

A black and white photograph of a woodpecker perched on a snow-covered branch. The bird is facing right, with its head slightly turned. The background is a soft-focus, snowy landscape with some bare branches visible on the left. The overall tone is wintry and serene.

ANEE

NEWSLETTER of The Council of Outdoor Educators of Ontario

Volume 7 Number 3 February 1978

The Council of Outdoor Educators of Ontario

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The Council of Outdoor Educators of Ontario was created in 1970. This organization of professional educators works to establish and maintain expertise in the field of outdoor education and to develop professional practices and qualified leadership in outdoor programs.

PAGE

2	From The Editor's Desk	- "SUE THY NEIGHBOUR" - THE NEXT PROBLEM FOR TEACHERS?
2	Letters To The Editor	-
3	Feature Section	- THE WILDERNESS EXPERIENCE MYTH (Craig Copland)
7	Name The Newsletter Contest	- A WINNER IS DECLARED!!
8	The Certification Issue - Part 2	- CERTIFICATION IN FULL TIME HIGH-ADVENTURE PROGRAMS (Gord Cardwell and Rob Dawson) - MUSKOKA BOARD OF EDUCATION AND HIGH RISK ACTIVITIES (Jim Wood)
13	From The Advisory Board	- C.O.E.O. Constitution - REPORT OF JANUARY 16 MEETING
17	Promoting Outdoor Education	- NIPPISSING UNIVERSITY COLLEGE ASSISTS ENVIRONMENTAL ED- UCATION PROGRAMS (Bessel VandenHazel) - THE DEVELOPMENT AND "PROMOTION" OF OUTDOOR EDUCATION IN BRUCE COUNTY (Clarke Birchard)
21	The Outdoor Gourmet	- SOURDOUGH BREAD AND STARTER (Gene Reffause) - LOGAN BREAD (Barb Adam) - BRENT'S CORN MEAL PANCAKES (Brent Dysart)
23	Regional News	- MEET BILL GUNN - NORTHERN REGION REP. - MEET BRIAN RICHARDSON - EASTERN REGION REP. - MEET PETER MIDDLETON - WESTERN REGION REP.
25	Pot Pourri	- FILM COMMITTEE REPORT - EDITORIAL BOARD REPORT - NAKED EYE ASTRONOMY - MEMBERSHIP AND EMPLOYMENT STATISTICS - REPORT ON TEACHER CERTIFICATION WORKSHOP IN CROSS COUNTRY - UPDATE REQUEST - KUDOS FOR EASTERN REGION - C.O.E.O. AND CONSERVATION COUNCIL - APOLOGIES TO THE BENNETTS - 8 DAY X-C WORKSHOP
28	Datebook	- UPCOMING EVENTS OF INTEREST
28	Books-Magazines-Films	- A GUIDE TO NATURE IN WINTER

Cover Photo: Courtesy Ontario Ministry of Industry and Tourism

ANEE, the Newsletter of the Council of Outdoor Educators of Ontario is published six times each school year. The publication is mailed to C.O.E.O. members only. Membership can be arranged through the membership secretary whose address appears opposite.

ANEE (AH-NEE) IS AN OJIBWAY WORD USED AS A GREETING OF FRIENDSHIP. IT IS USED AS A CORDIAL SALUTATION AMONG FRIENDS MEETING INFORMALLY. OUTDOOR EDUCATION IS A DISCIPLINE WHICH HAS AT ITS FOUNDATION A DESIRE TO LIVE IN HARMONY WITH THE ENVIRONMENT; THE TRADITIONAL WAY OF LIFE OF OUR NATIVE PEOPLE CHERISHED THIS ATTITUDE. ANEE IS A MEANS OF COMMUNICATING AMONG OUR MEMBERS WHO ARE SCATTERED ACROSS A LARGE PROVINCE. IT IS HOPED THE GREETING - ANEE - IS FELT THROUGH THESE PAGES.

FROM THE EDITOR'S DESK

"SUE THY NEIGHBOUR" - THE NEXT PROBLEM FOR TEACHERS?"

The issue of standards and certification for leaders of activities requiring high care continues to have its advocates and denouncers. Several readers have indicated they are "tired of the whole mess" and did not wish to see any further information presented. Presumably, they do not lead activities which require special skills and knowledge. The certification issue is very, very important. The "sue thy neighbour" syndrome is creeping into our society at an alarming rate. In Canada, the doctors and manufacturers have been the targets so far. But, so have teachers and school boards and some of the settlements have involved large amounts of capital. There is little to suggest that more suits will not be brought on teachers for a wide variety of alleged offences. Those involved in leading trips - to Quebec City or Algonquin Park - should be aware of potential problems. Even being involved in a court case which does not result in a suit can be an expensive and tiring process.

Leaders of adventure activities ought to investigate where they stand with their boards; are they being supported - officially - in all these activities? Would the board's insurance stand behind them in court? One explanation I've often heard suggests that any board would support a teacher in any matter so long as that teacher was not being negligent nor derelict in his role as leader.

I would argue that it is feasible that a court might rule an activity leader was indeed derelict by not being completely masterful in the skills involved. Enthusiasm, love of nature, a willingness to share one's time and enthusiasm for the outdoors may not be sufficient preparation for leading adventure activities in the outdoors.

Standards and certification for leaders of high care adventure activities will require a large commitment of time and effort on the part of many of our teachers. It would be time well spent. Continuous review and practise of basic skills is a long established educational device. Carrying this methodology into the field of adventure education would be a wise and judicious move.

Further in this issue are several more articles on the certification issue.

- Ron Frenette, Editor
ANEE - Newsletter of Council of Outdoor
Educators of Ontario

LETTERS TO THE EDITOR

RE: TREE PLANTING PROPOSAL

Sir:

In the December Newsletter you suggest that C.O.E.O. members should work with the Ministry of Natural Resources to organize and implement a Tree Planting Week this spring, and that we set as a target the planting of 100,000 trees. The idea is a good one and you should be commended for suggesting it. However, I believe you will discover that the Ministry is unable to supply the trees. (They may be able to supply some red pine, but recent studies have shown that this species should not be planted in the basic soil that covers much of Southern Ontario.)

We are not replacing trees in Ontario as fast as they are being cut down, and vast areas of land remain to be reforested in the interests of flood control, erosion prevention, and wildlife habitat creation. Yet, in spite of the obvious need, the nurseries of the Ministry of Natural Resources are not meeting the demand for seedling trees by individuals and groups who want to help. May I cite a personal example to illustrate the severity of the problem:

For the past 8 years I have been reforesting 54 hectares (135 acres) of rolling hills in Southern Ontario in order to provide wildlife habitat and controlled spring runoff in and along an important river valley. I have personally paid for the trees and planted them with the aid of family and friends. No cost has accrued to the government except that associated with the nursery operation and not covered by the fee charged for the trees.

However, for the past 3 or 4 years, the Ministry has been unable to supply all of the trees that I have ordered. Further, they have supplied an ever decreasing percentage of what I ordered during each successive year. The seriousness of the problem was driven home to me a few days ago. For this year's planting I ordered 4,600 trees of 9 species. I was informed recently that the Ministry can only supply 1,400 trees of just 2 species, 1,200 of the trees being the questionable (for my area) red pine. The order was placed one year ago!

Governments seldom respond these days until enough people shout their disapproval. I suggest that C.O.E.O. members would be doing the greatest service for reforestation in Ontario if they asked Mr. Miller, the Minister of Natural Resources, to allocate more funds to reforestation. Countless landowners are willing to do the work free if they could get the trees. It is disgusting and inexcusable that trees cannot be obtained when the need for reforestation was never so great. I find it interesting that the Ministry can find funds for what I consider questionable projects such as the production and grooming of snowmobile trails and the provision of "Wildlife Management Areas" (alias hunting grounds), but cannot find funds to replace a rapidly diminishing natural resource. I guess people with shovels just don't make as much noise as people with snowmobiles and guns! Perhaps we should organize a march on Queen's Park, with the participants bearing shovels. I understand that, on some days, the shovels could be quite useful in Parliament!

- W.A. Andrews, Professor
Science Education Dept., F.E.U.T.

THE WILDERNESS EXPERIENCE MYTH

The following article is the first in a series of four written for Anee by Craig Copland. Craig is a long-time member of C.O.E.O. and currently teaches at the Jack Smythe Field Study Centre near Terra Cotta, Ontario. The four full articles offer, for possibly the first time, an argument against currently accepted notions regarding the value of the wilderness experiences. As Craig requests in his articles, your responses and reactions would be welcome.

In a series of four articles, I'd like to share with you some thoughts on wilderness - our understanding of it and our use of it. The first article will examine the frontier myth of wilderness experience; the second, the Transcendental myth; the third, the Canadian survival myth; and the last, the role of wilderness in education. I'd appreciate hearing your responses to these articles.

