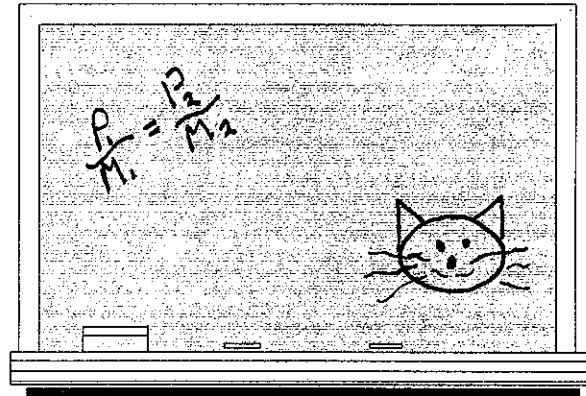
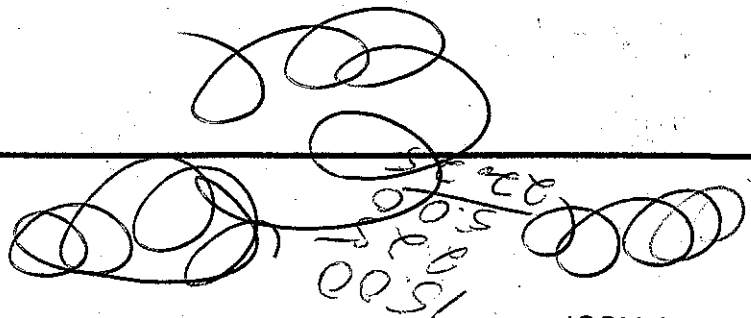
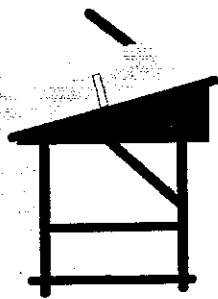


# ANEE NEWS-JOURNAL



## Professional Development



Volume 17, Number 3

ISSN 07711 - 351X

The Council Of Outdoor Educators Of Ontario

# The Council Of Outdoor Educators Of Ontario The Advisory Board

## President

Cathy Beach  
Peterborough County  
Board of Education  
K9J 7A1  
(H) 705 742-3908  
(B) 705 743-7431

## Vice President

Clarke Birchard  
Box 490, Chesley  
N0G 1L0  
(H) 519 363-2719  
(B) 519 363-2014

## Past President

John H. Aikman  
47 Rama Court  
Hamilton, Ontario  
L8W 2B3  
(H) 416 383-5696  
(B) 416 527-5092  
ext 374

## Treasurer

John MacEachern  
RR#4  
Tottenham, Ontario  
(H) 416 936-4340  
(B) 416 859-0220

## Corresponding Secretary

Barbara Fogle  
1669 Southview Drive  
Sudbury, Ontario  
P3E 2L9  
(H) 705 522-2536  
(B) 705 858-3501

## Task Force

Dennis Wendland  
516B Rosemeadow Cr  
Waterloo, Ontario  
N2J 3Z5  
(H) 519 885-2033  
(B) 519 653-9855

## Task Force

Norm Frost  
General Delivery  
Singhampton, Ontario  
N0C 1M0  
(H) 705 466-5263  
(B) 519 925-3913

---

## Regional Representatives

### Western

RR#5  
Aylmer, Ontario  
N5H 2R4  
(H) 519 773-7229

### Central

Jan Stewart  
79 Donnamore Cr.  
Thornhill, Ontario  
L8& 4K6  
(B) 416 452-0505

### Northern

Susan Devaux-Christian  
c/o Box 1215  
North Bay, Ontario  
P1B 8K4  
(H) 705 892-2252  
(B) 705 474-5420

### Eastern

David Whipp  
48 Ellesmere Ave.  
Peterborough, Ontario  
K9H 7A7  
(H) 705 742-3908  
(B) 705 652-3860

### Far Northern

Lori Jarvis  
RR#3  
Thunder Bay, Ontario  
P7C 4V2  
(H) 807 939-6053

---

## Ad Hoc Members

### Membership Coordinator

ohn H. Aikman  
47 Rama Court  
Hamilton, Ontario  
L8W 2B3  
(H) 416 383-5696  
(B) 416 527-5092  
ext 374

### Government Liason

Rob Hemming  
Ministry of Tourism and  
Recreation  
77 Bloor St. West  
7th Floor  
Toronto, Ontario  
M7A 2R9  
(B) 416 925-2356

### Anee

Dennis Hitchmough  
23 Cudham Drive.  
Scarborough, Ontario  
M1S 3J5  
(H) 416 297-6024  
(B) 416 755-5791

### Volunteer Coordinator

Loren Patterson  
8 Fead St. Apt 502  
Orangeville, Ontario  
L9W 3X4  
(H) 519 942-0853  
(B) 519 942-0330

### Professional Development

Lloyd Fraser  
156 Shaughnessy Blvd.  
Willowdale, Ontario  
M2J 1J8  
(H) 416 493-2944  
(B) 416 225-4661  
ext 377

---

**Professional Development**

---

<b>President's Message</b>	2	Cathy Beach
<b>Happy New Year!</b>	3	COEO Calendar
<b>Regional News</b>	4	
<b>In Quest of New Horizons</b>	6	Conference '88
<b>Silver Bullets Does It Again!</b>	8	Special report from the Far North
<b>Defining Outdoor Education</b>	11	Lloyd Fraser, PD Chair
<b>Why Professional Development?</b>	11	Lloyd Fraser, PD Chair
<b>Graduate Professional Development Options in Ontario in Outdoor Education</b>	12	Mark Whitcombe Bob Henderson
<b>Northern Illinois University's Role in Professional Development for COEO</b>	13	Bud Wiener
<b>Reflections on Conference '87</b>	16	Memories in pictures
<b>Graduate Studies in Education at Queen's</b>	20	Bert Horwood
<b>Environmental Studies at York University</b>	21	Annemarie Gallagher
<b>The Taft Mystique</b>	23	George Tuck
<b>Systematic Curriculum Design for Outdoor Education</b>	25	Len Popp
<b>Does Outdoor Education Change Anybody?</b>	28	Rod Bain
<b>Birds as Indicators of Change</b>	30	Alex L.A. Middleton
<b>Do It!</b>	31	Dennis Wendland

---

Editor: Dennis Hitchmough  
Assistant Editor: Mark Whitcombe

---

**Deadlines:**  
March/April 'Forests' - February 17  
May/June 'Urban Studies' - April 20

---

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.

# President's Message

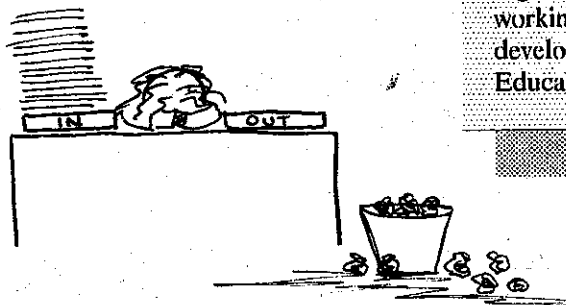
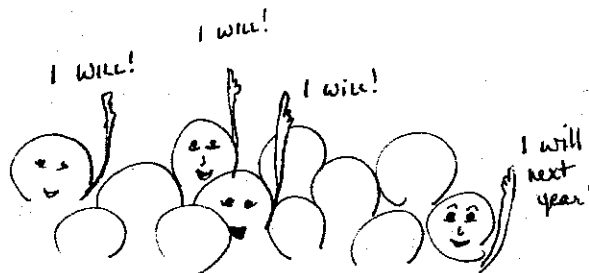
## COEO 1988:

To COEO's Volunteers,  
From The Pres...

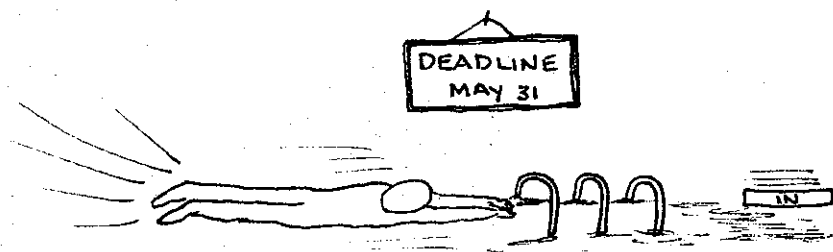
We Owe You,  
a lot.

Thanks,  
From the Heart.

## Call It Dedication



COEO is a professional organization of volunteers working for the promotion and development of Outdoor Education across Ontario.



**E**very year, scores of COEO Volunteers work away diligently, quite hidden from view, quite independently, quite often without anyone really realizing the amount or type of work they do... I do! And I want you to know too.

If you're one of those volunteers like the Anee editor, or the Conference Committees, or Make Peace, or the

Regional Execs, or committee volunteers, or Advisory Board, or special project workers, if you breathe life into COEO out of hard work and your own time at work and at home, **THANK YOU!** You are the heart of COEO we couldn't do without.



Happy New Year!

1988

**COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO**

**January**

- 9-10** Western Region  
CANSI Workshop; London
- 16** Central Region  
Ski Clinic, Seneca College
- 29-31** Central Region  
MPWW IX Leslie Frost Centre

**February**

- 5-7** Eastern Region  
Winter Wonders Weekend;  
Camp Kawartha
- 26** COEO Advisory Board; All day

**March**

- 2** Central Region  
Brain Mapping Session;  
Forest Valley OEC
- 30** MTR - Grant Reports Due

**April**

- 13-14** Seminar of Directors of Centres;  
Mono Cliffs OEC

- 22-24** Eastern Region  
Spring Symphony;
- 28** COEO Colloquium for  
organizations involved in  
outdoor environmental  
education and recreation.

- 29-30** COEO Advisory Board  
Fall Retreat;  
Bark Lake

- 30** Central Region  
Canoeing at Botanical Gardens

**May**

- 6-8** Northern Region  
Spring Celebration;  
Leslie M. Frost Centre,  
Dorset

- 28-29** Central Region  
No-Frills Camping Weekend;  
Cedar Glen OEC

**June**

- 9** Central Region  
BBQ; Forest Valley
- 16** Advisory Board Meeting

# Regional News

## COEO Ski Clinic

**Where:** Seneca College, King Campus  
Dufferin Street North (Log Cabin parking lot)

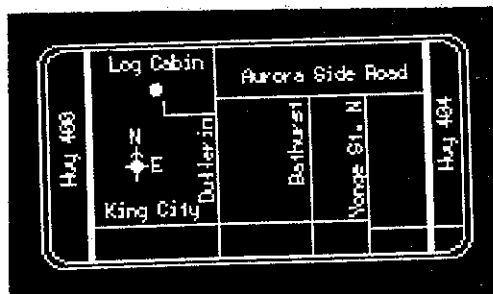
**When:** Saturday, January 16, 1988  
9AM - 4PM

**What:** 9 AM Arrival  
9:00AM - 9:15 Warm up  
9:15 - 10:15AM Ski Games  
10:15 - 12:00 Flatwork Techniques  
& Videoing  
12:00 - 1:00PM Lunch & watch video  
1:00 - 4:00PM Variety of Hillwork

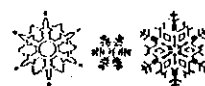
**You Need:** Skis, Poles, Boots, Wax and a  
Healthy Body!  
Lunch, cold drinks  
*\*\*HOT Beverages Provided\*\**

**Why:** Learn Something New!  
Improve Your Skiing!  
Have Fun!

**Who:** Instructors: Clare Magee  
Rob Henderson



**central  
region**



Wednesday, March 2, 1988

The Central Region of COEO  
is presenting an evening of

## Brain Mapping

This is a unique opportunity to  
examine your interaction with  
others. This workshop will  
compliment other learning and  
teaching style workshops.

