cost of \$5.2 million.

As part of this land acquisition program money is being spent to secure the frequency of trail changes and help to get the trail off roads. Since 1985 the Bruce Trail has acquired land which will protect 6 km of the optimum trail route.

In July 1987 the Bruce Peninsula National Park and an adjacent marine national park were established. The Bruce Peninsula National Park is intended to cover an area of 270 square kilometres.

What Will Happen over the Next Few Years?

The Federal Government has promised to spend \$14 million over the next ten years to complete land acquisition and develop the Bruce Peninsula National Park. If the usual national parks standards are followed, as is likely, this should be the flagship park of the Niagara Escarpment Parks System.

The route of the Bruce Trail should continue to improve as a result of gradual land acquisition.

The Ministry of Natural Resources will be updating its park plans for several parks, and if funds become available facilities will be developed at popular areas such as Forks of the Credit, Short Hills and Mono Cliffs. Education and Interpretation will be strongly emphasized

at these parks. In addition, it is virtually certain that funds will be provided to improve the level of property management at undeveloped Ministry landholdings along the Escarpment.

Many of the Conservation Authority properties in the southern half of the Niagara Escarpment have already been at least partially developed. As a result the emphasis in these areas will be on maintaining and improving the existing facilities.

3. Outdoor Education on the Niagara Escarpment

Outdoor Education Centres: On or near the Escarpment The Niagara Escarpment is the site of more outdoor education centres than any other Ontario landscape. The following is a list of these centres:

Woodend Conservation Area
Niagara Peninsula Conservation Authority
St. Johns - Niagara South Board of Education
Christie - Hamilton Board of Education
Canterbury Hills - Wentworth Board of Education
Marydale Camp Hamilton RCSC
Resource Management Centre - Hamilton Region Conservation Authority
Merrick RMC - Hamilton Region Conservation Authority
Terra Cotta Outdoor Education Centre - Peel Board of Education
Albion Hills - Metropolitan Toronto and Region Conservation Authority
Etobicoke
Mono Cliffs - North York

Board of Education
Sheldon Valley - East York
 Board of Education
Boyne River - Toronto Board
 of Education
Pine River - York Board of
 Education
Noisy River - Etobicoke Board
 of Education
Bruce County - Bruce County
 Board of Education

Niagara Escarpment Interpretive Centres

The Niagara Escarpment Parks System is far from completion, however, a number of the 103 parks have interpretation centres and education programs related to the Escarpment. The following is a list of parks, agencies and facilities:

Ball's Falls Conservation Area -
 Niagara Peninsula Conservation
 Authority
Woodend Conservation Area -
 Niagara Peninsula Conservation
 Authority
Stoney Creek Battlefield -
 Niagara Parks Commission
**Dundas Valley Conservation
 Area** - Hamilton Region Con-
 servation Authority
**Crawford Lake Conservation
 Area** - Halton Region Conserva-
 tion Authority
Ontario Agriculture Museum -
 Ontario Ministry of Agriculture
 & Food
**Silver Creek Conservation
 Area** - Credit Valley Conserva-
 tion Authority
Inglis Falls Conservation Area -
 Grey Sauble Conservation
 Authority
Bruce National Parks - Parks
 Canada
**Fathom Five National Marine
 Park** - Parks Canada

The conservation areas and parks provide a variety of opportunities for physical education activities including downhill skiing, cross-country

skiing, swimming, hiking, rock climbing, scuba diving, wind surfing and spelunking.

Specific information can be obtained from each of the park agencies pertaining to facilities, bookings and costs.

The Bruce Trail Association administers a hiking trail extending from Niagara to Tobermory, a distance of 720 km. The trail is used extensively by schools for a variety of education programs. The Bruce Trail guide published by the Bruce Trail Association is the primary resource material on the trail.

Niagara Escarpment Resource Centre
 The Niagara Escarpment Commission has established a Resource Centre at its Georgetown office.

Niagara Escarpment Education Initiatives -
 Component B Niagara Escarpment Trust Fund
 The following are projects that have been approved by the Ontario Heritage Foundation that will provide additional resources for education programs on the Niagara Escarpment.
 Crawford Lake Conservation Area - Halton Region Conservation Authority trails, interpretation signs, exhibits
 Short Hills Provincial Park - Ministry of Natural Resources resource inventory, trails, exhibits, brochures
 Terra Cotta Conservation Area - Credit Valley Conservation Authority Visitor's Services
 Forks of the Credit Provin-

cial Park - Ministry of Natural Resources *interpretative trails, brochures
 Niagara Escarpment ANSI Inventory - Ministry of Natural Resources detailed inventory of areas of natural and scientific interest

Niagara Escarpment Education Materials Project - Ontario Heritage Foundation education materials for schools and park agencies
 Mono Cliffs Provincial Park - Ministry of Natural Resources trails, interpretive signs

Conclusion

The Niagara Escarpment is a unique natural environment. The Province of Ontario has adopted a plan and a program to ensure that the area will be protected and there will be a balance between development, preservation and the enjoyment of this important resource.

The Escarpment is an outstanding resource for education and its use is only limited by your imagination.

"Sharing the Spirit"

The Ontario Camping Association is having its conference on January 28th - 30th, 1988. The theme is "Sharing the Spirit".

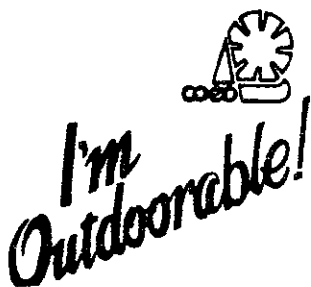
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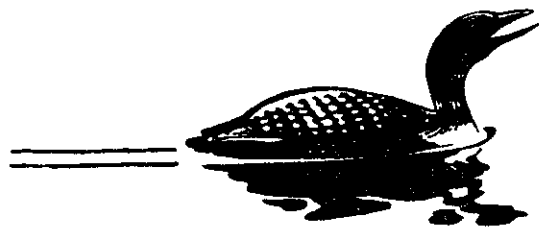
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COEO membership is from September 1 to August 31. Any membership applications received after May 1 will be applied to the following year.

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subscriptions (available to library/resource centres only) \$25

Make your cheque or money order payable to the Council of Outdoor Educators of Ontario and mail, with this form to:

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

Return to:

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