The wilderness myth, generally stated, claims that positive results, be they in terms of self-awareness, self-confidence, sensitivity, inter-personal relations, environmental awareness, stamina, aesthetic enjoyment, nature appreciation, social concern, spirituality, wholeness or whatever, are gained personally and/or collectively by individuals and groups who participate in wilderness experiences. Let me hasten to explain that I'm not talking about an "Aw, I don't believe that nonsense, it's just a myth" type of myth. Rather, in the literary and cultural context, a myth is a consistently recurring aspect of our expressed imaginations -- a cultural motif which is widely believed by many people even though it may never have been factually demonstrated. Whether a given is factually right or factually wrong is not important

and often impossible to ascertain. What is important is that we all generally accept the myth.

"THE IDEA THAT WILDERNESS
EXPERIENCES PRODUCE POSITIVE,
DESIRABLE RESULTS HAS
ASSUMED A STATURE OF MYTH
IN OUR CULTURE."

The idea that wilderness experiences produce positive, desirable results has assumed a stature of myth in our culture. Few people would question the idea and many of you who are reading this article are interested in outdoor and environmental education because you strongly believe the myth to be true. But very few of us have ever bothered to analyse it, let alone conduct anything approaching respectable research which might give some factual basis to our convictions. Yet we regularly parade the idea when called upon to justify what

we are doing because we believe in it, and likely our listeners do too. So be it. Let's examine the myth more closely.

The three approaches to the wilderness experience myth which we'll examine - Frontier, Transcendental and Canadian Survival - are distinct only from an historical and theoretical vantage point. In practice most of us likely believe in some version of the myth which combines all three, appropriately mixed and muddled to suit our own personal taste. In examining the three approaches, I will strive to be descriptive only -- i.e. looking at what the various versions are, not attacking or defending them. The goal is to provide some background for a better understanding of what we in education are seeking to accomplish in our use of wilderness experience. In the last article, I'll argue for a position on what our approach to wilderness experience should be, but that's still a few months away, so don't worry about it yet.

The Frontier Myth is native to North America, emerging shortly after the Puritans settled in New England. The Puritans brought with them two distinct characteristics which gave rise to the Frontier mentality: 1) the biblical image of wilderness as a harsh, oppressive environment, and 2) the English predilection for the individual ownership of private property.

The biblical wilderness was that of the Middle East -- dry, barren and sterile. The lack of water made it impossible to support the grazing and primitive agriculture on which the early nation of Israel depended. It was to the wilderness that the Children of Israel were banished for forty years. Hagar and her son, Ishmael were sent to the wilderness after being driven out of Abraham's household and they survived only through the intervention of a providential angel. As a part of the Levitical sin-offering the scapegoat was driven out into the wilderness. Even in New Testament times the few remaining wild areas of Palestine, such as the Jericho road in the Good Samaritan story, were threatening areas inhabited by thieves. Although God chose from time to time to effect a process of purification or to offer a special revelation of Himself in the wilderness, a theme which will be explored in the following article, the weight of the wilderness imagery is hostile. It was the bad land which stood in contrast throughout the scriptures to the land of promise, the land flowing with milk and honey.

Although the wilderness of the middle east had little in common, geographically, with the wilderness of New England, the threatening New World environment with its wild animals and savages soon became the target of biblical epithets hurled by the scripturally-steeped Puritans. A man who spent too much time in the forest primeval

and among its heathen natives was destined to become godless and degenerate. Nor was the development of this fear of wild places only imaginative. Early pilgrim accounts suggest that there were a few more cases of civilized man turned savage than the upright citizens would have liked.

This fear of the wild was coupled with the strong English desire to own the land, wild or not. The right to, and the value of private property had been enshrined in both English philosophy and history. Many of the Puritans had been independent landowning farmers prior to their emigrating, and it is understandable that they would seek to transplant their life-style. Thus the drive to claim, clear and farm the new land began.

The myth of the Frontier, the myth claiming that the oppressive wilderness should, as part of God's plan, be conquered and cleared, and that doing so would lead to individual and collective greatness soon emerged.

It began in the North, not in the South. Whereas the South offered warm climates, good soils and gentle terrain which soon were overlaid by a pattern of large family plantations supported by cheap slave labour; the more challenging nature of the north-eastern forests gave rise to many small subsistence-level one-family farms. A northern family was unlikely to ever manage more than a few acres, and did well at first to seek out a small surplus, never sufficient for the purchase of plantation acreage or many slaves. It has been suggested that this pattern of small privately-owned farms, necessitated by the land itself, gave rise to, or at least encouraged, the passion for individual autonomy and democratic government which was so prevalent an aspect of the frontier myth and American political history.

"AN ASPECT OF AMERICAN MYTH-
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ABUNDANCE."

It did not take long for the myth to enter the mainstream of the American imagination. Thomas Jefferson considered the independent farmer to be the backbone of the nation and the wide-spread pattern of small farms to the stabilizing force behind the constitution. The romance of the frontier soon sprang up as settlement moved westward behind the fictional and semi-fictional exploits of Daniel Boone, Jed Smith, Natty

Bumpo, Kit Carson and Huckleberry Finn. Soon Horace Greely was offering the panacea of "Go west, young man, go west!" to the youth of the nation. It was on the Frontier that men became men, women were women and the American spirit was most evident.

An aspect of American mythology which arose directly from the frontier experience was the myth of superabundance. The resources of furs, buffalo, soil, forests, oil, coal, fish and seals which continued unabated, squandering vast volumes of resources, until the conservation movement, under the influence of Marsh, Schurz, Powell, Pinchot and Roosevelt finally forced some degree of constraint and management. The brand of extreme individualism that necessarily characterized the frontier dominated attitudes to resources until the end of the nineteenth century and, according to some critics, is still part of the present resource industry. Frontier individualism may have given rise to democratic ideals but the other side of its visage was a fierce pursuit of wealth and power, using resources as the vehicle.

In the United States the possibility of actually experiencing the frontier had become virtually impossible by the late 1800's. There was no frontier left to conquer. The passing away of the frontier, the active formative agent of eastern American imagination, was noted and lamented. The frontier myth, however, had become too much a part of American mythology to be forgotten. Indeed it had become the central myth in the American myth system. Rather than dying, the frontier myth reappeared in several reincarnations. It appeared as: the myth of the historical frontier -- the upright young pioneer and his apple-pie cooking wife, or the cowboy-Indian motif; as the myth of the international frontier in Manifest Destiny, American imperialism, keeping the world safe for democracy and all that; as the scientific-technological frontier; as the space frontier; and as the wilderness recreation frontier. It is this last pseudo-frontier, wilderness recreation, which will be investigated.

Around the turn of the century frontier sentiment, popularized by Muir, Turner, Olmsted, Johnson, and others asserted that it was the frontier experience, the direct contact with and conquering of nature that had "made America famous"; that had given American individuals their unique personalities and the American nation its position of world leadership. If America were to retain its national power and its ability to produce men, "their country would be proud of", then, this sentiment maintained, the possibility for frontier experience had to be preserved. This argument was added to others in support of establishing legally protected wilderness areas. The frontier drama could still be acted out, howbeit on a symbolic level on the stage of the national

park wilderness. The conquering of the frontier continues but the focus has shifted from the untamed west to the parks. The method of conquering has likewise shifted.

"THE CONQUERING OF NATURE IN AMERICA WAS SO SUCCESSFUL A PROCESS THAT WEALTH ACCUMULATED VERY RAPIDLY AND WITHIN A RELATIVELY SHORT TIME AMERICA BECAME THE WORLD'S WEALTHIEST AND MOST POWERFUL COUNTRY."

Clearing land, planting crops and killing Indians are no longer options in choosing what to do when one goes about conquering nature, at least not in a national park. Now we conquer nature by engaging in various outdoor recreational experiences -- eating trees, berries and foul tasting plants, carrying a canoe along a path, climbing a mountain, riding a snowmobile while drunk or affecting comfort and bliss in the midst of either a swarm of mosquitos or a freezing blizzard. Having engaged in these wilderness recreation activities we have succeeded in "conquering" nature and have demonstrated our ability to exist on the frontier in the same spirit as the pioneers. The basic myth has remained intact.

There is, however, a more fundamental connection between the frontier myth and the wilderness recreation myth which also should be mentioned briefly. They are both popular embodiments of the idea that power is derived from the conquering of nature. The presence of this idea is obvious in the context of an historical tracing of the frontier myth. The early Puritan settlers conquered nature so as to acquire the power needed for more biological survival and religious freedom. But since biological survival was not all that difficult to ensure in a fertile land, and since religious purity tends to become diluted once the outside world discovers that the religious community is on to a good thing, the tools of power soon changed. With survival no longer a problem it was soon possible to conquer nature so as to acquire wealth and hence power. The conquering of nature in America was so successful a process that wealth accumulated very rapidly and within a relatively short time America became the world's wealthiest and most powerful country. Simultaneous to the escalation of American power to the international arena was the symbolic complexification of the nature/power process. No longer in the American imagination did conquering nature simply produce wealth and thus power. Rather

it produced a collective personality characterized by 'rugged individualism' ingenuity and the like, and this collective personality in turn produced national greatness. As long as people believed in the myth of collective personality derived from conquering nature it was imperative that the means and the places for conquering nature be maintained.