RSVP - Nancy Payne  
(416) 859-0220

\$25/person (Max 15 people)

Forest Valley OEC - 7 PM

## Central Region

Thanks to all who joined us at  
the Zoo December 5th. Our  
crowd of more than a dozen  
people, took part in learning the  
specifics of feeding the animals  
and the details of other jobs at  
the zoo. We toured to see  
some of this year's offspring  
and hear about animal be-  
haviour in captivity. We look  
forward to the visiting Koala's.  
Special thanks to Ken Andrews,  
who opened up Hillside OEC to  
visitors and to Dave Ellis who  
provided the sweet treats.

## Coming Events:

Jan 16, 1988 - Intermediate Ski  
Clinic (There is still room)

Jan 29, 30, 31, 1988 MPWW IX

March 2, 1988 Brain Mapping  
with Patricia Kirby.

## Want to Earn Lasting Fame !

Develop a design and a saying for a new T-shirt, note card and hasty note line for COEO. The merchandise would advertise all the great things COEO does for Outdoor Education in the province.

Contact: Dennis Wendland  
(519)885-2033 or  
(519)653-9855

## Tour Leader I National Leader Certification/Cross Country Canada

Cross Country Canada will begin offering Tour Leader Certification Courses (Level I) this winter. The course is designed to prepare cross-country skiers for leading ski tour parties on safe, enjoyable day-long tours, away from prepared trails. The course is divided into both a theoretical and outdoor practicum section. The theory part begins January 6 - January 27, 1988

If interested contact  
Allan MacKenzie  
(416)251-4242.

(The material arrived late for publication but I included it for those who are interested. The possibility of a second course for interested members can be taken up with the Director of the program - Editor)

## Eastern Region

The Equipment Night held on December 1, 1987 at Trailhead in Ottawa was a success. Watch for a spring retreat!

### Upcoming Events:

Feb. 5-7                      Winter Wonders Weekend  
Camp Kawartha  
Near Lakefield

April 22-24                Spring Symphony  
Camp Cameron  
near Perth  
(see full page advert. for details)

May                          Pioneer Spring  
Lang Century Village  
near Peterborough  
watch Anee for further details

May                          Equipment Night  
Trailhead  
Ottawa  
watch Anee for details

Sept. 29-Oct. 2

### IN QUEST OF NEW HORIZONS

Annual General Conference  
O.C.L.C., Bark Lake  
near Kinmount, (Haliburton)

(see full page advert. for details)

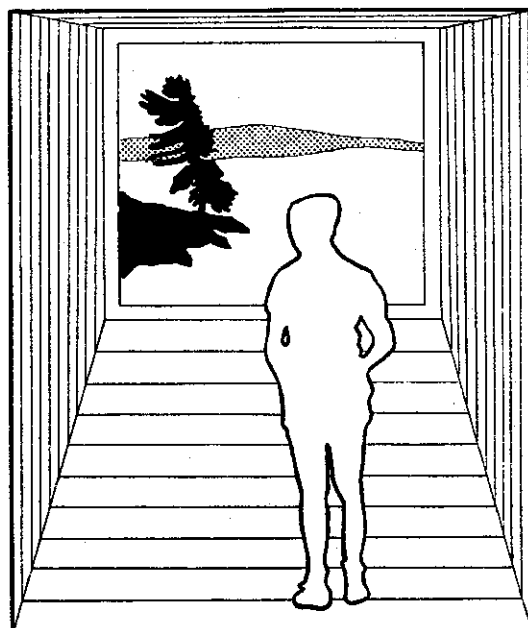
## COEO Merchandising Committee

The COEO Merchandising Committee needs our help! They are actively seeking members to help coordinate and operate committee functions such as ordering and distribution, inventory control, accounting etc. If you are interested, please contact:

Dennis Wendland, Task Force, (519)885-2033 or  
(519)653-9855.

*Journey Eastwards*

**IN QUEST  
of  
NEW HORIZONS  
in  
OUTDOOR EDUCATION**



**1988 Annual COEO Conference  
Sept 29-Oct 2**

**Ontario Camp Leadership Centre  
(Bark Lake)**

---

**\* SESSIONS IN:**

OUTDOOR SKILLS  
PROFESSIONAL DEVELOPMENT FOR OUTDOOR EDUCATORS  
THE ACCESSIBLE ENVIRONMENT - THE BACKYARD AND BEYOND

**\* SESSIONS FOR ALL LEVELS:**

"NEW BEGINNINGS" - NOVICE  
"LOOKING BEYOND" - INTERMEDIATE  
"THE LEADING EDGE" - ADVANCED

\*\*\*\*\*  
\* LOOK FOR FULL CONFERENCE DETAILS IN NEXT ISSUE OF ANEE!!! \*  
\*\*\*\*\*

\*\*\*\*\*  
\* Contact: Carmel Hunt (Chair) \*  
\* 6 Mowat Street \*  
\* Gloucester, Ontario \*  
\* K1J 6R2 \*  
\* (613) 745-6947 \*  
\*\*\*\*\*

 **Eastern Region**  
**COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO**



# Metro Toronto Zoo Hosts International Conference

Once every six years, the International Association of Zoo Educators conduct their Biennial Conference in North America. The Metro Toronto Zoo is proud to have been chosen to host this conference in 1988.

Zoos hail conservation and education as two of their primary goals and the conference theme, "Communicating for Conservation", reflects these ideals. The conference runs from Sunday, October 2, 1988 until Friday, October 7, 1988. Throughout this time, there will be opportunities to attend papers and workshops and take part in extensive discussion sessions. The 14-year old Metro Toronto Zoo and several other area interpretive facilities, including the Ontario Science Centre, will play host to different sessions. In fitting with the communication part of the theme various communication methods will be highlighted.

The Park Plaza Hotel, located in the heart of downtown Toronto has been selected as the conference headquarters. In addition, pre and post conference tours are planned for those who would like to explore more of Ontario's wilderness or take part in a whale watching expedition on the St. Lawrence River.

For further information contact:

Conference Convenor  
Metro Toronto Zoo  
P. O. Box 280  
West Hill, Ontario  
Canada  
M1E 4R5



## Schedule

- October 2 Registration, IceBreakers
- October 3 Keynote address, Sessions at Kortwright Centre, Owl Howl
- October 4 Colloquium Presentations and discussions, Square Dance
- October 5 "Technology, Zoos and Conservation"
- October 6 Papers, Tour of the Royal Ontario Museum
- October 7 Papers and group discussions

**Call for Papers. If anyone feels that they have a paper, on the conference theme, contact the Conference Convenor to arrange for a presentation**

## Nottawasaga Valley Conservation Authority

March 7 - April 3, 1988  
Maple Syrup Days at the Tiffin Centre for Coservation.

March 26 - March 27  
April 2 - April 3 Pancake Days at the Tiffin Centre for Conservation

May 28 - May 29  
Minesing in the Spring Canoe Tour

September 24 - September 25  
9th Annual Youngs Sportmen's Weekend Fishing Derby

October 5  
5th Annual Conservation Foundation Fund-Raising Dinner

For more information contact:  
Barbara MacKenzie-Wynia - NVCA  
(705) 424-1479

## CANSI

### Pre-level I Clinics

January 9	Kitchener
January 9	Dagmar
January 16	Ottawa
January 23	Camp
	Kandalore
January 30	Bolton

### Level I Courses

January 16-17	King City
January 23-24	Kitchener
January 23-24	Dagmar
January 30-31	Ottawa
February 6-7	Camp
	Kandalore
February 6-7	Thunder Bay
February 13-14	Bolton

Contact Cansi for further info  
(416) 495-4210

# If You've Heard of Silver Bullets Workshops....

---

"Extremely worthwhile! Low cost, high involvement, non-competitive, knows no age restrictions!"... *Kelly Asselstine, Outdoor Recreation Student*

"It opened my mind to a lot of innovative ways to change basic games into games that require teamwork and involvement for all."  
... *Colleen Bennett, Recreation Instructor for mentally retarded teens.*



"A great day which included good, practical ideas to use in the classroom."...  
*Lynda Milne, Primary Teacher*

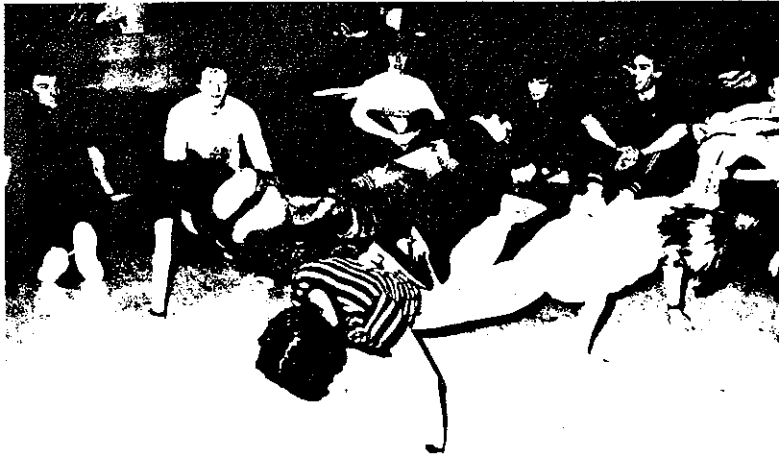
"Great ideas for short programs with kids. Also a great reason to get thirty people together to act silly!"... *Lisa Primavesi, Outdoor Centre Staff.*

---

**Silver Bullets was brought to you by Shel Lowe in Sudbury and ...**

...but didn't know if it would be for you. . . .

READ ON!!!



"It offered me many activities I could use to make a group more cohesive." . . . *Sharon Dimeo, High School Phys. Ed Teacher.*

AND

in the words of *Shel Lowe* from Sudbury,  
"Karl's Silver Bullets are Golden!"



The Silver Bullets Workshops happened in the **Far North Region** in October, in three locations - Timmins, Sudbury, and Thunder Bay. We had fun, learned a lot and got to meet a super person in Karl Rohnke.

If you ever get the chance,

**go for it!**


... **Michael Guillemette** in Timmins. Pictures by **Paul Higgins** in Thunder Bay.

# WINTER WONDERS WEEKEND

<b>FEB 5, 6, + 7</b>	A) Friday night to Saturday Winter Wonders Dinner	\$45.00
	B) Friday night to Sunday Lunch (inclusive)	\$60.00

SATURDAY & SUNDAY Sessions: Cross-Country Ski Instruction at your level (by professional)  
Snowshoeing with Kids Winter Survival Skills  
Interpretive Hikes in Winter Outdoor Safety & Liability  
Orienteering (Beginner & Advanced) Mammals in Winter  
Snow and Ice Studies Feed the Birds!  
Project WILD (full day, if numbers sufficient) Winter Initiatives

TOTAL:





# Defining Outdoor Education

*Lloyd Fraser, Chair, Professional Development Committee, COEO*

If you were to ask ten people to define "Outdoor Education", even if they were Outdoor Educators, they would probably give you ten different definitions. If you were to examine those definitions you would probably be able to determine the bias of each of the ten people. Some would use terms reflecting environmental ethics, conservation, resource management, nature, geography, science, leisure, recreation, and so forth.

Perhaps it is easier to look at the elements of Outdoor Education in order to determine what it is.

For example, Outdoor Education can only take place outdoors. Certainly a good program will have preparation and follow up, probably done indoors, but the program itself must be conducted outdoors. This cannot be said for any of the other terms which are sometimes confused with Outdoor Education.

If one looks back to the beginnings of the Outdoor Education movement it is evident that it started within the school systems and is related to the Camping movement. The primary concern was to utilize the natural environment for the benefit of the children. Other movements such as the Conservation, Recreation, Environmental Education and Nature movements began outside the school system and some of them are interested in using children for the benefit of the

natural environment, rather than the other way around.

One further distinction of Outdoor Education is the reliance on direct learning experiences for students. On the other hand most of the other movements place great emphasis on teaching and learning materials and so move the learning into the abstract field of indirect learning.

There is a place for each of these other movements, but make no mistake, they are not synonymous with Outdoor Education. The objectives of these movements and various academic disciplines can, however, be enriched by direct learning experiences outdoors. That is the role of Outdoor Education and somewhere in that role can be found a definition of Outdoor Education.

## Why Professional Development?

*Lloyd Fraser, PD Chair, COEO*

This year marks the 10th anniversary of the relationship between COEO and Northern Illinois University. On May 12, 1978, thirty eager participants began the first graduate level course in Outdoor Education ever offered in Ontario under the tutelage of Dr. Bud Wiener of Northern Illinois University. Twenty six of them finished the course and fifteen went on to complete the MSED degree from Northern Illinois. Since that date over 100 additional candidates have taken part in the more than twenty courses which have been offered.

Why do people take part in this program?

About one third of the candidates who enter this program go on to complete the Masters degree from Northern Illinois. About the same number take the courses for transfer to a graduate degree program at an Ontario University or for upgrading their salaries. The rest take the courses for interest, intellectual and professional stimulation, or to simply learn more in a professional field which appeals to them.

Many find it convenient to be able to take part in this program in the Toronto area, and more recently in Ottawa. No Ontario University offers a similar program. The Outdoor Education Faculty from Northern Illinois are widely regarded as leaders in the field and the program brings this leadership to Ontario on a regular basis.

It is also very stimulating to take courses on the Lorado Taft Field Campus of Northern Illinois University where you can rub shoulders with people of like interest from other provinces, many states, and sometimes other countries. The full degree program requires that at least two courses be taken on campus.

Probably this program will continue for some time in Ontario. There have been several attempts to interest an Ontario University in conducting such a program, but nothing very substantial has ever emerged from these efforts. However, it has been the goal of COEO and NIU from the beginning to eventually turn the program over to an Ontario University.

If you think that you are ready for graduate studies, consider the COEO/NIU program.

# Graduate Professional Development Options in Ontario in Outdoor Education

*(Information assembled by Bob Henderson and Mark Whitcombe)*

## Brock University:

### Contact:

Dr. Wally Poole, Assoc. Prof.  
College of Education  
Brock University  
St. Catharines, Ontario  
L2S 3A1  
(416)688-5550

### M.Ed.:

10 half-year courses needed:

**Thesis route:** 7 half-courses and 3 for thesis

**Project route:** 8 half-courses and 2 for project

### Listing of courses of interest to Outdoor Education:

Foundations and Facilities  
Research and Design  
Developing Programs for Outdoor Education  
Special Issues  
Individual Study

(3 courses have extended field trip components; two of these are summer courses. Due to their popularity, Brock is now accepting students for these fieldwork courses for 1989-90)

Brock also offers a three-part program providing Additional Qualifications courses for certified teachers in the field of Environmental Education. (These courses are not graduate level courses.) Part one examines the range of methods for effective use of the out-of-doors to study the environment. In part two, environmental issues and ethics are examined with a view to enhancing the teacher's knowledge, etc. con-

cerning contemporary problems and ways of bringing such to the classroom learning experience level. Part three stresses the management /organization of school curricula in environmental studies. Existing outdoor centres and their programs provide the focus for improved services.

## Northern Illinois University:

### Contact:

Bud Wiener  
Faculty Chair  
Outdoor Teacher Education  
Northern Illinois University  
Box 299  
Oregon, Illinois  
USA, IL61061

or

Lloyd Fraser  
COEO PD CHAIR  
156 Shaughnessy Blvd.  
Willowdale, Ontario  
M2J 1J8  
B: (416) 225-4661  
H: (416) 293-2944

or:

Mark Whitcombe  
34 Blind Line  
Orangeville, Ontario  
L9W 3A5  
H: (519) 941-9966  
S: (703) 435-4266

### M.S.Ed.:

- in Outdoor Teacher Education
- sponsored by COEO
- 10 half-courses needed, 7 in OTE and 3 in related subjects
- 2 half-courses must be taken at NIU campus
- for more information, see other article in this issue.

### Listing of Outdoor Education courses:

Foundations of Outdoor Education (req'd)  
Introduction to Educational Research (req'd)  
Arts and Crafts in Outdoor Education  
Environmental Quality Education

Outdoor Interpretation  
Teaching Environmental Ethics  
Teaching Physical Science in the Outdoors  
Field Science  
The Role of Media in Curriculum Development for Outdoor Education  
Workshop in Outdoor Education  
Special Topics in Outdoor Education  
Independent Study in Outdoor Education  
Historical and Philosophical Development of Outdoor Education  
Advanced Field Experiences in Outdoor Teacher Education  
Leisure and the Outdoors  
Integrating Community Resources into Curriculum and Instruction  
Teaching Energy Alternatives and Energy Conservation  
Organization and Administrative of Outdoor Education Programs  
Seminar in Outdoor Education  
Masters' Thesis  
(Courses have been offered in the Toronto area, Kitchener-Waterloo, and Ottawa. Courses are planned in the Toronto area and in Ottawa-- see details elsewhere in this issue.)

## Queens:

### Contact:

Prof. Bert Horwood  
(613) 545-6209

### Admissions Contact:

Dr. Hugh Munby  
Director of Graduate Studies and Research  
Faculty of Education  
Queens University  
Kingston, Ontario K7L 3N6

### M.Ed.:

in various fields of education, with up to 50% of courses with a possible slant towards Outdoor and Experiential Education

10 half-courses needed:

**Thesis route:** 7 half-courses and 3 for thesis

**Project route:** 9 half-courses and 1 for project

Listing of courses of interest to Outdoor Education:

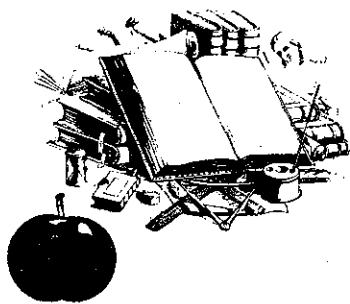
EDUC 801 Experiential Education  
EDUC 897 Independent Study in Outdoor Education  
EDUC 803 Studies in Curriculum Innovation  
EDUC 809 Measurement and Evaluation  
EDUC 811 Organizational Processes  
EDUC 832 Instructional Materials Design  
EDUC 867 Values in Education  
EDUC 872 Legal Liability and the Educator  
EDUC 884 Program Evaluation  
EDUC 890 Introduction to Research

(Courses may be offered in centres other than Kingston given adequate enrollment)

Major Research focus of possible Thesis Advisors:

Curriculum Innovation  
Reflecting Professional Practice  
Teachers Practical Knowledge  
Practice and Theory of Outdoor and Experiential Education  
Metaphor in Education

[NB: Other graduate level programs in Education are offered by Ontario universities, but they are not in the field of Outdoor Education, and so are not treated here.]



# Northern Illinois University's Role In Professional Development For C.O.E.O.

Northern Illinois University  
**NI**

*(Fact, Opinion & Interpretation by Bud Wiener)*

Universities serve various functions and needs of society by engaging in teaching, research, and service. Some segments of institutions play a very interactive role with the lay public and with professional practitioners while others place a higher priority on the cloistered, scholarly realm of academia in the search for truth and knowledge. However, these are extreme positions and only symbolically represent the nature of the multidimensional higher education enterprise.

Northern Illinois University's faculty of outdoor teacher education has pursued a blending of these two polarities with perhaps a stronger emphasis on teaching and service while still being engaged in scholarly productivity. In its mission to be responsive to needs of the education professions, both formal and informal, this faculty has assisted C.O.E.O. in professional development in the spirit of "filling the gap" while local institutions have been encouraged to become more involved...particularly by establishing graduate programmes at the masters' level.

While the COEO-NIU connection has been well known by some COEO members, others are unfamiliar with the whys and wherefores of what has taken place. It is therefore my intent to help clarify NIU's role by presenting and addressing eleven frequently asked questions concerning that connection.

## 1. Why has NIU been offering graduate level courses in Ontario since 1978?

Simply put, it is because COEO has requested that outdoor teacher education courses be offered for interested members and other professional outdoor educators, teachers, administrators, and specialists.

Ontario outdoor educators sought appropriate masters' programmes through provincial universities but they were not available. In 1976, the idea of a masters programme jointly conducted by NIU and the University of Toronto's Faculty of Education was proposed, but was not brought to fruition. In September, 1977, at the Red Bay Conference, the COEO executive board considered the possibility of sponsoring NIU courses in the Toronto area and in Spring, 1978, the first courses were offered with twenty-seven persons enrolled.

## 2. Who enrolls in NIU courses in Ontario? What are the requirements for enrolling?

Anyone who holds a bachelor's degree may enroll for graduate credit in an NIU course. Credit earned is considered in the Student-at-Large category, and means that the student has not completed application for, nor been ac-

[continues on page 15]



**COEO**

**COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO**  
Eastern Region

# SPRING SYMPHONY

APRIL 22 - 24, 1987

at

**Camp Cameron Outdoor Learning Centre**  
near Perth, Ontario

For classroom teachers and outdoor enthusiasts. Come and enjoy a weekend of professional and personal development and relaxation.

- Making friends with plants
- Nature in the schoolyard
- There's a snake in the grass  
(Intro to reptiles & amphibians)
- Traditional Survival Skills
- Orienteering
- Canadian Wildlife Federation
- Fur-trading game
- Storytelling
- Project Wild: Wildlife & conservation activities  
designed for elementary school teachers. Resource  
book in English or French given to all participants  
in this workshop
- Spring Swing dance with Jackie Zoubie
- Fabulous food & much more

----- Register now - space is limited -----

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

## Costs

**Standard \$75, Students \$55**

Includes all meals, accommodation,  
sessions, wine & cheese on Friday,  
warmth and hospitality.

- Full refunds will be available for cancellation up to April 7, 1988.  
After this date, an administrative fee of \$20 will be retained on all  
cancellations.
- Please make cheques payable to: Irish Sullivan, Registrar  
238 Fifth Avenue,  
Ottawa, Ontario, K1S 2N3
- For more information call Irish at 233-0943 (H), 224-7881 (W)
- Please enclose a self-addressed, stamped envelope with your  
registration to ensure prompt confirmation.



cepted as a major in outdoor teacher education. Such credit can be included in a degree programme, but many persons only want to take graduate courses for personal reasons, or may want to transfer the credit into a degree programme at an Ontario university.

Both elementary and secondary teachers, special education teachers, naturalists, recreation specialists, conservation educators, full-time outdoor education teachers and administrators, and full-time students have been enrolled in these courses. The students represent a cross section of the membership of COEO as well as the broad outdoor/environmental movement in Ontario.

Students register and make payments through the P.D. Committee of COEO, who in turn fulfills the financial obligation of the contract with NIU. Students enroll in the courses with NIU on the first day of each course, and must provide a true copy of their undergraduate transcripts. It is the responsibility of the P.D. Committee to advertise the course; determine criteria for and conduct registration; collect deposits and fees; and provide teaching facilities.

### **3. What specifically are the courses that have been taught? When? Where?**

From spring, 1979, through fall, 1987, twenty-one courses have been sponsored by COEO. Nineteen of those courses were offered in the metro Toronto area; one in Waterloo; and one in Ottawa. The twenty-second course will be taught in Toronto this spring. The courses have been offered to fulfill a recognized need for professional development of practitioners in Ontario who want to advance the cause of outdoor education both personally and as an organized movement.