"...THE DEVELOPMENT OF WILDERNESS RECREATION IN CANADA HAS BEEN VIRTUALLY PARALLEL TO THAT OF THE STATES."

From this perspective we can see that the development of wilderness areas and the recreational use of them are later manifestations of the same pursuit of power which was present in the actual experiencing of the frontier. It is interesting to note the change which has occurred in type of personality now required for the possession of power. Rugged individualism is clearly passe, replaced by self-awareness, self-confidence and self-assertion. It is these traits, providing power over oneself, one's personal environment and one's relationship with others that are now being hailed as the results of wilderness recreation experience. Thus the conquest of nature within the context of wilderness recreation experience is another example of the domination of some people by other people using nature as a vehicle for power.

The Frontier Myth is almost entirely of American origin. Its failure to develop indigenously in Canada will be explored in a later article. It has, however, been imported virtually intact into Canadian culture by way of the media, advertising and all other normal methods used in the Americanization of Canadian culture. As a result the development of wilderness recreation in Canada has been virtually parallel to that of the States. We engage in the same activities in the same way and expect the same results.

In conclusion then we may summarize the Frontier myth of wilderness experience as having started with the Puritan's image of wilderness and desire for land ownership encountering the New England forest. It grew to a mythological status as the States expanded westward. At the turn of the century it was transformed into various alternative myths, including that of wilderness recreation. Basically, both the original frontier myth and the present wilderness recreation myth derive from the pursuit of power, using the conquest of nature as a vehicle of power.

As stated earlier, this analysis is meant to be descriptive only.

There is no intention to condemn all wilderness recreationists as latter day cowboys off on a power trip. Many wilderness recreationists obviously engage in various outdoor activities for a complex web of reasons, the re-enacting of the frontier being only one. What is being asserted, however, is that there is a direct historical and theoretical linkage between the Frontier and the emergence of wilderness recreation and that the basis of the linkage is the acquisition of power.

In the next issue the second major approach to wilderness experience, the Transcendental myth will be analyzed in terms of its characteristics, history and present-day implications.

- Craig Copland
Peel Field Centres

NAME THE NEWSLETTER CONTEST

Readers will recall the contest originated in Volume 7 No. 1 to find a name for our Newsletter. Thirty different members submitted 109 name suggestions covering everything imaginable from astronomy, camping, natural science, clever acronyms and so on. The Advisory Board members were sent a sheet with all these suggestions but without an indication as to who had submitted them. At a recent Advisory Board meeting, time was spent in selecting a name.

As you have read on the cover, Anee is that name. Don Blackwell teaches in Naughton, near Sudbury, submitted the name and the excellent explanatory text which appears at the bottom of the first page of this issue. Don was presented with a new pair of Huski cross country skis, donated by Margesson's Sports, at a teachers' certification workshop held at Seneca College on February 11. Don was rather happy since he had broken a ski from his set just the week before. Congratulations to Don and many thanks to all C.O.E.O. members who took the time to enter the contest.



CERTIFICATION IN FULL-TIME HIGH ADVENTURE PROGRAMS

In Ontario, there are a number of High Adventure Programs - a few full-time and numerous part-time, with many programs only flirting with "High Risk Activities" under highly controlled, idealistic situations. The definition of "High Risk Activities" has varied from a child on a school field trip crossing Yonge Street during rush hour to a student running a Class IV set of rapids. Our experience with outdoor colleagues has convinced us that a person can only perceive meaning within the context of his or her own reality. Definitions have meaning only in reference to the people using them. This realization has tainted our reactions to the certification issue in Ontario.

"THE QUALITY OF NATIONAL, PROVINCIAL AND PRIVATE CERTIFICATION COURSES ARE TOO VARIABLE AND THEIR CONTENT FLUCTUATES WITH COURSE, INSTRUCTOR AND PARTICIPANT."

Project D.A.R.E. is an outdoor experiential education centre for the rehabilitation of troubled youth in Ontario. At this facility, High Adventure is a 12 month pursuit, as this medium is utilized in a therapeutic treatment modality to transcend man's role in the environment to his fellow man. Naturally, the key to success in this type of program is delivery and this is translated as competent skilled outdoor professionals. These men and women are the "backbone" of our organization.

The recruitment of staff at D.A.R.E. is an ongoing process and in the past one of the criterion used by our organization was the certification process. Unfortunately, the credentials of the courses available have led us to disillusionments. The quality of national, provincial and private certification courses are too variable and their content fluctuates with course, instructor and participant. The retention of knowledge from the crash workshop or clinic is very short and most participants only use a small portion of the content afterwards. The level of experience of participants who attend is too varied for good instruction and multiple sub-grouping techniques often do not occur. As well, equipment and working situations are

inconsistent and often difficult to apply.

One of the biggest fallacies in our workshop approach to outdoor professionalism is the "Instructor Award System". Originally intended to stimulate sport development they have degenerated into skills lessons. An example is the Ski Instructor programs which strive to pump out X-C Ski Instructors onto the Ontario scene, but forgets to teach or develop their personnel as good teachers. Most of the course involves teaching beginners or intermediates to ski rather than working with accomplished skiers and devoting time to teaching methods, preparation, philosophy, dry land training, trail building, etc. This results in a candidate being certified - usually it means that he or she can ski at a certain level and has attended "a ski course". Globally, most courses are self-actualizing ego trips for all concerned and their application to full-time high risk programs is peripheral.

Enough condemnation! It's easy to criticize, especially after you've "walked a mile in most of the certification schemes' moccasins". Instead of saying certification is misdirected, let's be honest and accept that most educators want professional development and can use a "piece of paper" to certify their attendance, and perhaps their achievement. But, let's stop at that point.

"INTERESTINGLY, A LARGE PERCENTAGE OF OUR INSTRUCTORS PREFER THE COURSES OFFERED IN THE U.K. AND U.S."

We need a number of outdoor courses in Ontario and good ones. We should be honest about their content and their intent. We must also realize that many people who achieve Instructor Awards in Ontario never instruct, and if they do, only do so for short periods of time. Ultimately, every program in Ontario is different and thus have different regional climates, working situations, equipment and clientele. All of these components affect the delivery of the program product and the safety required.

At D.A.R.E., we must accept reality:

we respect most workshops and advise our staff to attend for their personal development. Interestingly, a large percentage of our instructors prefer the courses offered in the U.K. and U.S. However, it is still necessary for our camp to spend a large portion of time on staff training in upgrading our personnel in safety, skills, evacuation and procedures in the out-of-doors. Every program must in the final consensus establish its own

base of safety and security so that it can know its own potential and limitations and not continue to rely on artificially contrived "Awards Systems" to justify the continuation of high risk and adventure programs.

- Gord Cardwell, Superintendent
Project D.A.R.E.

- Rob Dawson, Program Co-ordinator
Project D.A.R.E.

MUSKOKA BOARD OF EDUCATION AND HIGH RISK ACTIVITIES

In December 1977, the Muskoka School Division produced a document called Manual of Procedures and Criteria for High Risk Activities. It is a lengthy document which covers a specific range of topics which are pertinent to that environment; however, the pages contain information which would be of interest and appeal to a wider audience. In this section, we have been given permission to quote from the document. The complete package can be purchased for \$2.00 (cost of printing and mailing) from J.A. Wood, Coordinator, Out-of-Classroom Education, Muskoka Board of Education, Box 750, Bracebridge, Ontario. P0B 1C0.

From Appendix I - Insurance

"The Muskoka Board of Education carries with Frank Cowan Company Limited a policy for \$5,000,000.00 coverage in respect of this requirement.

Therefore, every teacher and principal who participates in, undertakes or approves a high risk activity must:

- make certain he is clearly authorized to do so by following the steps in Administrative Regulation "Field Trips and Excursions, March 2, 1977"
- make certain he is technically competent to do so by prior consultation with the Muskoka Out-of-Classroom Education Division (See Appendix IV)
- make certain he conducts the activity in accordance with the activity requirements laid out in procedure and criteria manual for high risk activities"

From Appendix II - Adult Supervisors

"In respect of high risk activities, the volunteers should have undergone the same activity specific training as provided to teachers through workshops and seminars. Past participation in the activity or provincial courses, as recognized by the co-ordinator of the Muskoka Out-of-Classroom Education Division is also acceptable.

The workshops and training programs operated by M.O.E.D. are open to those volunteers nominated by a school principal.

All volunteers must be under the direct supervision of the teacher undertaking the activity.

Teacher Aide

A teacher's aide must meet the standard of care of the ordinary teacher in the same or similar circumstances. Teachers have a higher standard of care for the supervision and safety of their students than the ordinary man on the street. If this care is entrusted to a teacher's aide, the aide must be instructed how to supervise and how to maintain safety just like the ordinary teacher. If the aide does not meet the standard, the aide will be personally liable. Whether or not the teacher or administrator will be held liable along with the aide depends on the circumstances. If the aide was properly instructed and given proper directions, there would generally be no vicarious liability. However, if the teacher or administrator knew or should have known that the aide was incapable of meeting the necessary standard, but ignored this fact and assigned the aide supervisory duties anyway, that in itself constitutes negligence and both could be held liable."