Over the years, twelve different

courses have been taught, usually two a year, with some having been offered more than once. The course titles were:

CIOE 410 Foundations of Outdoor Education (4)  
 CIOE 417 Arts & Crafts in Outdoor Education (2)  
 CIOE 503 Introduction to Education Research in OE  
 CIOE 520 Environmental Quality Education (2)  
 CIOE 521 Outdoor Interpretation  
 CIOE 524 Teaching Environmental Ethics  
 CIOE 525 Teaching Physical Science in the Outdoors  
 CIOE 526 Field Science  
 CIOE 530 The Role of Media in Curriculum Development for Outdoor Education (2)  
 CIOE 590 Workshop in Outdoor Education (2)  
 CIOE 592 Special Topics in Outdoor Education (3)  
 CIOE 597 Independent Study in Outdoor Education

### **4. What are the course offerings in OTE? What determines which courses are offered in Ontario?**

In addition to the courses listed in #3, the faculty of outdoor teacher education currently has the following courses listed in the 1987-88 Graduate Catalog:

CIOE 504 Historical and Philosophical Development of Outdoor Education  
 CIOE 511 Advanced Field Experiences in Outdoor Teacher Education  
 CIOE 519 Leisure and the Outdoors  
 CIOE 534 Integrating Community Resources Into Curriculum and Instruction  
 CIOE 544 Teaching Energy Alternatives and Energy Conservation  
 CIOE 570 Organization and Administration of Outdoor Education Programs  
 CIOE 575 Seminar in Outdoor Education  
 CIOE 599 Masters' Thesis

There are a number of factors that are considered in determining which courses are offered in Ontario. The

COEO P.D. Committee from time to time may survey its members either formally or informally to get a sense of needs and interests. Timeliness of certain subjects or topics may be considered. The availability of OTE faculty and their background in understanding Ontario education is a crucial consideration. Consultation with key COEO leaders and past graduates may also help determine priorities. The final decision is made by the NIU liaison person after consultation with COEO, the International Programs Office, and faculty in Outdoor Teacher Education. Faculty who teach in Ontario during the academic year, do so as a part of their regular teaching load and do not receive extra remuneration.

### **5. Who gives NIU authority to offer courses in the province of Ontario?**

Consent for any out-of-province institution to offer courses and programmes is granted by the Ontario Ministry of Colleges and Universities. More recently, that consent has been based on satisfying the provisions of the Degree Granting Act of 1983 passed by the Legislature of Ontario, and amended in later years. Such consent must be renewed every two or three years. From time to time the policies are revised, particularly as key personnel changes are made in the Ministry. Consent is site specific and at the present time NIU is authorized to teach only in the Toronto and Ottawa areas.

### **6. What is the role of NIU's International Office?**

All courses and programs that are offered out-of-country are administered through this office. Dr. Orville Jones, a former member of the OTE faculty, is the person specifically responsible for the arrangements of the COEO contract. It is this office that develops and secures

[continues on page 18]



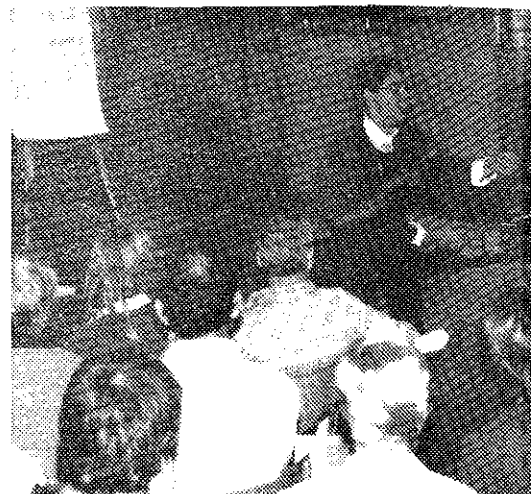
President Cathy Beach presents the President's Award to Sue Brown.



Ginny Moore receives the Dorothy Walter Leadership Award from Dorothy and John Aikman.



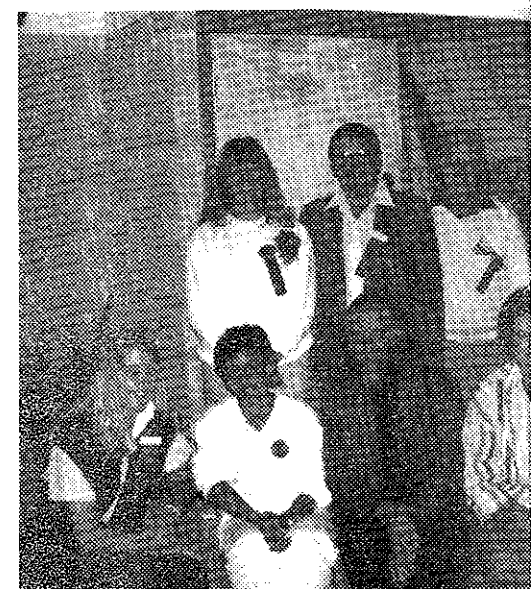
What is it? Pioneer artifacts in Grant Linney's session.



Michael Brandwein holds the audience in his palm at Boyne R.



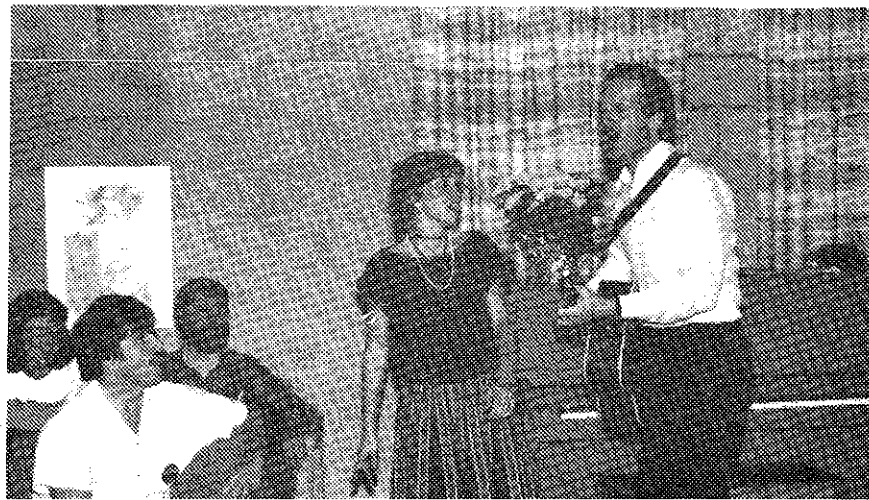
Chuck Hopkins presents the Robin Dennis Award to the North York Board of Education.



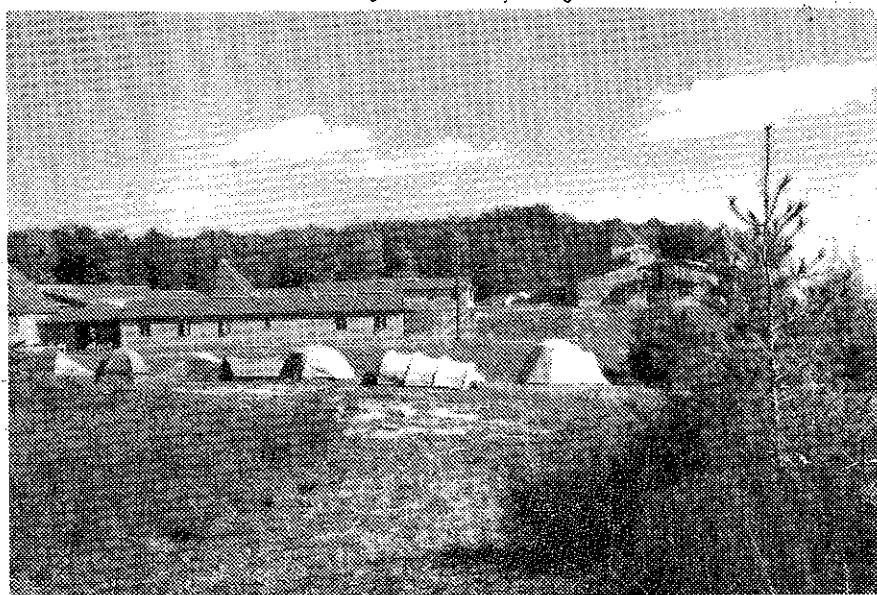
Ten past presidents gather for Bud Weiner's 'Circle of Excellence'.



the River.



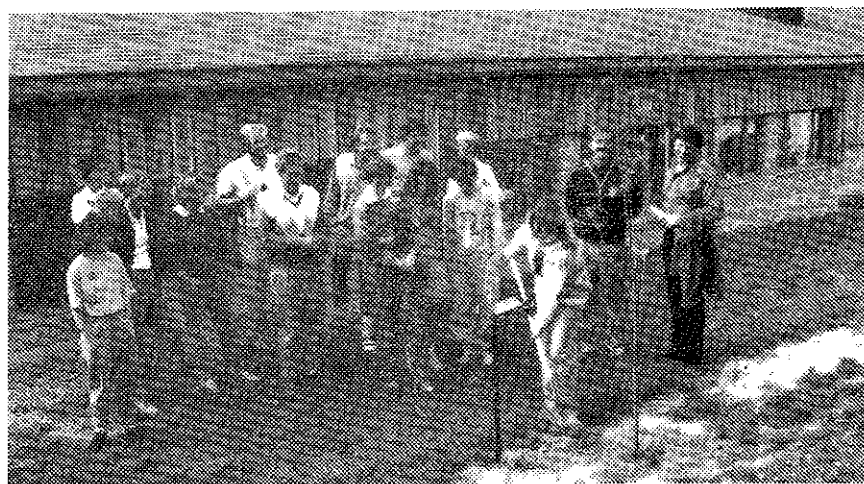
Local duo, Sharon and Peter, entertain guests on Thursday evening.



Mono Cliffs Outdoor Education Centre.



ellence'



Jan Stewart plants commemorative tree at Mono Cliffs...a gift to the future.

**Are You Ready for Conference '88?**



approval for contractual agreements, works cooperatively with the academic unit (Faculty of Outdoor Teacher Education) and is represented by Dr. Wiener, who serves as the liaison between NIU and COEO.

In addition to administering the budget derived from the contract fee, this office handles student files and forwards applications, transcripts, enrollments and grades for processing by the Office of Registration and Records, and the Graduate School.

## **7. What is NIU's reputation in the field of outdoor education?**

The beginnings of outdoor education at Northern Illinois University date back to 1949 when Dr. Leslie A. Holmes was inaugurated as the fifth president of Northern Illinois State Teachers College, and initiated a search for a faculty where teachers could be prepared to teach in the out-of-doors. The Master of Science in Education degree program was established in 1963, and since that time the program has grown and expanded to become recognized internationally for preparation in outdoor education.

Throughout its history the outdoor teacher education faculty has provided leadership in developing and promoting the outdoor education thesis by engaging in research and publication, through active involvement in professional organizations, by offering preservice and inservice preparation programs, by serving in consultant roles, through networking with other professionals, and as speakers and participants in meetings and conferences in many parts of North America and beyond.

The faculty is housed at the Lorado Taft Campus, 58 kilometres from the main campus in DeKalb, Illinois. This facility is an outstanding centre that is an integral part of outdoor

teacher education efforts. In addition to residential accommodations, its library contains one of the largest collections of research and literature to be found anywhere. The breadth of the course offerings and the diversity of the faculty attests to the ongoing commitment of this programme to address current and future directions of the broadly based outdoor and environmental education movement.

## **8. Who are the current faculty members and what are their backgrounds?**

Dr. Swan and Dr. Stark retired this past August, thus we have two new members of the faculty as well as six continuing members. One member, Mr. Vern Janke, teaches at the undergraduate level only. Current graduate faculty members are:

Donald R. Hammerman, professor, Ed.D., Pennsylvania State University. Since 1954.

Clifford E. Knapp, professor, Ph.D., Southern Illinois University. Since 1980.

William Quinn, M.S. Ed. (Ed.D. expected Spring '88) Instructor, Boston University. 1987.

Deborah Simmons, ass't. professor, Ph.D., University of Michigan, 1987

Robert L. Vogl, assoc. professor, Ph.D., University of Michigan, Since 1965.