The following letter is reference to the high risk manual under discussion.

FRANK COWAN COMPANY LIMITED

Municipal and School Insurance

TELEPHONE (519) 458-4331

PLEASE ADDRESS REPLY TO:

Mr. John Clark

PRINCETON, ONTARIO
N0J 1V0

December 6th, 1977



Mr. John I. Love,
Administrator,
Muskoka Board of Education,
P. O. Box 750,
BRACEBRIDGE, Ontario. POB 1C0

Dear Mr. Love: Re: Liability Insurance - High Risk Activities

We have examined the manual of Procedures and Criteria for High Risk Activities which you sent to us.

Appendix One dealing with the subject of insurance certainly appears to be in order and moreover we feel that if all of the teachers and principals who participate in any of the activities dealt with do so following the procedures and criteria set down in this manual, then the hazards involved will be reduced substantially.

Incidentally, we assume that you would have no objection to us using this material if the occasion arose. We would anticipate that such use would involve sending a copy of all of the manual or segments of it to other School Boards with whom we deal.

Yours sincerely,

FRANK COWAN COMPANY LIMITED

J. Clark,
Vice-President

JC:jj

cc. - Mr. J. Gauley,
Shiers Insurance & Real Estate Ltd.,
P. O. Box 540,
BRACEBRIDGE, Ontario. POB 1C0

From Appendix IV - Muskoka Out-of-Classroom Education Division Responsibilities

"The Muskoka Out-of-Classroom Education Division shall:

- operate annually or bi-annually teacher-training workshops in all high risk activities
- maintain within the Division, in spite of performing other duties, personnel qualified to lead all high risk activities and to adequately train other teachers to be leaders to a safe level of leadership competence
- keep abreast of technical changes and improvements within each high risk activity
- subject to manpower, equipment and time constraints:
 - supervise high risk activities at the request of a principal or superintendent

- assist with high risk activities at the request of a teacher
- establish the specific safety criteria for each high risk activity and make these criteria available to all parties interested in high risk activities
- ensure the safety of all students engaged in high risk activities through:
 - advising teachers, principals and supervisory officers of up-to-date safety requirements
- *- maintaining a current register of Muskoka personnel who, because of training and experience, are competent to and capable of undertaking high risk activities (See Appendix V)
- implementing and supervising a program of apprenticeship for teachers interested in undertaking high risk activities (See Appendix V)
- advising teachers, principals and superintendents of unsafe conditions for high risk activities
- assist with pupil preparation for high risk activity
- maintain equipment to safely carry out high risk activities

*Competent conveys the following:

- understands the sequential skill development process which culminates in the actual high risk activity
- has a proven log of successful past experience
- understands the basic safety procedures for the activity

Capable conveys the following:

- is both physically and mentally able to undertake to lead the activity as determined by recent experience"

From Appendix XII - Duties (of the Board)

"Out-of-classroom programs operate under Board Policy, Muskoka Out-of-Classroom Education Division (November 2, 1976) which recognizes the involvement of staff and students in out-of-classroom activities. The Board on two occasions has been informed by the Out-of-Classroom Division Co-ordinator of pupil involvement in "high risk" activities, i.e., rock climbing and whitewater canoeing. In recognizing and supporting activities such as these, the Board accepts the duty of ensuring that reasonable safety precautions are taken.

A Board has the duty of providing special personnel in an area when the potential for hazards to exist are greater than in every day life, i.e., the normal classroom. It carries out this duty of maintaining a safe environment in which to learn in shop areas and gymnasiums by hiring skilled specialists to supervise and lead in these areas.

High risk activities present much the same potential hazards and therefore require much the same personnel consideration."

From Appendix XIII - Duties (of Out-of-Classroom Education Division)

"The duties of this Division are clearly stated in Board Policy "Out-of-Classroom Education, November 2, 1976". A precis might state "to encourage teachers to use the out-of-school resources around them". This obviously includes the tremendous natural resource base of Muskoka. Hence, the out-of-classroom commitment to recreation for the past four years.

But, in promoting the growth of carry-over recreation skills in schools, the Division members also have the "duty of care" requirement to be conscious of.

Therefore, the responsibility of the Out-of-Classroom Education Division is not only to provide and promote high risk activity as a recreation form but to ensure that safe practice is also promoted.

The only practical way of fulfilling this responsibility was to concentrate upon training teachers to recognize both the benefits and potential hazards of involvement in this area. The limited resources of the Division were not enough to provide for a M.O.E.D. staff member on each student involvement in these activities. Therefore, every effort was devoted to encourage teachers to qualify to a minimum acceptable level that would ensure the safe participation of students. The premise is that teachers,



(Grade 6 students in the Muskoka program fashioning wannigans of black ash splints; the wannigans are later used for carrying gear in canoes.)

because of their professional education, could be trained to a leadership level in the area and would provide the most effective method of ensuring a reasonable degree of safety for the relatively inexperienced students.

Through numerous workshops and practical experience a substantial number of Muskoka teachers reached a satisfactory level of leadership competency. These leaders were invited to sit on the "high risk activity" committee of the M.O.E.D. to help design and write the "Manual of Procedures and Criteria" called for in Administrative Regulation "Field Trips and Excursions, March 2, 1977".

The High Risk Committee believes this manual sets forth minimum safety requirements for participants, supervisors and equipment in the high risk area and, further, it establishes a route by which teacher-leaders can establish expertise and recognition."

The Appendix material presented here is used to demonstrate the framework under which the specific activities are dealt with in the manual. It is a straightforward document and well worth the investment and reading.

This manual was developed by a committee of people who are actively involved in the activities affected. It has been approved by administration officials and Board members.

FROM THE ADVISORY BOARD

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO CONSTITUTION

Provided below is the revised and amended constitution as adopted at the Annual Meeting, October 1, 1977.

BY-LAWS AND CONSTITUTION FOR THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

(hereinafter known as the "Council")

1. PURPOSE

The purpose of the Council is to establish and maintain professional practices in the field of outdoor education, and to promote qualified leadership in all such programs. (Outdoor Education is defined as organized activity engaged in for the purpose of learning in, for, or about the out-of-doors.)

2. MEMBERSHIP

a) Membership shall be open to anyone involved in the field of outdoor education. Membership becomes current with the payment of the appropriate membership fee, and at such time the member shall enjoy full membership privileges.

b) The Advisory Board of the Council may honour any person by granting "Honourary Membership". No fee will be applied and the "Honourary Member" shall enjoy all privileges of the Council.

c) Term of membership shall be September 1st to August 31st. Membership received as of May 1st of the current membership year shall be applied to the next term.

3. TERMINATION OF MEMBERSHIP

a) A member shall automatically cease to be a member upon submitting a written resignation to the Council.

b) Any member who is more than 3 months in arrears in payment of dues and has been notified thereof by mail, shall, unless immediate payment is made, cease ipso facto to be a member of the Council.

4. DUES

a) "Honourary Members" shall not be liable for the payment of dues.

b) Members shall pay dues as set by the Advisory Board of the Council, after approval by the membership at an Annual Meeting. The dues shall be paid annually upon commencement of the next full fiscal year of the Council.

c) There shall be two categories of participating membership, namely, student, and regular.

5. NOTICE OF MEETINGS

a) Notice of meetings of the Council specifying the date, time and place thereon may be given by delivering copies of the notice to the members or by letter or by telegram prepaid to each member at his last known address, as it appears in the books of the Council. The notice of the general meeting shall state the purpose of such meeting, and must be given at least one month before the date fixed for the said meeting.

b) The Council shall hold a minimum of two meetings each year:

(i) An annual meeting for business and education

(ii) An education meeting

The Advisory Board shall call such other meetings as are deemed advisable.

6. QUORUM

A quorum for the transaction of business at meetings of the Council shall be 30 members listed in the Registry of The Council.

7. VOTING

- a) Only dues-paying members of the Council shall have the right to vote regardless of whether such vote be conducted by mail or by show of hands at a properly constituted meeting of the Council.
- b) Voting in all cases may be by show of hands unless a ballot is requested by three members; all questions shall be determined by a simple majority of the votes cast, except for constitutional amendments which require a 2/3 majority vote of those present.

8. OFFICERS AND DIRECTORS

- a) The Advisory Board shall be composed of a six-person Executive Committee and five Regional Representatives.
 - b) A Nominating Committee appointed by the Executive shall prepare a slate of nominees for consideration by the membership. Any member in good standing (i.e. dues paid) may submit further nominations in writing, provided that such nomination be accompanied by the written consent of the nominee, and be received by the Nominating Committee prior to July 31st of the current year. The names of all nominees for office shall be circulated by mail to the membership at least one month prior to the election date and all voting procedures previously outlined shall be observed.
- Term of Office of executive committee members shall normally be two years, commencing with the annual meeting.
- c) The Chairman, Vice-Chairman, Treasurer, Secretary and Task Force Co-ordinator shall be appointed from among the members of the Executive Committee by its members.
 - d) The Chairman of the Executive Committee shall be the chief officer of the Advisory Board and shall preside at all General Meetings and all Advisory Board Meetings of the Council. In the event of the absence or the inability of the Chairman, the Vice-Chairman shall perform all the former's duties. Should neither the Chairman or the Vice-Chairman be present and able to act as Chairman of such meetings, the members present and entitled to vote shall appoint one of the Executive Committee Members to act as Chairman.
 - e) Regional Representation - There shall be five Regions of the Council. They shall be western, eastern, far north, northern, and central. Each Region will appoint one representative to the Advisory Board. These Representatives will be full voting members of the Advisory Board, but shall not be eligible to hold office.

The election of regional representatives shall take place at the Annual Meeting by a vote of the members from each region. One month prior to the Annual Meeting, each regional representative shall submit to the Advisory Board a financial statement of the previous year and a proposed budget for the forthcoming year.

9. PROCEDURES OF THE ADVISORY BOARD

- a) Quorum - A minimum of six votes of members of the Advisory Board shall form a quorum for the transaction of business. If the regional representative is unable to attend an Advisory Board meeting, a regional executive member will be allowed to attend and to hold the proxy vote for that region.
- b) Place of meeting and notice - Except as otherwise required by law, the Advisory Board may hold its meetings at such place or places as it may from time to time determine. Advisory Board meetings may be formally called by the Chairman or Vice-Chairman when acting as Chairman, or by the Secretary on the direction in writing of two members of the Executive Committee. Notice of the meeting shall be mailed, delivered, telephoned, or telegraphed not less than ten days before the meeting shall take place.

An Advisory Board Meeting may be held without notice immediately following the Annual General Meeting of the Council. The Board may consider and transact any business, either specific or general, at any meeting of the Board.

9. c) Powers of the Advisory Board - The Advisory Board shall have the power to conduct all business of the Council on a day to day basis, to appoint committees, to recommend fees, to establish all policy, to hold in trust all monies of the Council, and to keep proper financial records, to conduct meetings and programs of the Council, to appoint a corresponding Secretary to look after all correspondence and to act on any and all business of the Council.
- d) Voting - A question arising at any meeting of the Advisory Board shall be decided by a majority of the votes. In cases of equality of vote, the Chairman may not have a second vote or deciding vote, but the question will be deemed to be defeated. The Advisory Board shall have power to enact from time to time rules and regulations for the operation, administration and management of the Council. All rules and regulations shall be submitted to the next Annual General meeting of the Council following their enactment and shall therefore cease to have force and effect except to the extent that they are approved at such meeting.
- e) Death or resignation - In the event of death or resignation of the Chairman, the Vice-Chairman shall immediately assume office.

Upon the death or resignation of an Advisory Board Member such vacancy in the Advisory Board may be filled by the Advisory Board from the members of the Council. In the event of there being any vacancy in the Executive at the time of the Annual General Meeting, such vacancy may be filled by resolution at such meeting.

10. SIGNATURES AND CERTIFICATES OF CHEQUES AND DOCUMENTS

All cheques, notes or other negotiable instruments, contracts, or other documents in writing requiring the signatures of the Council shall be signed by:

- a) The Treasurer of the Council or
b) Such officers or agents of the Council as may be thereunto authorized by or under the authority of the Advisory Board.

11. COMMITTEES

The Advisory Board shall be empowered to form committees whenever required.

12. NEWSLETTER

The Newsletter, published by the Council, shall be administered by the Editor, who will be advised by the Editorial Board, as appointed by the Advisory Board.

13. FISCAL YEAR

The fiscal year of the Council shall commence on the first day of September in each calendar year and end on the 31st day of August in the succeeding calendar year.

14. BY-LAWS

By-Laws of the Council may be enacted, repealed or amended by the Advisory Board and any such enactment, repeal or amendment shall be effective only until the next Annual General Meeting of the Council and if sanctioned thereat, or prior thereto, at a Special General Meeting or by mail vote, by a two-thirds vote of the members present become part of the constitution.

15. AMENDMENTS TO THE CONSTITUTION

- a) The Advisory Board shall annually form a Constitution Review Committee of at least three members.
- b) Proposed amendments to the Constitution may be accepted by the Advisory Board by May 1st of the current year.
- c) Any member in good standing may submit a proposal for a Constitutional amendment.
- d) The Constitution Review Committee shall circulate proposed constitutional amendments to the membership with the notice of the annual meeting, at least one month prior to said meeting.
- e) The Constitution may be amended, subject to the above conditions, by a two-thirds majority of the members present at the annual meeting.

BOUNDARY DESCRIPTIONS

The boundaries for each region will follow county boundaries or district boundaries in the north and will correspond to the regions of the province as set out by the Ministry of Education with some minor alterations.

- Far North (FN): Districts of Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury.
- North (N): Districts of North Bay, Parry Sound, Nipissing, Muskoka, Haliburton, Simcoe.
- Western (W): Counties of Essex, Kent, Middlesex, Elgin, Huron, Bruce, Grey, Wellington, Perth, Waterloo, Oxford, Brant, Norfolk, Dufferin.
- Central (C): Counties of Haldimand, Welland, Lincoln, Wentworth, Halton, Peel, York, Ontario, Metropolitan Toronto.
- Eastern (E): Counties of Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Dundas, Grenville, Carleton, Russell, Stormont, Prescott, Glengarry.

NOTES FROM ADVISORY BOARD MEETING JANUARY 16TH, 1978

The January 11th meeting of the Advisory Board was held in the Resources Centre at Westway High School, conveniently located off Hwy. 427 at Eglinton. The Northern Illinois University Course committee reported that a contract was being drafted and investigation of non-profit status for C.O.E.O. was taking place.

Ralph Ingleton is checking into the adviseability of having more "Do-It" folders on environmental tips and precautions printed. Investigation is being done by the C.O.E.O. executive on what aspects of the whole network of environmental education organizations and publications we should be linked to. C.O.E.O. is running a session on environmental activities entitled "Program DO-IT" at the Ontario Camping Association Conference, Feb. 16-19, and is considering establishing a C.O.E.O. booth at it.

Rod Ferguson reported that the budget is holding hopeful for the year.

From the regions, Bill Jay reported on progress on a Central Region workshop at Kandalore on May 5-7, 1978, Brian Richardson reported completion of the first ever C.O.E.O. Eastern Region workshop and the organization of the executive for the western area of the east. Far north mailings to begin establishing a regional executive; these were outlined by Bill Gunn. Communication is an everpresent problem in the Far North. From the north, the Ontario Camping Association has agreed to work with C.O.E.O. on a workshop/conference on Residential Outdoor Education some time well into the future. The Northern Region workshop is set to go Jan. 13-15, but registration is down from previous years. CPR was expressed as an interest by various sources in the north. Progress is taking place on the 1978 Annual Conference and meeting. It will take place at Opinicon, Chaffey's Locks, Sept. 29 - Oct. 1. With a full-time Outdoor Educator's seminar to precede. John Niddery and Rod Ferguson have a very able bodied group on their planning committees.

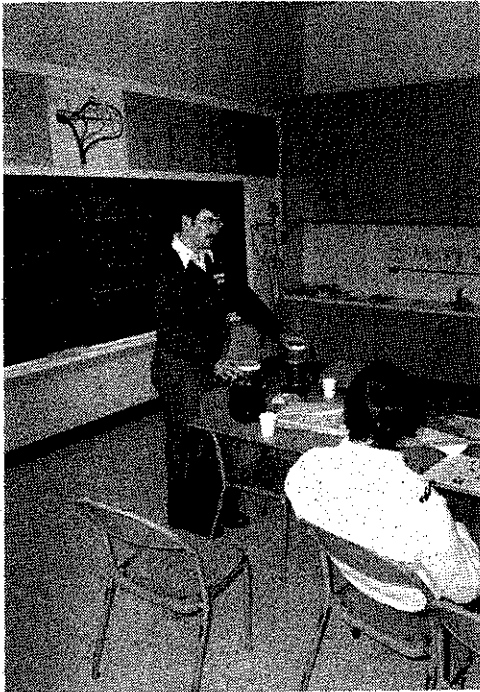
In other business, the name "ANEE" was approved as the official title of the C.O.E.O. Newsletter. Approval was given to Charlie Capstick's money making effort for the C.O.E.O. film. John Aikman reported membership which is still below last years.

- Martha Bryant

PROMOTING OUTDOOR EDUCATION

In the last issue, (Vol. 7 No. 2) several articles were offered by people who have actively "sold" outdoor education in their areas. Three articles follow on this same topic.

NIPISSING UNIVERSITY COLLEGE ASSISTS ENVIRONMENTAL EDUCATION PROGRAMS



Nipissing University College at North Bay has received a \$10,000 grant from the Federal Office of Manpower and Immigration to develop:

- (a) an energy education program for the people of N.E. Ontario
- (b) an outdoor education program in cooperation with the Nipissing District Separate School Board.