Sonia W. Vogl, assoc. professor, Ph.D., University of Michigan. Since 1979.

Morris 'Bud' Weiner, professor, Ed.D., Michigan State University. Since 1963.

## **9. What future directions might be anticipated in Outdoor Teacher Education, and Northern Illinois University's commitment to COEO?**

The outdoor teacher education programme has undergone extensive

reviews in 1981-82 and 1986-87 by the Board of Regents (NIU's governing body), by NCATE (a national accrediting body) at other times, and internal reviews by the university. The results of these reviews and interim reports have set the stage for current program development activity by the faculty. They also resulted in three new courses being added to the programme a few years ago. Now a revised program structure and curricular design are being reviewed at the departmental level. It is anticipated that any resulting catalog changes will not be in place until 1989. When those changes do receive final approval by the university and the Board of Regents, announcements will be made. However, until such time, the current catalog and programme are in force.

The working relationship with COEO has been a positive one in all aspects. There have been more than 40 Ontarians who have completed the M.S. Ed. programme; and many, many more have been enrolled in one or more courses (See ANEE, Vol. 14, No. 5, pp. 27-29)

## **10. What about the masters degree in outdoor teacher education? What are the requirements for entry and completion of the programme? Can it be earned in Ontario? Is there a doctoral programme?**

The mission of the programme is to prepare preservice and inservice teachers and other professional leaders to utilize an array of outdoor and community settings and resources for instructional purposes. The course offerings at the graduate level address the outdoor education concept and movement per se, but also draw from various disciplines as

means of presenting and analyzing pedagogical processes appropriate to outdoor environments. The program focuses on curriculum development and personal development with a strong emphasis on integrated and interdisciplinary approaches. At Northern, the delivery of the M.S. Ed. degree programme is integrated across three interdependent components in which the faculty is involved: graduate courses and scholarly production, undergraduate preparation and service, and service to public and private schools and agencies in the region.

To become a major in OTE, a person must be accepted by the Graduate School and meet the admission requirements which include completion of the application form, and undergraduate degree with a 'B' average, letters of recommendation, and successful completion of the Graduate Record Examination.

The requirements for graduation include the following:

A. A minimum of 30 semester hours credit. Courses are usually offered for three hours credit, therefore, a minimum of 10 courses are required. Ontarians might call these half courses since they are taken within a semester rather than a full academic year.

B. Twenty-one semester hours credit (7 courses) must be in the OTE major, and nine credits (3 courses) are taken in cognate or related subjects.

C. A minimum of six semester hours credit must be taken in OTE courses at the NIU campuses.

D. No more than 15 hours of Student-at-Large credit may be counted to meet the above requirements. With the approval of the faculty and the Graduate School, a maximum of 15 semester hours of transfer graduate credit may be accepted from accredited colleges and universities. However, in meeting the re-

quirements for the M.S. Ed. degree, the total credit transferred plus that earned at NIU as a Student-at-Large may not exceed 15 semester hours.

E. CIOE 410 and CIOE 503, both three semester hour courses, are required of all majors.

F. A final comprehensive examination is required.

NIU does not offer a masters degree programme in Ontario, but courses taken there may be used in the student's programme of studies. As indicated in 'c' above, a minimum of six hours must be taken in Illinois.

There is no doctoral programme in outdoor education. However, there have been doctoral students who have completed their degrees in Curriculum and Supervision, Instructional Technology and Media, Administration, Adult Education, Elementary Education, and Guidance and Counselling; and who have had outdoor education as a related area and as a focus for their dissertations. They have also had OTE faculty members serve on their committees.

Although contracts are negotiated on a year by year basis, it is anticipated that NIU will continue to honour the requests of COEO in providing professional development through graduate level offerings as long as the need exists and the obligations of the contracts can be met.

## **11. How can I find out more about NIU, the masters degree, Taft Campus, and assistantship?**

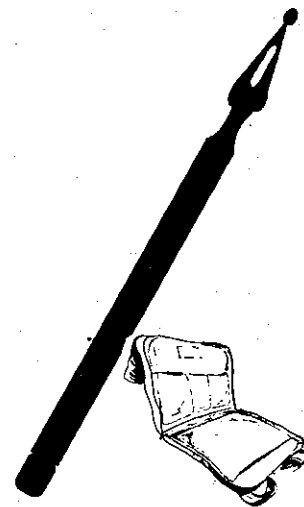
A number of full-time outdoor educators, teachers, and other professionals in Ontario have been enrolled as majors, completed the degree requirements, and have visited or taken courses at Taft Campus near Oregon, Illinois or the main

campus in DeKalb. These persons can relate first-hand their experience in the programme. Bessel VandeHazel was the first Ontarian to complete the degree in 1969, long before courses were sponsored by COEO in the Toronto area. People have come for a year either as a full-time student (like Rod Ferguson, Ottawa), or as a teaching assistant (like VandenHazel and ten others); many come for one or more summers; and a few come for a semester during the academic year. Each of these people has a different story to share, and could be sought out by contacting the P.D. Committee chairperson who maintains a list.

Obviously, people can write, call, or visit the programme and facility. An information and application packet will be sent upon request. The contact is: Faculty Chair, Outdoor Teacher Education, Northern Illinois University, Box 299, Oregon, IL 61061. Phone: (815) 732-2111.

---

*Specific information about what NIU is currently offering through COEO can be obtained from Lloyd Fraser, COEO PD Chair, 156 Shaughnessy Blvd., Willowdale, M2J 1J8 or Mark Whitcombe, 34 Blind Line, Orangeville, L9W 3A5, H: (519) 941-9966.*



# Graduate Studies in Education at Queen's

*Bert Horwood, Professor, Faculty of Education, Queen's University*

**T**he graduate program in education at Queen's offers excellent opportunities for outdoor educators. The degree gained is a Master of Education. There are two areas of specialization: Administration and Policy, and Curriculum and Instruction. The Curriculum and Instruction specialization provides wide scope for advanced academic study with applications to outdoor and experience-based education.

It is possible to focus a program in outdoor education by selecting courses and research work in that field. Five out of ten courses can be specific to outdoor education. Many other courses in the program are designed to teach general principles which students are then required to relate to their special fields of interest. For example, in the introductory research course, students are required to apply work in research design to a particular problem from their area of professional interest. By careful choice of courses, an outdoor educator can obtain both a sound grasp of advanced educational thought and a useful set of tools for leading-edge work in the field.

Like other Ontario Universities, the program at Queen's is validated by the Ontario Council of Graduate Studies. This body has very stringent academic standards which are rigorously applied. The result is to ensure a level of quality which makes such programs challenging for instructors and students alike. The program at Queen's is demanding but it has great rewards for those who are looking for a challenging search into the underpinnings of knowledge and value which motivates the outdoor education

field.

The 1987 COEO Conference revealed a major need for research in outdoor education in Ontario. A surprisingly large number of important questions were asked which could only be answered by appropriately disciplined inquiry. This establishes a need for more practitioners with a research capability. The need can not be met by relying on external research experts who have no special interest and commitment to outdoor education. Rather, what is required is a group of teachers who are literate in educational research methods and resources. The Queen's M.Ed Program is ideally suited to provide interested teachers this kind of power. A student can devote as much as half the program to study and practice of research in outdoor education.

---

**Courses are normally based in Kingston, but off campus centres exist in Oshawa and Belleville.**

---

Where there is a demand, courses could be offered in other places. Possibly the most attractive way to undertake graduate work at Queen's is through full time studies during a leave. The bulk of the program can be completed in one year and two summers, although many students find it a mistake to rush. An advantage of full time studies for outdoor educators is the opportunity for close contact and work with the faculty members in the Outdoor and Experiential Education programs. There are many opportunities to get involved with the pre-service courses and other activities of the faculty,

either through teaching assistantships or some other arrangement.

Another advantage of graduate studies at Queen's is the wide diversity of backgrounds within the graduate student group. Students come from education work in the health sciences, colleges, and all levels of the school system. There are unique opportunities for contact with teachers from third world countries who are at Queen's under the auspices of two international programs.

---

*For further information, contact:  
Dr. Hugh Munby, Director,  
Graduate Studies and Research  
Faculty of Education  
Queen's University,  
Kingston, Ontario, K7L 3N6*

## Manitoba Outdoor Education Association

**Winter Conference**

**February 11-12, 1988**

**Camp Manitou**

*Call Cathy Beach for more  
information*

# Environmental Studies at York University

*Annemarie Gallagher,  
York University*



YORK  
UNIVERSITY

FACULTY OF ENVIRONMENTAL STUDIES

**T**he Faculty of Environmental Studies (FES) at York University was established in 1968 to meet the demand for new and more appropriate responses to environmental problems and issues. The Faculty's program, which leads to the degree of "Master of Environmental Studies", is designed to develop scholarly and professional competence in understanding and responding to environmental concerns. "Environmental studies" is defined broadly to encompass the full range of natural, built, social, and organizational environments. This interdisciplinary approach is reflected in the diverse teaching and research interests of Faculty members and in the varied backgrounds of FES students. Faculty members' interests include such areas as: biological conservation, communication, environment and behaviour, environmental education, environmental mediation and negotiations, environmental planning, environmental thought, environmental and social impact assessment, future studies, health, housing, human service organizations, international development, Native Canadian relations, organizational ecology, quality of working life, resource management, social policy urban design, urban and regional planning, and women and environments. FES students have a similarly broad range of backgrounds. They come from such undergraduate degree programs as biology, economics, fine arts, geography, history, humanities, political science, psychology, public health, sociology, urban planning, and many others. A substantial number of students are mid-career people who bring first-hand, practical experience to seminars and workshops.

A growing number of FES students

are pursuing Environmental Education as their Area of Concentration. The following statement was developed to assist these students with the preparation of their individual Plans of Study:

Environmental Education is concerned with the explication of values and issues relevant to an understanding of person-environment relationships. Environmental Education is considered to be an intrinsically interventionist field. As such, it should be studied from a critical perspective which is grounded in an intimate combination of both theory and practice. This combination will take various forms and will evolve throughout the individual program depending on the past experiences, interests, learning style, and objectives of the student.

---

## **A growing number of FES students are pursuing Environmental Education as their Area of Concentration.**

---

Anyone studying in the field of Environmental Education should draw, with varying degrees of emphasis, upon the following general learning areas and have an understanding of each: the natural world; human environments (natural and fabricated and their interrelationships); human development and learning (e.g., learning theory and psychological development); communication (including theoretical and practical approaches through attitude change as well as the process of communication); cultural and historical analysis

of environmental problems (e.g., environmental philosophy, environmental ethics, environmental thought; social and institutional contexts in which learning takes place; social change (e.g., politics, economy, cultural processes); and methodology (including practical and critical skills)

Students at the Faculty of Environmental Studies pursue individual programs of study designed in consultation with faculty advisors to focus on their specific needs and interests. To obtain the MES degree, students must complete satisfactorily forty course units of work, normally including ten course units of field experience. Full-time students normally register for five course units in each of three terms per year, completing the program in eight terms or two and two-thirds years. The average length of time for full-time students to complete their programs, however, has been about two years; the difference results from students' being able to achieve the learning objectives set out in their Plans of Study in a shorter period of time. While the Faculty does not offer a "part-time program", it does allow some students to pursue their studies on a part-time basis, provided that they can commit at least one full day per week (or its equivalent) in each term and that they can be registered full-time in at least one term.

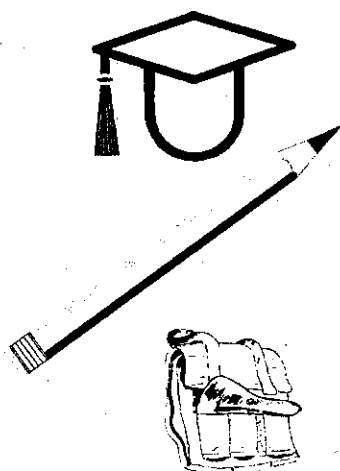
As well as drawing on the Faculty's curriculum, which includes over 100 courses, students may enrol in courses in other graduate programs at York and, where appropriate, at

other universities. They can devise independent studies when available courses do not meet their needs and earn course credit through job related field experience. Students interested in combining environmental studies and law can enrol in the Joint MES/LLB Degree Program offered by the Faculty of Environmental Studies and York University's Os- goode Hall Law School. Under special circumstances it is possible to pursue the MES degree concurrent- ly with another graduate degree program at York such as the Master of Business Administration, Master of Arts or Master of Science.

*For further information on this inter- disciplinary, self-directed and flexible masters degree program, contact the Faculty's Coordinator of External Liason at (416) 736-5252 ext. 2641 or*

write to:

*Annemarie Gallagher,  
Coordinator of External Liason  
Faculty of Environmental Studies  
York University  
4700 Keele Street  
North York, Ontario, M3J 1P3*



# COEO Graduate Course in Outdoor Education

Northern Illinois University  
LI

## CIOE 530: Curriculum Development for Outdoor Education

**Instructor - Bud Weiner**

**Emphasis: Developing and Assessing Curriculum Materials**

**Topics:** -The role of the practitioner in developing outdoor education materials.

-The role of the Ministries, organizations and publishers in curriculum development for outdoor education.

-Survey, critique and selection of outdoor oriented materials.

-Developing simulation lessons and activities for outdoor education.

-Designing and producing curriculum materials for outdoor instruction and program development.

-Organizing and carrying out a Outdoor Education Curriculum Materials Fair (tentative)

**Dates:**

March 26-27, 1988

April 9-10

April 23-24

May 14-15

May 28-29 (make-up dates if needed)

**Location:**

Toronto area

**Fee:**

\$300

This programme is offered with the permission of the Ministry of Colleges and Universities of Ontario who requires that we advise you that "The Ministry of Colleges and Universities does not endorse this programme of studies or certify that it meets Ontario University standards. In addition, it cannot guarantee that the degree that the degree will be recognized by On-

tario Universities and employers.

You are advised that the NIU degree is deemed "an approved Master's Degree in Education" for QECO Evaluation Programmes 3 and 4, and it is evaluated by QECO as "no less favourable but no more favourable than degrees taken from recognized Ontario Universities."

Further you are advised that students from this programme have found Ontario Universities willing to accept equivalency when credits are being transferred to the Ontario University. Some Ontario Universities will only accept courses which they consider appropriate for the programme of studies undertaken at the Ontario University.

**Please enrol me in the NIU/COEO course CIOE 530 Curriculum Development for Outdoor Education. I enclose a deposit of \$50, made payable to COEO, to reserve a place.**

Name \_\_\_\_\_ Telephone (H) \_\_\_\_\_ (B) \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Return to: Mark Whitcombe, 34 Blind Line, Orangeville, Ontario, L9W 3A5  
home (519) 941-9966 messages (416) 465-4631



# The Taft Mystique

*George Tack,  
Brookhaven P.S., North York*

**8:00 a.m.**

The first lecture begins 100 km away at 9:00 a.m. A sense of purpose drives me on.

We all have had such appointments to keep before. A little pressed for time, we know we have to hustle to make it on time. No distractions. On this occasion, I have just skirted the south side of Chicago after an all night drive from Toronto. My destination is an, as yet, unknown spot in Western Illinois. If my Rand McNally is correct, I swing north on I-39 to Illinois 64 and "go West, young man," until I see a sign for the Lorado Taft Campus. If I hit the Rock River, I've gone too far.

On an impulse, just days earlier, I had spoken to the Ministry of Education about upgrading my qualifications. I was just completing Environmental Studies, part I, at York and had obtained permission to take two masters' courses to obtain part II. A call to Bud Wiener, incoming faculty head of Outdoor Education at Northern Illinois, had verified space in two suitable courses. I tossed the Macintosh into the back of the Honda, added a few other essentials, gave the customs officials a probable rationale of doing a few weeks bird watching in the Midwest and away I went.

The terrain is flat now; the corn stretches for miles. This is, after all, the beginning of The Great Plains and Illinois has supposedly the highest yield of agricultural product per acre of any of the U.S. states. Will my four week stay at Lorado Taft be as unexciting as the scenery? Will I be spending my summer



Lorado Taft Field Campus is set in a mature Oak-Hickory Forest on the high banks of the Rock River in north-western Illinois.

watching the corn grow?

Speeding through Paw Paw, Illinois, I had a feeling of *deja vu*. It was uncanny that I had passed through Paw Paw, Michigan in the middle of the night! Strange name.

Onto Highway 64. Half-past eight and about 50 km to go. Now I had not time to even look at the map placed on the passenger seat. The eighteen-wheeler ahead was making good time, but I would like to get ahead of it. There were two lanes and just enough traffic to keep me cautious. Easing out to pass, I sadly noted stretching ahead, a whole convoy of similar trucks. The next twenty minutes were spent leap-frogging the "biggest travelling circus in the world from Muskogee, Oklahoma."

I had been so busy passing the brightly painted vehicles, I had missed a few signs. Hopes rose again, however, when a marker for the Lowden State Park stated its imminence. Bud had told me the park was adjacent to the Taft Campus.

Approaching a town, the signs at Big Al's Roadhouse ushered me to the right and behold, a roadsign bearing evidence of a Field Campus for Northern Illinois University. Left into the park, through a tunnel of oaks and shagbark hickories, the narrow road split abruptly right into a parking lot. There, an old, straw-hated gentleman with a western drawl directed me to park ahead along a pathway towards unseen buildings.

Thankfully, the buildings were but few. And small. No meaningful signs were apparent. Heckmann and Blackhawk were building names that didn't mean much at the time. More verbal assistance led me down some steps, past a substantial bank of poison ivy and into a long room containing a few tables. A dozen or so souls were poring over mimeographed sheets from piles of paper at the front.

**9 a.m.**

I plonked myself down and read the sheets. "I may be a bit late this

morning," one of them stated, "I am greeting an incoming group. Read the notes..., signed, M. Swan."

"Where Philo Blake killed the b'ar" was an introduction to land surveying. Over the next four weeks, we were, with transit and line, going to improve on the methods of surveying developed by our pioneering forerunners', to survey a "field". Fourteen exercises would have us make a detailed 3m by 1.5m contour map of a 2.5 hectare plot. Elevation was to be tracked from the Rock River reference level about 1 km distant. A complete inventory of all living species in the plot, a history of the plot and links to the surrounding community, an interpretive trail, a mosquito study, a story for a child and the stars of the July night were all part of the eight days work. Eight very full days.

The challenges were laid out. At 9:20 a.m. the old fellow with the straw hat walked in. "Hi, I'm Dr. Swan. Let's get on with it!" Within minutes, he had us dodging poison ivy, trudging transits and tripods through the bush and up 45 slopes. We were on our way.

Introductions took place as we measured and recorded. Gerry Bowes from Wellesley, Jayne Woodcock, a Huntsville teacher, and Edgar Lee from Newfoundland were the rest of the Canadian contingent. Several teachers from various parts of Illinois were upgrading their qualifications while six souls were pointed out as the GA's, the graduate assistants who were pursuing their masters degree while teaching the school and service groups using the campus.

The bonds were established quickly. Since I was staying with the GA's, dormitories, bars, food and entertainment were organized quickly. Fees were paid and registration took place over a coffee break, lunch was served in the dining room looking high over the Rock River.

Assignments were begun im-

mediately. Exploration of the community was a delight in that it all related to the course.

Here, half way between Chicago and the Mississippi was the site of the Blackhawk Wars, hence the reason for the 30m concrete statue by Lorado Taft of The American Indian, looking west over the river. Here was the dumping ground for some of Al Capone's victims along with stories of local stills. Was Citation the wonder horse really buried in the local cemetery? Was Lorado Taft's Eagle's Nest art colony really a turn of the century hippie commune? Were there actually bodies from the Blackhawk Wars stored in a local historian's garage?

We did determine that the local, pure silica was used to make the Mount Palomar telescope. The giant swallowtail butterflies that were so astonishing on first sight, were abundant throughout our stay. So were indigo buntings and red-headed woodpeckers, though the yellow-billed cuckoo that became the hero of my children's piece, was very secretive as he preyed on swallowtail and tent caterpillars. A Pearly Eye landed right next to its picture in the Audubon Field Guide to Butterflies and confirmed its entry on my species list. The Driscoll massacre of the 1830's was linked to the Taft property through the former owners of the plot, the Mix family. Yes, there was a lot more to this place than corn.

---

### **Bud Wiener became both our link with culture and our entertainment director.**

---

Yes, the circus came to Oregon that first day and Bud arranged for a group visit. Any restaurant within a 2-hour drive that was worth Bud's recommendation was tried and always met with approval. The famous Track Inn Restaurant, completely surrounded on all sides by railway lines and only a fifteen-minute drive

away, served a great feast of catfish. The musical *Oliver* was presented one weekend; the Bix Beiderbecke Jazz Festival another. I still have vivid memories of a flotilla of pontoon boats loaded with a barbecue, beer coolers and shoulder-to-shoulder party makers, on the Mississippi River. One reveler just floated downstream with a six pack on his chest in the 40 C weather. Folk festivals and story-telling festivals abounded. Another highlight was the Budweiser Chili Cook-off in Ronnie Reagan's birthplace, Dixon, a 20-minute drive to the south. Visits to Spoonie's Bar were almost a nightly occurrence along with a continuous silent protest against the local Byron nuclear power plant.

The four weeks went by quickly. Malcolm Swan's course ended with his retirement dinner. Lloyd Fraser was one of many who travelled great distances to honour this scholar in the Outdoor Education field. Cliff Knapp's Organization and Administration of Outdoor Education course was highly intensive but very rewarding. Thank heaven we were able to convince Cliff that what we could say in 20 pages could be said almost as well in 10!

The question of continuing on to do the full masters programme was one I mulled over as I drove back to Toronto. The faculty is only a handful strong but so very personable and approachable. Lorado Taft is a small island of outdoor analysis and relevance. Oregon's small town flavour is encouraging for a second visit, while the ongoing courses offered in Ontario make the pursuit of complementary courses, close to home, relatively painless.

Looking back, the four weeks was very rewarding, personally and academically. The possibilities for COEO members are numerous and varied. Certainly, on the basis of this one experience, an experiment with the Taft Mystique is highly recommended.

# Systematic Curriculum Design for Outdoor Education

*Len Popp, Associate Professor of  
Education, Brock University*

## Introduction

**C**urrently outdoor educators are caught up in the wave of curriculum activity resulting, in part at least, from our improved capability through the application of new technology (i.e. systematic procedures) to deal effectively with problems of program and instruction. COEO faces a special problem: Should outdoor educators attempt to design unique curricula or should they work as integrators designing activities directly from the curricula of the more basic disciplines?

Essentially, if a curriculum is viewed as a set of potential plans offered to a teacher for use in planning activities for students then an outdoor educator as much as any other teacher needs to have a curriculum. It is unreasonable to expect a teacher to constantly work from several curriculum documents, usually designed in different fashions, each with features that would inhibit the rate at which integrated planning could be carried out. The real issue is not whether or not the teacher should have access to a single curriculum but what the nature of that curriculum should be. Is it sufficient that the outdoor education curriculum merely be a compilation of the learnings drawn from the various basic curricula, sequencing these for the ease of the teacher? Is it instead necessary to design a separate curriculum which may include components from the basic curricula but which has a major set of learnings unique to the outdoor education context? It is questions like these that the newer curriculum design technology helps to resolve.

## Curriculum Technology

Teachers deserve access to curricula which are not only convenient to use but also promote the development of programs which are at least defensible, that is, programs in which any activity, through a set of logical steps, can be carried back to the basic reasons for which the curriculum was designed. Technology for designing curricula which permit this kind of program planning exists currently. It begins with an attempt to describe what should be the ultimate justification for any program: the nature of changes which the subject area attempts to promote in its learners.