Bessel VandenHazel, a member of the faculty of education, reports that four people have been hired through the Manpower Office to assist teachers in developing outdoor studies and to construct and display solar heat collectors and sections of walls and ceilings with superior insulation.

Arden Moore, carpenter-technologist is responsible for the design and construction of improved walls, solar heat collectors and window shutters. Terry Dokis, artist-graduate of a faculty of education is responsible for the artistic aspects of displays. Len Riabov and Dan O'Hara, graduates of Nipissing's faculty of education program are assisting teachers in outdoor education as well as researching solar heating designs.

The team will display the energy education materials in the shopping malls and schools of the Nipissing District in late January and February. It is felt that

the versatility of the team: outdoor education and energy information will make it possible to continue the program into the summer of 1978.

- Bessel J. VandenHazel

CLARKE E. BIRCHARD, SUPERVISOR OF OUTDOOR EDUCATION THE BRUCE COUNTY BOARD OF EDUCATION

General Background

By examining the practices, successes and failures of those who have gone before we should be able to progress toward that distant and elusive goal of having a wide variety of outdoor education opportunities well established and available to all teachers and students in Ontario. I am pleased to contribute to this series of newsletter articles and hope that our experiences may be of assistance to some who feel that they are still surrounded by apathy, doubt or resistance.

The County of Bruce includes an area

of approximately 4,200 square kilometres (1,600 square miles) over which is scattered a population of about 57,000 in sixteen townships, 9 villages and 6 towns.

The Bruce County Board of Education administers 32 schools including 5 which are secondary only, 2 which contain both secondary and elementary parts, 3 for the trainable retarded and 22 which are elementary only. The student population in September 1977 was 11,700. Thus, it can be seen that this is an example of a numerically small Board that has developed a fairly vigorous outdoor program and modest but good quality facilities.

Is "Promotion" What We Mean?

Something about the word "promote" bothers me. It suggests a selling job, indeed a "hard sell". In our society "promoters" have an image of using subversive techniques to sell or inflate the value of something that may be of questionable worth to begin with. I prefer to think that as educators, not just as outdoor educators, but as educators we have a responsibility to have an active and high quality public relations program.

We should be confident of the values of what we are doing and capable of communicating those values to our superiors, our colleagues and our general public in a polished and professional manner. If our employers and the public find our services to be unnecessary or unacceptable they are either correct or we have failed in our public relations program.

Outdoor education is moderately successful in Ontario right now because of its relative newness. We share some aspects of any frontier or pioneering venture - dedication, commitment and the knowledge that only good quality products survive. Unfortunately, in the educational bureaucracy most innovations become institutionalized, their practitioners become secure or complacent and lose sight of the values that justified those innovations to begin with. This process is accompanied by a decrease or cessation of effort to communicate with the public. May that never happen to outdoor education and outdoor educators.

Rather than providing a direct answer to the question stated above I would rather explain how outdoor education came to be a recognized part of this county's educational program. I will proceed from there to explain how many individuals and groups - the Board, administrative staff, teachers, principals and outdoor education staff continue to inform the press and the public of the values and potentials of outdoor education. Woven through this account the reader may see various processes which could be interpreted as promotion or public relations.

"OUTDOOR EDUCATION IS MODERATELY SUCCESSFUL IN ONTARIO RIGHT NOW BECAUSE OF ITS RELATIVE NEWNESS."



An Historical Review

In October of 1969, shortly after the formation of County Boards in Ontario, as a response to interest teachers, Board members and local citizens a seminar was convened at Lion's Head. One of the purposes of this seminar was to set objectives for this area in the field of outdoor education. At that meeting were representatives of Bruce County teachers, principals, Board members, Conservation Authorities, the Ministry of Education and local citizens.

Those at the meeting agreed that Bruce County, and especially the Peninsula, was already widely recognized by naturalists, universities and other agencies as having abundant and unique environmental values. It was agreed that Board and Teachers' Committees be formed to investigate and make recommendations on outdoor education for the county.

The committees began by gathering information on programs presently being done in various schools. A number of outdoor education workshops were sponsored and the opinions of many were sought. Visits were made to various outdoor education facilities in other parts of the province.

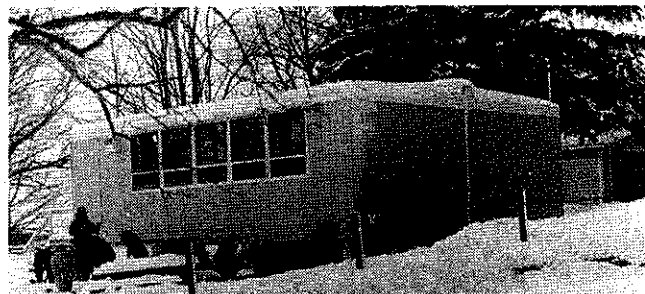
All of this culminated in a major report in 1970 which contained many recommendations, some of which were as follows:

- "(1) That a permanent Outdoor Education facility, a "School" be acquired. By definition one or more buildings suited to the program would be necessary but this in turn implies the



A view from the area of the buildings looking south toward Boat Lake. Orchard in the foreground, agricultural land to the left, forested land to the right. The total property is 320 acres.

One portable classroom serves as the teaching and dining area.



Two portables connected by an enclosed porch serve as dormitories.

prior acquisition of land suited to the project. Thought needs to be given to the area required, the type of land and its location.

- "(2) The committee believes that a minimum of 250 contiguous acres would be desirable - both to provide adequate variety of some natural resources and to avoid as much as possible the over-use of these resources to their ultimate detriment.

Also, this acreage should be contiguous to, or easily accessible to, Conservation Authority or other public lands which could be used as an expansion of the outdoor facility of the school. Both the Sauble Valley Conservation Authority and the Ontario

Department of Lands and Forests offer this possibility. These bodies should be approached before any commitments are made.

The location of such an area poses something of a problem but it is felt that the general area along the western section of the Amabel-Albermarle Township border would give good variety in many of the resources sought. Also, this area offers good access to the schools of the county. Good year 'round access would, of course, be necessary for fullest possible use of the facility. If possible such a property should contain water (stream, pond, or lake,) or contain the possibility of creating this special resource at minimum cost.



← Dorms are furnished with bunks made from local cedar.

(3) The building should be able to handle two types of use:

- (a) Residential, with facilities for feeding and sleeping.
 - (b) Non-residential day use. This use might well precede (and perhaps should) the development of a residential facility. Certainly planned use of the grounds should take place as soon after the acquisition of the land as possible. Even for non-residential use some form of building for storage and perhaps other uses might prove desirable.
- (4) To make the best use of a facility of this type would require a dedicated professional staff to oversee the development of facilities and program and to provide "in-service" opportunities for teachers."

The 1970 report was well received by all concerned and a search for property was begun by both committees - the teachers' and the board's. The search ended in the fall of 1971 when a property of about 300 acres five miles west of Warton came up for sale. After careful examination by both groups purchase was recommended and took place. The following spring, I had the good fortune to be hired as Supervisor of Outdoor Education to take things from that point. Since that time, Peter Middleton has joined me in this work.

It can be seen that outdoor education in this area has been a cooperative enterprise from the beginning. There were so many people and agencies involved in the early stages that little direct promotion was necessary in an organized fashion.

Present Public Relations Efforts

Now we get to the question of how we continue to promote outdoor education in this area. Here are ten of the ways:

1. We try to keep the Board, the administrative staff and the schools informed about programs and facilities as they develop.
2. Each year a report is made at a regular Board meeting which takes the form of an illustrated presentation.

"IF ALL OUTDOOR EDUCATORS IN ONTARIO INCLUDE A POSITIVE BUT AGGRESSIVE PUBLIC RELATIONS PROGRAM AS AN IMPORTANT PART OF OUR RESPONSIBILITIES, OUTDOOR EDUCATION WILL HAVE A SECURE AND VALUABLE FUTURE."

3. Once per year the Board and administrative staff visit the Outdoor Education Centre for an afternoon.
4. Regular teachers' workshops are offered on professional activity days at the O.E.C. and at other sites throughout the county.
5. Local media people are kept informed of newsworthy programs of various types.
6. Photographs and short articles appear in the Board's newsletter to parents.

7. We speak at home and school meetings of other community groups when requested. A speakers roster is circulated to such groups from the Board office.
8. We try to assist local interest groups which share a common interest in the out-of-doors such as the Bruce Trail Club, the Naturalists Club, Girl Guides, Boy Scouts, Air Cadets, etc.
9. Some attempts have been made at providing adult outdoor education programs through the night school programs of secondary schools (but on Saturdays instead of at night).
10. And lastly, we encourage schools to make use of volunteer parents in various roles - as supervisors, resource people, etc. These volunteers become valuable boosters of outdoor education in their various communities.

It should be stated that even though the above may seem to imply positive and enthusiastic support all of the time, that is not the case. We still have doubters

and detractors. But, as educators, all of us have an obligation to educate even objectors and doubters using the best techniques and pedagogy at our disposal.

If all outdoor educators in Ontario include a positive but aggressive public relations program as an important part of our responsibilities, outdoor education will have a secure and valuable future.

We owe that to our students, our public and the small number of dedicated idealists that started this "curriculum frontier" just a few years ago.

- Clarke E. Birchard
Supervisor of Outdoor Education
The Bruce County Board of Education

THE OUTDOOR GOURMET

Like many campers I have long experimented with different menus on outings. Whether they be planned for back-packing, canoeing, or cross country skiing, each and every meal seems to taste better and more nutritious cooked in the out-of-doors. In a group of short articles I'd like to share with you some of my favourites and hope that in return you will send me some of yours. I cannot promise to use all the ideas sent in but, I'll pass on the best.

I'm going to begin with my current favourite both in the house and in camp. That is, "monster". Monster, or sour dough, is really no newcomer to the out-of-doors.

If you can't get a "starter" try some of the following as it's really difficult to find failures among the "monster" cooks.

SOUR DOUGH STARTER

2 cups milk
2 cups flour

Pour milk into a glass or ceramic bowl, and cover with a light cloth (cheese cloth). Let stand, preferably outdoors, for one day. Stir in flour and re-cover bowl with cloth, leave bowl outside and in two days bring it inside and allow it to sit until it begins to bubble and begins to sour. Refrigerate in a large plastic container with a good fitting lid. Your "monster" is on its way.

Problems and trouble: Never allow metal to touch Monster. He/she needs to be fed once a week if you are kind. Once you start to use the monster regularly two feedings are necessary per week. Feed 24 hours before use.

Its diet is as follows: 1 cup whole milk, 1 cup flour and 1/3 cup white sugar, stir well. Keep an ace in the hole. Take a cup of Monster put in a margarine container and freeze it, label with a date, and keep the lid tight.

Sour dough at camp is biscuits, pancakes and dough for "pigs in a blanket", etc. Possibilities are unlimited. The basic biscuit recipe is:

To 1 cup of monster, add
1 cup flour
1/3 cup vegetable oil (melted butter rich folk)
2 tsp. baking powder
1/2 tsp. baking soda
1/8 tsp. salt

Mix well in a plastic or glass bowl. Turn out on a floured surface, knead lightly, (like smoothing a baby's backside.) Do it 8-10 times or until stickiness is gone. Flatten with hands 1" thick (3 cm for you young folk). Cut into biscuits, and let stand in a pan about 10 minutes (covered with a cloth). Bake 10 to 15 minutes at 425. With a reflector oven it takes a little longer, but don't leave them.

Now let's doctor the basic recipe. Flatten it to 2 cm cover with margarine or butter, brown sugar, some raisins and a sprinkle of cinnamon. Roll and cut like a jelly roll. Now don't forget to feed your monster when you're through.

As I write the first draft of this article I'm enjoying a delicious sandwich made with monster dough white bread and my children are reminding me not to forget the pizza dough made from Monster, but let's leave them for article two.

Remember I'd like to share your favourite recipes, too. Write to GENE REFAUSSE, R.R. #5, TRENTON, ONTARIO. K8V 5P8

Thanks and may all your biscuits be light as your canoe on the first portage.

- Gene Refausse

LOGAN BREAD

3 cups flour (2 cups rye, 1 cup whole wheat)
3/4 cup wheat germ
1/4 cup brown sugar
1/2 cup powdered milk
2 tbsp. peanut oil
1/2 cup honey
1/4 cup molasses
1/4 cup sorghum syrup or maple syrup
(I substituted ordinary pancake syrup)
1/2 cup walnuts or pecans
1/2 cup raisins
1/2 cup chopped dried fruit
6 eggs

Combine all wet ingredients in a bowl and mix. Combine all dry ingredients in another bowl and mix. Add one to the other (the dry to the wet) then fruit and nuts and stir.

Pour into a greased loaf or bread pan and bake at 275°F for two hours.

EAT AND ENJOY!!

- Barb Adam
University of Waterloo

BRENT'S CORN MEAL PANCAKES

Read the whole recipe first before you begin.

Measure:

1 cup white or yellow corn meal: put into bowl.

Add:

1 tsp. salt
1 to 2 tbsp. sugar

Stir in slowly:

1 cup boiling water

Cover these ingredients and let stand for 10 minutes then beat:

1 egg
1/2 cup milk
2 tbsp. melted butter

Add these ingredients to the corn meal.

Sift before measuring: 1/2 cup bread flour

Resift with 2 tsp. baking powder. Stir the sifted ingredients into the batter (use only a few swift strokes) (or butter on a griddle.)

This recipe makes 16 pancakes.

Serve with home made Maple Syrup.

- Brent Dysart
Laurel Outdoor Centre
Waterloo

REGIONAL NEWS

MEET BILL GUNN

Bill flies down from Sudbury after a 30 hour dog team trip to attend to the business of the members in the far north.

Although originally from rural Parry Sound area, I never had the opportunity to learn much about the outdoors since neither of my parents liked camping, hiking etc. Of course my Dad went fishing and took me at times. He went hunting with the guys but I went by myself. Little is learned without some guidance. Personally I was a country boy with no country in me. Moving to the Sault Ste. Marie area caused me to change this image. Joining the Boy Scouts of Canada was one good idea. Although the Scouts did little to help improve my expertise, they did introduce me to the kind of people I needed. The experience with taking young boys out camping paved the way to later endeavours. Between leading weekend hikes with scouts, personal trips, self study, short training sessions with experts and associations with various programs in schools, my experience and confidence grew. Soon the classes I taught were notorious for being in the bush. Week-end campouts started by scrounging equipment. It wasn't long before school camp-outs were being held on week-days and studies from the classroom were being used on the trips. Since our board has only nine schools, they asked me to stay in the classroom for half time and start organizing the Outdoor Education in our area for the rest of the day. After agreeing to this and making sure the schedule was a "demand" one rather than "visit each class" routine, the Outdoor Education in Central Algoma became a reality. In the last five years of this program, primary children from Junior kindergarten have been driving power shovels, Junior students have been camping three days at T-Lake, one and one half miles back in the bush (crown land), grade sevens have backpacked across St. Joseph Island on existing trail, roads, and open bush, and grade eights have been sleeping in their own snow shelter during twenty to forty below weather. Of course innumerable field trips of the one-day nature have been successfully carried out. Outdoor equipment is no longer scrounged since we are well supplied with light weight gear for camping, snowshoes and resource materials. As a result of the increase in field trips the board now owns two of its own buses and has salaried driver on full time.

One of the biggest problems over the last few years has been finding the time and the personnel to teach me the skills I need to advance my own expertise and to get the pieces of paper a lot of people feel are so important. I hope to overcome these difficulties with the help of C.O.E.O.

MEET BRIAN RICHARDSON

Brian represents the folks from the Eastern Region at the Advisory Board.



Following eleven years of teaching mathematics and English in the high schools of Durham Region, Mr. Brian Richardson was appointed last January as Outdoor Education Consultant for the Durham Board of Education. As such, he is in charge of all residential and day visits for elementary schools and in-teacher training in the area of Outdoor Education. He has, also, been instrumental in establishing and maintaining over ten Outers Clubs in high schools in this and other regions. Mr. Richardson is also the owner of Shar-an-ex, a private outdoor education consultant firm, which outfits for canoeing, backpacking, skiing, snow-shoeing, and rock climbing expeditions and organizes and operates clinics year-round for various groups. He has worked three summers as a

professional leader and guide for Algonquin Waterways Wilderness Trips and for two summers was a member of the instructional and support staff for the Canadian Outward Bound School.

He is a graduate from the Canadian Outward Bound Wilderness School, the National Wilderness Survival School, Canoe Ontario's Canoe Tripping Certification Course for Teachers of High Risk Activities, and will be attending the Canadian Outward Bound Mountain School for certification this December.

In addition to his qualifications as an instructor in canoeing, he is actively involved and qualified to instruct in a wide variety of fields such as, swimming, skin and scuba-diving, first-aid and cross-country skiing. As well as being a member of C.O.E.O., he is also a member of C.O.E.Q., the Alpine Club of Canada, the Bruce, Ganaraska, Rideau and Voyageur Trail Associations, Durham Region Field Naturalists, and Pine Ridge Cross-Country Ski Club.

Spare time will find Brian organizing and teaching fellow teachers, students, or interested members of the public in a wide variety of outdoor activities or climbing, back-packing, or canoeing in the Adirondaks or Killarney Provincial Park.

MEET PETER MIDDLETON

Peter is the Western Region representative to the Central Advisory Board.

Starting my teaching career in London Ontario, in 1964, I was not to know that thirteen years later, I would look back on a decade of experience in the field of outdoor education. This fact has meant that I have been involved in one of the most challenging and rewarding areas of education during a period in which it has made major progress and growth.