---

### **The curriculum procedures begin with an attempt to present images, or descriptions of what is desired.**

---

These may include an image of the ultimate perfect student (once he has been treated by the perfect curriculum), a description of the nature of students as they grow to that perfect state, an image of the nature of the discipline or area of study, and an image of the effective teacher in action using the new perfect curriculum. Although these images may be partial and imperfect in their description, nevertheless they are very useful because it is from these

ideal states that the major goals of the program are generated and to the extent that these ideal states represent what is good and useful these goals are defensible.

These images and goals can be used to generate the Learnings which, as they are acquired by the learners, carry them closer and closer to the ideal states. To be acceptable, these learnings must be comprehensive, that is, there must be some reason to believe that the major learnings are included and that important ones are not omitted. It would be helpful to start with the notion of what the potential kinds of learnings might be. These can be identified from an examination of the various domains of learnings with which most educators are familiar. A defensible curriculum document will be built upon learnings representing the Knowledge domain, Operations domain, and Affect domain, with the Operations domain including intellectual operations and psychomotor operations. Within each of these domains there are classes of learnings which should be represented within the Knowledge domain, for example, learnings can consist of very narrow specifics or concepts or principles or theories; within the Operations domain there can be basic operations, integrated operations and complex strategies, in addition to the school skills traditionally taught. In the Affect domain there can be feelings, attitudes, beliefs, values and traits. (See Figure 1 for an overview of these categories of learnings.)

The contexts in which various kinds of learnings will be met will differ in an outdoor education curriculum from those in the basic curricula. In outdoor education laboratory activities would be the exception rather than the rule; realistic activities actually carried out in the out-of-doors would be the rule, not the exception. This difference should be reflected in the framing of the learnings.

A glance at the large number of learnings usually generated by the above procedure makes it obvious that some system of identifying

priorities must be undertaken. Traditionally criteria of importance, degree of discrepancy and feasibility are employed to identify those learnings which will receive major emphasis. To promote the development of the learnings in a related fashion, Organizers or organized sets of the learnings can be described. A concept net, for example, can present the relationships across the various knowledge learnings; interdisciplinary skills list or a complex strategy (or strategies) can describe the relationships across major operations; elaborations of be-

havioural traits can be used to relate affect components. Such organizers are brief descriptions which can be elaborated to generate more and more detailed sets of learnings within each relevant category.

Since teachers are in the growth business, it is necessary in a curriculum document to provide useful descriptions of the nature of Growth for major learnings. These descriptions should provide a series of steps linking very low initial levels of performance to those socially useful levels which would constitute sufficient end points for instruction.

### Figure 1: Categories of Learnings

## The Well-Rounded Person

Consists of

### What He Knows KNOWLEDGES

#### Systems

Very broad organizations of information from which many theories can be derived.

#### Theories

Broad, encompassing principles.

#### Principles

Two or more concepts, related to each other.

#### Concepts

Groups (classes) of related specifics.

#### Specifics

Specific facts. Bits of information simply recognized or recalled.

### What He Does OPERATIONS

#### Complex Strategies

Executive strategies guide efforts to solve problems.

#### School Skills

Applications of Basic and Integrated Operations to particular contexts. Procedural Skills.

#### Integrated Operations

Combinations of Basic Operations used to organize information more complexly: Logical Multiplication, Compensatory Thinking, Proportional Thinking, Probabilistic Thinking, Correlational Thinking.

#### Basic Operations

The most basic ways to organize information: Observation, Correspondence, Classification, Seriation.

### How He Feels AFFECT

#### Traits

Consistent characteristics of behaviour (from consistent sets of values).

#### Values

Sets of related beliefs which colour decisions made.

#### Beliefs

Principles with one (or more) affect-laden concept (attitude)

#### Attitudes

Positive or Negative. Sets (classes) of similar events with similar feelings attached.

#### Feelings

Likes and Dislikes attached to specific events.

These growth strands can be used by the teacher to guide instruction and assessment as well.

Given such detailed maps of the learnings, the teacher requires only one more ingredient: Methodology which is appropriate to the various learnings. For some, especially some of the learnings more recently receiving attention, such methodology is not generally available in classrooms and therefore, should be provided in the curriculum materials.

Finally, all of this information must be culled, organized and presented in such a fashion that it can be used under the typical conditions in which a teacher works, not a simple task since teachers typically engage in complex unit planning when they have too little time to complete the planning and therefore very little time to waste on the physical manipulation of materials.

These various steps in the curriculum design sequence can be used to decide on the nature of the outdoor education curriculum. For example, given the image of the ideally educated student and the image of the discipline of outdoor education, it should be possible to make an initial decision of the extent to which it is sufficient to work primarily from basic curriculum documents in structuring the curriculum for outdoor education. Does there appear to be a sufficient number of characteristics specific to outdoor education that working from the basic curriculum documents a teacher might not present a sufficiently rich program for students? In terms of specific learnings, does outdoor education as an area of study contribute a sufficient

number especially of higher order learnings (for example, principles, strategies, beliefs) that the basic curricula are insufficient to the needs of the outdoor education instructor? In establishing priorities does a relatively large number of learnings specific to outdoor education receive high ranking? Are the organizers (concept maps, skills lists or strategies) provided in the basic curricula? Are those provided sufficient to the needs of the outdoor education program? If they are available and sufficient, they should be adopted; if they are available but insufficient, they should be adapted; if they are unavailable, they should be generated. How sufficient are the descriptions of growth? Are more growth strands needed? If so, they will have to be generated by the outdoor education curriculum team. With relation to methodology, what adaptations are required, given the special contexts of the outdoor education program? Finally, are any changes in the formats of the various basic curricula needed or helpful for teachers of outdoor education? How can the process of unit planning be described so that it will be helpful for outdoor educators?

### Action

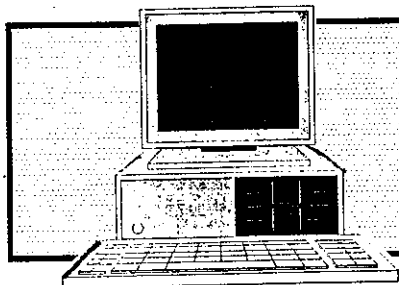
The various steps to be undertaken in order to describe the nature of the preferred outdoor education curricula can be described discretely.

1. Generate the Images of the ideal educated student as he learns his way towards that developed state of the discipline of outdoor education, and of the outdoor educator in action. In these various images, identify those critical components which are not included in the images provided by the curriculum for

the more basic disciplines.

2. Using these images as a screen, cull from the basic curricula those learnings which are appropriate to outdoor education; supplement these with the other learnings required to achieve the major goals collected in the images.
3. Establish priorities across the learnings. Note especially any priorities that are distinct from the basic curricula.
4. Provide the required Organizers. Either locate them in the basic curricula or generate them as required.
5. Describe Growth sequences for important learnings, locating them or generating them as required. Compare the levels in these growth sequences with those suggested for similar learnings in the basic curricula so that the instruction in related learnings can be coordinated across disciplines.
6. Describe appropriate Methodology especially in adaptation to the outdoor instructional contexts frequently encountered.
7. Select or construct an appropriate format in which to present the curriculum materials.

The curriculum constructed in this fashion will reflect the basic subject areas to the extent that is appropriate and it will include those unique characteristics dictated by the outdoor education components. Thus, the design technology permits us to construct the kind of curriculum which is required without engaging in unnecessarily lengthy debate beforehand.



### Educational Software

The Science Teachers Association of Ontario has an Electronic Bulliten Board, BBS, that can be reached at 849-1159 using a computer and communication software. It operates at 1200 baud, n,8,1 and offers forum's on a variety of topics of interest to teachers. Educational software can also be downloaded for school use.

# Does Outdoor Education Change Anybody?

by Prof. Rod Bain  
Althouse College,  
University of Western Ontario

**R**esponses to a short questionnaire given recently to 500 student-teachers indicate overwhelmingly that it does. John Ogletree and I were interested to find out what outdoor events our students remembered and how they felt about them. The events, in some cases, took place as long as 20 years ago, but their memories according to many anecdotal remarks written on the questionnaire remain fresh and clear.



Several observations emerge from this chart. First, there is a 4-year gap between completing an undergraduate degree and attending Althouse. Our students are older than our students of two decades ago, and many have a variety of work experience. Second, during the 17 years of COEO many thousands of children throughout Ontario have experienced many outdoor activities. As an outdoor educator, have you ever asked what their feelings, attitudes or behaviours might be, say 1 year, 5, 10, or 20 years later?

## The Questionnaire

Students were asked to respond to 4 questions:

1. Has any outdoor education activity or experience been very meaningful to you?

Yes      No

## The Respondents

Althouse College Student Teachers (Faculty of Education, U.W.O.)

Male 224	Female 421
Average Age 26	
Age Span 21-47	

The Student aged 26 was:

Born 1961  
Kindergarten 1966 \_\_\_\_\_ 1970 COEO begins  
Grade 8 1974  
Grade 13 1979  
3-4 years B.A. 1982-83  
Althouse 1987-88 \_\_\_\_\_ 1987 COEO 17th anniversary

Please detail what this important event represented in your life if your answer to the above question was "yes".

2. Are you involved in any outdoor activities now as a direct result of initial exposure to the activity in elementary or secondary school?

Yes      No

Please list any activities if your answer was "yes".

3. Check any of the following to indicate which individuals or groups have structured outdoor education activities for you. Add any agency or group if they gave you an outdoor education experience.

Classroom/Subject Teacher  
Outdoor Education Staff  
Conservation Authority Staff  
Cubs, Scouts, CGIT, YM-YWCA  
Summer Camp Operation  
Junior Farmers 4H Club  
Parents/Family  
Friends/Relatives  
Other

4. List any values studied or attitudes you associated with your outdoor education experiences. Place an asterisk\* by an attitude al-

tered as a result of outdoor education.

Also record any skill additions or knowledge gains you associate with your outdoor education activities.

Values or Attitudes  
Personal Skills  
Knowledge Gains

## The Results:

The open-ended nature of the questionnaire allowed respondents to use their own words to tell us what the event was and what it meant to them. Since their written responses were so many and varied, I found it convenient to group similar items.

Slightly over 80% of the respondents indicated that an outdoor education activity or experience had been very meaningful. The most frequent events were: field trips; outdoor studies/classes/courses; camping; and canoeing/canoe tripping. The most popular descriptors for the events were: appreciation, love; enjoyment, exciting, fun; conservation,

environment, relationships, ecology; practical, direct, hands-on, useful; and, memories.

Fifty-seven decimal six percent (57.6%) of the respondents claimed that they were not now involved in any outdoor activities in spite of initial exposure to outdoor activities in school. They told us "kids", "continued schooling", "lack of money and time", prevented a continuing involvement.

The remaining 42.4% who are now involved in outdoor activities as a result of exposure in school listed these activities as the most prevalent: alpine/cross-country skiing; running, walking, jogging; backpacking, hiking, camping; and, canoeing.

In response to the question, "Who taught you?" classroom/subject teachers received the highest tally, followed closely by friends/relatives, parents/family, cubs, scouts etc., and summer camp.

The most common responses for values studied or associated with outdoor activities were: respect, love, concern, abuse, of nature/environment; appreciation; enjoyment, fun; and, respect for others, people, different cultures, lifestyles.