As a boy I was fortunate to have parents who encouraged my interests in the out-of-doors and developed in me a deep respect and love for the natural world. The impact

of the sea, cliffs and birds of northeast Scotland, also had effect, as did the flora, fauna and naturalists of the area surrounding London Ontario. Later the opportunity of assisting PhD. students as a field assistant meant spring evenings studying the breeding migrations of toads, summer days hidden in bushes watching birds, and several embarrassing hours explaining such activities to interested policemen. These experiences, and others, channelled my activities into the realm of the naturalist, rather than into the world of the outdoor adventurer. It is as such - a naturalist - that I would label myself today.

Since the establishment of the first residential program on Toronto Island, the growth, both in the number and quality of teachers, and programs, dedicated to outdoor education has been spectacular. Continuity of professional concern and commitment are the outstanding qualities of this period of growth in the movement. They have been best exemplified in the developing reality of C.O.E.O. The annual meetings, the Newsletter, the co-sponsorship of the Man-Environment conference, and the involvement of the organization in groups, such as the Conservation Council of Ontario are all strong indications of C.O.E.O.'s coming of age. The challenge now is to maintain the momentum.

As one who has gained great benefit from the years of development in the field of outdoor education, I now look forward to repaying some of my debts, both as a teacher of outdoor education in Bruce County, and as the Chairman of the Western Region of C.O.E.O.

POT POURRI

FILM COMMITTEE REPORT

Several meetings have been held recently. At this time, Charles Capstick has prepared a proposal package which will be mailed to potential corporate sponsors; he has a list of some 150 such sponsors. The Advisory Board is to submit an application to Wintario for financial support; as well, the Advisory Board is to apply to Revenue Canada for status as a registered non-profit group which would allow corporations to make donations to the film project and have tax deductions allowed. Charlie has been visiting several outdoor centres to "get the feeling" of outdoor education in action. He is working on a potential shooting script at this time.

EDITORIAL BOARD REPORT

The editorial board, Linda Galas, Lloyd Frawer, John Niddery and Ron Frenette, had its inaugural meeting January 12th at the offices of North York Board of Education. Discussion centered around the advance planning of central features for subsequent issues. Each member agreed to bring, to the next meeting, a series of potential 'themes' and suggestions of people to approach to help on the various themes.

Linda Galas has been approaching potential commercial sponsors. We are aiming at selling three advertisements per issue at \$50.00 each; the revenue realized is to cover the postage in mailing each issue of ANEE.

NAKED EYE ASTRONOMY ARTICLE

Clarke Birchard, whose excellent article on promoting outdoor education appears elsewhere in this issue, writes to suggest a worthy article. Says Clarke, "There is an outstanding article on naked eye astronomy in the recent issue of Nature Canada (Pp. 3-7) January-March 1978."

Nature Canada,
46 Elgin Street,
Ottawa, Ontario.
K1P 5K6.

MEMBERSHIP IN C.O.E.O. AND EMPLOYMENT STATUS

The following chart comes from our membership secretary, John Aikman:

REGION	Total Members	% in teaching	% assoc. with a private agency or camp	%assoc. with gov't agency or ministry	% student	%assoc. with conservation authority	% not designated
Out of Province	22	54.5%	9.1%	4.5%	31.8%	0%	0%
Far Northern	35	75.0%	8.3%	0 %	13.9%	2.8%	0%
Northern	44	43.2%	27.3%	15.9%	2.3%	2.3%	9.1%
Western	124	67.7%	7.3%	.8%	17.7%	4.0%	2.4%
Eastern	73	65.8%	4.1%	4.1%	15.1%	9.6%	2.7%
Central	280	69.3%	8.9%	1.8%	13.9%	4.6%	1.4%
Total	578	66.4%	9.3%	2.9%	14.7%	4.7%	2.2%

SENECA COLLEGE (KING) TEACHERS' CERTIFICATION WORKSHOP IN CROSS COUNTRY SKIING

The first of two courses, outlined in previous issues, was held February 11-12 at Seneca's King Campus. The courses are sponsored by the Canadian Ski Association, Canadian Association of Nordic Ski Instructors and Seneca College. A full complement of 55 teachers met to have their own skiing skills and ability to teach the basic skills observed and improved upon. The skiers had to work the full 16 hours in groups of ten to be given a certificate of participation.

Mike Exall reported the course instructors were pleasantly surprised at the high level of skill brought to the course by the teacher group. The final course in this series, already fully booked, runs February 25-26.

UPDATE REQUEST #3 (AND FINAL!)

One of the services we were supposed to do this year was to provide members with three, calendar-style Update sheets. These were to plug all sorts of local events all over Ontario; meetings, clinics, carnivals, quilting bees, regional meetings, etc. etc., etc.

Response can best be described as non-existent; this leads us to conclude that the whole idea is an unnecessary waste of time, effort and paper.

If you, the C.O.E.O. members don't respond, consider the Update project shelved for this year at least.

- Ron Frenette

KUDOS FOR EASTERN REGION

On Saturday, January the 7th two members of the Hillside Outdoor Education staff were pleased to accept Brian Richardson's kind invitation to attend a C.O.E.O. Eastern

8 DAY CROSS COUNTRY SKIING COURSE

The Centre for Outdoor Pursuits (Seneca College) and Metropolitan Separate School Board are co-sponsoring an eight day course in cross country skiing. The concept is to run a course, for teachers, which, in one measure of time, will incorporate instruction in many skills that surround this growth sport. We will be looking at instruction techniques (at C.A.N.S.I. standards), first aid (St. John Ambulance) and personal skill improvement.

The course is set to run from March 18-25 out of Camp Wanakita, near Haliburton, Ontario.

There are still several spaces available for this course. If you are interested, please phone either:

Mike Exall
Seneca College - King Campus
(416) 884-9901 Ext. 260 (work)
(416) 727-9054 (home)

Ron Frenette
Metro Separate School Board
(416) 421-8950 Ext. 281 (work)
(416) 878-2787 (home)

DATEBOOK

C.O.E.O. ANNUAL MEETINGS AND WORKSHOP September 29-October 1, 1978. The site has been selected; the Opinicon Resort Hotel at Chaffey's Locks will host this year's gathering. Opinicon is near Elgin which is north of Gananoque off Highway 15. Or you could canoe down or up the Rideau Canal from Ottawa or Kingston.

CENTRAL REGION WORKSHOP May 5-7, 1978 at Camp Kandalore, near Dorset. A weekend devoted to all levels of experience in outdoor activities. Contact: Bill Jay, Ballantrae Public School, R.R. #3, Stouffville, Ontario L0H 1L0.

CANOE-CAMPING LEADERSHIP WORKSHOP June 16-21, 1978 at Ontario Camp Leadership Centre, Haliburton. Cosponsored by C.O.E.O., Royal Life Saving Society, Ontario Teachers' Federation and Ministry of Cultural and Recreation. Complete details in next issue or write: O.T.F. Curriculum Project, 1260 Bay Street, Toronto M5R 2B5.

BOOKS-MAGAZINES-FILMS

A GUIDE TO NATURE IN WINTER

Donald W. Stokes
(Little, Brown, 1976)

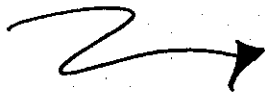
How many times have you seen a distinctive winter weed but been unable to find it in your wild-flower guide? How often has a student asked you to identify a nest or shrub with no leaves, leaving you wondering where to search?

Now one of the most comprehensive and informative books on the subject of winter has been published. In one compact publication (about the size of a Peterson Guide) there are chapters on Winter Weeds, Snow, Wintering Trees, Insect Evidence, Birds and Nests, Mushrooms, Tracks, and Evergreen Plants. Each chapter is a detailed guide, expertly illustrated and logically organized making quick identification easy.

Apart from being an excellent book for identification, one of the most interesting aspects is the natural history which accompanies each chapter. This makes the book an excellent armchair companion on a wintry evening as well as a useful guide in the field. Next time you set out with your class in winter or go hiking or cross-country skiing, put this book in your backpack along with the binoculars and your thermos! The winter landscape will take on a whole new meaning for you as it has for me.

- Joan Thompson
Sheldon Valley Field Studies Centres

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MOVING?

If you're moving, John needs your new address to get ANEE to you:

Name _____ C.O.E.O. Membership Number _____

Old Address _____

New Address _____

_____ (postal code)

Mail to John Aikman, Membership Secretary, 14 Lorraine Drive, HAMILTON, Ontario L8T 3R7

ANEE, the Newsletter of C.O.E.O. thanks the following people for their contributions to this issue:

Bill Andrews
Rob Dawson
Bessel VandenHazel
Barb Adam
Brian Richardson
John Aikman

Craig Copland
Jim Wood
Clarke Birchard
Brent Dysart

Peter Middleton
John Nidderly
Gord Cardwell
Martha Bryant
Gene Refausse
Bill Gunn

COUNCIL OF OUTDOOR EDUCATORS

ANEE
NEWSLETTER of The Council of Outdoor Educators of Ontario
c/o J. Aikman
14 Lorraine Drive
HAMILTON, Ontario
L8T 3R7