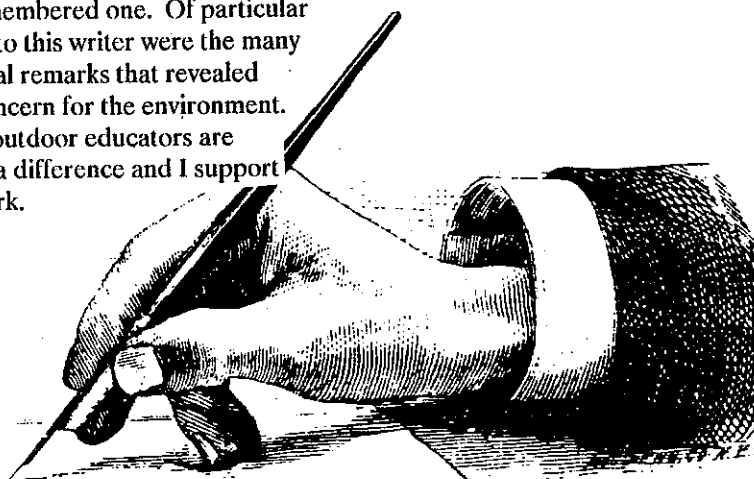
Favourite personal skill additions were sailing, canoeing, kayaking; camping; and, alpine, cross-country skiing.

Increased plant knowledge was the most frequently occurring of all the knowledge gains listed. This was followed by ecosystems/environment knowledge and then improved knowledge of animals.

## Summary

It appears that the outdoor activities experienced by many of our students during the last 20 years have had their effect and that effect seems to be a positive, happy and

well-remembered one. Of particular interest to this writer were the many anecdotal remarks that revealed deep concern for the environment. You as outdoor educators are making a difference and I support your work.



**COEO** COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

Northern Illinois  
University



## Graduate Course in Outdoor Education

### Field Science

### Instructor - Sonia Vogel

Emphasis: Provides a basic fund of scientific knowledge which can be studied in the natural environment. Special attention devoted to field research techniques in scientific investigation.

**Dates:**

tentatively, alternate weekends  
from mid April to early June, 1988

**Location:**

Ottawa

For more information on this tentative offering, call or write:

Rod Ferguson  
MacSkimming Outdoor Education Centre  
RR#2, Cumberland, Ontario  
K0A 1S0  
(613) 833-2080

# Birds as Indicators of Change

Alex L.A. Middleton  
Department of Zoology  
University of Guelph



## 1. Birds as Study Material

Birds are ideally suited for study under a variety of conditions because;

- (a) They are active during daylight hours
- (b) They are sight/sound oriented and are therefore easy to observe
- (c) They are widely distributed
- (d) Can be observed with simple and basic equipment

## 2. What do we mean by change?

"Change" can mean many things to many people. For example change may suggest;

### a) Historical Change

#### i) Long-term

This relates to the man-made changes in eastern Canada over 150 years. During that period many faunal and floral changes have occurred.

#### ii) Short-term

This can be exemplified by the quick responses of species to new ecological opportunities, i.e., House Finch in Ontario. Responses to an urbanizing landscape or developing parkland.

#### iii) Impact of Exotic species

This is best represented by the impact of introduced species and may be long-term or short-term, depending on the example under consideration.

### b) Seasonal Change

Change occurs continuously in avian populations, across the course of a day, a season, or even a year. Accordingly, change may be observed under the following headings:

- a) Migration
- b) Diurnal activities
- c) Weather induced change

## 3. Exercises for Outdoor Educators

A variety of exercises for each category were outlined at the Yesterday...Today...Tomorrow conference at the Mono Cliffs Outdoor Education Centre. Some were simple classroom exercises that could involve pre-published materials, whereas others were field studies that could occupy a day, a week, or even the accumulation of data over a number of years. In the last case, students could contribute to the accumulating base of knowledge.

### Examples

- a) Use of Christmas Bird Count, and Breeding Bird Surveys.
- b) Transect studies from city core to suburbs.
- c) Bird feeder surveys (along city transect or to observe "edge" effect).
- d) Scavenger surveys at sports stadium, fast-food outlet or city dump.
- e) Population data on exploding populations i.e., House Finch.
- f) Impact of exotics, i.e. competition

at nest boxes.

g) Migration studies both during the daylight and night hours.

h) Feeding strategies in cold, wet weather compared to sunny warm weather.

i) Use of banding to collect data on diurnal or seasonal weight change.

## Camp Big Canoe

### Position Available

Summer Camp Director  
Camp Big Canoe  
United Church of Canada  
(near Bracebridge, Ontario)

Full-time summer position as Camp Director for children and youth camp (ages 8-15), up to 75 campers per session. The Director has full responsibility and authority for the welfare of the staff and campers during the period that the site is open for either staff or campers. Included is the recruitment, selection, supervision and evaluation of all paid staff.

Camp Big Canoe has a strong waterfront and tripping program; campers are housed in tents on platforms.

*For the job description and additional information, please contact:*

Dr. Ron Beveridge  
Chairperson, Big Canoe Board  
8 King Arthur Court  
Markham, Ontario  
L3P 3V4  
(416-294-1202 - evenings)



# Planning a Trip to Britain for Yourself or a Group? Interested in Outdoor and Environmental Education? Why not combine Recreation and Education!

## Do It!

by Dennis Wendland

**T**his past spring I made a three week visit to Britain for the purpose of exploring their outdoor and environmental education programs. In planning my visit I found it most difficult to locate initial contacts with whom I could correspond in order to develop an itinerary and arrange accommodation. I would like to share my discoveries with others in order to lessen that problem for them.

The great number and variety of centres throughout Britain combined with the fact that the majority are residential in nature provides you with accommodation while at the same time seeing the country, meeting the people and experiencing outdoor programs first hand.

Some centres will not only provide accommodation but also a program for student or adult groups of various sizes. Skill programs involving Kayaking, mountain climbing, hill walking, and cycling are just a few.

Many similarities and differences exist between British and Ontario programs. It is interesting to explore them. Children are children the world over but such articulated, accented use of the English language should not be missed! Programs, equipment, staffing and delivery of service are very comparable. A greater pursuit, oriented program is in existence in Britain. It is a tradition in the British system and plays a significant role in the personal development of the child. The fear of liability and law suits is not such an issue in Britain. As a result the range of skill programs is much

greater than here in Ontario. Lifestyles and the standard of living is different in Britain for the average citizen and that is reflected in the importance placed on children having outdoor experience. Such a densely populated industrial island realizes the importance of exposing its children to outdoor and environmental experiences.

Suffice it to say that much can be gained by a visit to and involvement in outdoor education facilities in another country. It provides a point of reference with which to compare our own situations.

You can return with a greater appreciation for what you already have and innovate as a result of that experience.

If you as an individual, family, class or interest group decide to visit Britain, I hope the following contacts and publications will be useful in your planning.

### Contacts:

**The British Council:** The Council's purpose is to promote British ideas, talents and experience abroad. The British Council sets out to create links between people in Britain and in other countries. For my visit they took the contacts I gave them, the reason for my visit and created a two week itinerary. They handled the correspondence and confirmation for all visits as well as providing a little financial assistance. I was fairly specific in my correspondence with them and as a result my program turned out very satisfactorily.

The British Council  
80 Elgin Street  
Ottawa K1P 57K

**Field Studies Council:** The Field Studies Council has ten field study centres throughout Britain concentrating in environmental as opposed to pursuit type activities.

Field Studies Council  
Preston Montford  
Montford Bridge  
Shrewsbury SY4 11HW

**CUSC - Council for Urban Studies**  
Centres: The council can provide you with information about the forty urban study centres in Britain.

CUSC - STREETWORK  
c/o Nottingdale Urban Studies Centre  
189 Freston Road  
London W10 6TH

Individuals with very useful suggestions:

Mr. Graham Russel  
Youth Hostels Association  
35 King Street  
Bristol BS1 4DZ

Mr. Philip Neal  
c/o National Association for Environmental Education  
West Midlands College of Higher Education  
Gorway, Walsall WS1 3BD

Can provide accommodation and program planning assistance.

Mr. Bob Pilbeam  
Marketing Director  
National YMCA Centres  
Lakeside  
Ulveston  
Armbria LA12 8DB

Will provide information on Adventure Holiday Packages for Adults

National Park Centre  
Brockhole  
Windermere  
Armbria LA23 1LJ

## Publications:

**BEE** - Bulletin of Environmental Education

Streetwork & BEE Subs  
c/o Nottingdale Urban Studies Centre  
189 Preston Road  
London W10 6TH

**REED** - Review of Environmental Education Developments

Council of Environmental Education  
School of Education  
University of Reading  
London Road  
Reading  
RG1 5AQ

**Environmental Education** - Journal of National Association for Environmental Education

Westbourne Teachers Centre  
Westbourne Road  
Sheffield S10 2QQ

**Directory of Centres for Outdoor Studies**  
in England and Wales

National Association for Environmental Education  
West Midlands College of Higher Education  
Gorway, Walsall  
West Midlands WS1 3BD

**Good Stay Guide** (The use of Outdoor Centres for Accommodation, Leisure and Study Facilities for Groups and Families)

Council for Environmental Education  
School of Education,  
University of Reading  
London Road,  
Reading RG1 5AQ

**City Farmer** - Quarterly Magazine for Community Gardeners and City Farmers

National Federation of City Farms Ltd.  
The Old Vicarage  
66 Fraser Street  
Windmill Hill, Bedminster  
Bristol BS3 4LY



# COEO AWARDED MTR SPECIAL PROJECTS GRANT 1987

**I**n support of COEO's work in the development of programs and services in Outdoor Education across Ontario, the Ministry of Tourism and Recreation recently approved a grant of \$9300 for COEO, 1987-88.

These funds were requested to facilitate the work of a Special Task Force for ANEE (coordinated by Dennis Wendland and Dennis Hitchmough), which has been directed to develop a Long Range Plan for our News-journal, for the completion of COEO's display and slide show, for travel subsidization for P.D. in the Far North, Conference '87 last fall and for a Fall Planning Retreat for COEO Leaders held at Cedar Glen Last Fall.

**A very big THANK-YOU  
in appreciation to MTR!**

## WANTED:

**COEO VOLUNTEERS Who Believe in Outdoor Education and Who Want to Help Build the Dream...**

**Anee News-journal:** Cover art, articles, Regional News Associates, Photographers, interested individuals willing to help coordinate regional reporting, near East/Toronto production assistants

**Call Dennis Hitchmough**

**REGIONAL ORGANIZERS:** in every region - to assist in the organization and provision of services to regional members.

**Have some FUN! Contact your Regional Rep.**

**SPECIAL PROJECT ASSISTANTS** - to assist on short term projects within the overall objectives of COEO i.e. Manual of Sites and Services Review & Revision, Financial Development Projects, etc.

# Membership Application Form

**Please print and send with remittance to the address below:**

Name(Mr.Mrs.Ms) \_\_\_\_\_

Address \_\_\_\_\_

City/prov. \_\_\_\_\_ Postal code \_\_\_\_\_

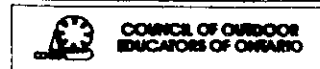
Telephone (H) \_\_\_\_\_ (B) \_\_\_\_\_

Position \_\_\_\_\_ Employer \_\_\_\_\_

If applying for family membership, list persons who will be using the membership

University/College attending if full time student \_\_\_\_\_

I am in the \_\_\_\_\_ Region of COEO



Far North Patricia, Kenora, Thunder Bay, Algoma, Cochrane,  
Sudbury, Rainy River, Timiskaming

Northern Parry Sound, Nipissing, Muskoka,  
Haliburton, North Bay, Simcoe County

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

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

Eastern Victoria, Durham, Peterborough, Northumber  
land, Hastings, Prince Edward, Lennox and  
Addington, Renfrew, Frontenac, Leeds,  
Grenville, Ottawa-Carlton, Dundas, Russell,  
Stormont, Prescott, Glengarry, Lanark

Out of Province Any area in Canada except Ontario

Outside Canada

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

Please check: NEW \_\_\_\_\_ RENEWAL \_\_\_\_\_ Mem# \_\_\_\_\_

Fees (Circle) regular: \$30 student: \$20 family: \$40  
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