



# *ANEE*

NEWSLETTER of The Council of Outdoor Educators of Ontario

Volume 7 Number 6 September 1978

# MEMBERSHIP RENEWAL NOTICE

John Aikman, Membership Secretary, informed Anee that, only 50% of the current members have renewed for 1978-79. Look at your card; if the number is prefixed with a '78', you need to renew. If prefixed with a '79', you are paid up to the end of August, 1979.

Without a current membership, you are not eligible to attend the annual conference, after this issue of Anee, your name will, sadly, be dropped from the mailing list. We need everyone interested in Outdoor Education.

## MEMBERSHIP APPLICATION FORM

THE C.O.E.O. MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATIONS RECEIVED AFTER MAY 1, WILL BE APPLIED TO THE FOLLOWING YEAR.

P L E A S E   P R I N T

NAME (Mr.) (Mrs.) (Miss) (Ms.) \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ TELEPHONE NUMBER (where you can be most easily reached) (   ) \_\_\_\_\_  
Postal Code \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_  
(if different from above \_\_\_\_\_)  
Postal Code \_\_\_\_\_

If applying for a FAMILY MEMBERSHIP please list persons who will be using the membership  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

POSITION \_\_\_\_\_

EMPLOYER \_\_\_\_\_

UNIVERSITY OR COLLEGE ATTENDING FULLTIME IF A STUDENT \_\_\_\_\_

I am in the \_\_\_\_\_ Region of C.O.E.O. (see listing below)

FAR NORTHERN	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, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carleton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark
OUT OF PROVINCE	Any area in Canada outside of Ontario
OUT OF CANADA	Any area of the United States

MEMBERSHIP FEES (please check) REGULAR \$15.00 \_\_\_\_\_ STUDENT \$8.00 \_\_\_\_\_  
FAMILY \$25.00 \_\_\_\_\_

Please make your cheque or postal money order payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO and mail with this form to: John H. Aikman, Membership Secretary, 14 Lorraine Drive, Hamilton, Ontario. L8T 3R7.

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Cover Photo: The Old Mill Near Chaffey's Locks, site of this year's C.O.E.O. Conference. All photos courtesy of Ontario Ministry of Industry and Tourism.

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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.

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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.

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# FROM THE EDITOR'S DESK

## REFLECTIONS AND MUSINGS

So here it is, a hot Saturday in August and I'm wrestling with this editorial. Trying to decide if my final effort should be a litany of thank you's or something maudlin or another attack on the Reed Paper Company (they deserve it!) or a call for a national symposium on certification. All the while I'm questioning my sanity in taking on this job two years ago. It's a gorgeous day and I should be swimming with my son instead of sitting here with my dictionary and Thesaurus.

It is nice indeed to be recognized. At the last Annual Conference, while standing about watching people register, I was approached by several females. They wanted information about a workshop and I guess I looked likely enough to supply the details. Glancing at my name tag, one uttered, "So, you're Ron Frenette." There was disappointment in that voice; somehow I'd failed to measure up. I guess the one big eye in the middle of my forehead throws people.

The question which the old inner voice always asks haunts as this final issue comes together. Did it all make any difference? Was anyone's appreciation, understanding or knowledge affected by my efforts? I suppose no tool exists to measure such potential change. People have written me - often - with arguments, criticisms, compliments, suggestions, complaints and material.

The one aspect of the task which often gave me stomach aches was what to leave out of an issue rather than what I could find to fill space. People were very generous with their contributions. There were two people who contributed greatly and should be mentioned. Beth Jefferson sent most of the material for About The Environment this past year; Craig Copland's Wilderness Experience Myth was a superb document which was presented to Anee for use over the past year.

Complaints? My God, but teachers are oft times the most unprofessional professionals! I have received material that ranged from sloppy to illegible. Spelling errors, poor grammar, terrible writing, crossouts, arrows at times were a pain. I've kept some of the worst should anyone feel slighted. We all need some remedial work. Or, at least, a bit more consideration for whoever takes on this task next year.

The two years were interesting and challenging. Many people helped to get these issues out in the mail to you. The office staff and printers at Metro Separate School Board handled much of the work in the first year. This past year, ANEE was printed in Acton where John McNab at Dills Publishing has been most cooperative. But, the real hero behind this operation has been my wife, Pat, who typed every issue. In spite of a full-time job, a full-time three year old and ironing to be done, she has persevered with me. The air has been blue around here as we plugged on but, without Pat, I am hard pressed to see how else the issues would have gotten out.

Until Chaffey's Lock.  
Ron Frenette


# THE WILDERNESS EXPERIENCE MYTH

*This is the fourth and final part of the series written for ANEE by Craig Copland. In the past three issues, this series of articles has examined three streams of thought which have contributed to our present myth of wilderness experience. These three were the Frontier Myth, the Transcendental Myth and the Canadian Survival Myth. This concluding article addresses itself to the question, "What Should Be The Role of Wilderness Experience in Education?"*

This final article is by far the most difficult to write. The first three demanded only a degree of historical and cultural research. This one calls for the construing of the information in the first three, along with other observations on wilderness so as to construct an argument which will disqualify certain approaches to wilderness, and assert the validity of others. In that I am not an amateur seer, let alone a trained philosopher it is inevitable that there will be weaknesses in the argument.

In that wilderness experience is something about which many of you hold very strong convictions it is likely that some of you will disagree, and some strongly so. If such is the case, please put your ideas in writing so that we may all benefit from your insight.

"...WE WOULD DO WELL TO BEAR IN MIND THAT CONVICTIONS CUT LITTLE ICE IN A DAY WHEN "ACCOUNTABILITY" IS THE PASSWORD AND "BACK-TO-BASICS" IS THE MOTTO OF THE EDUCATIONAL COMMUNITY."



Let us begin with a series of relatively unconnected general observations about wilderness experience and then put forward a set of parameters for an appropriate approach.

1.

We are all, to some degree, a product of our myths. The particular version of the wild-

erness recreation myth which we may believe in is likely formed as much by our own distinct combination of the three streams of the wilderness myth as it is by our actual wilderness experience. Our personal wilderness experiences were likely affected and possibly even directed by the myth we believed in prior to our ever entering the wilderness. Now there may not be anything wrong with our holding to a particular brand of wilderness mythology, but let us realize that much of what we believe is grounded only in our convictions and has little or no factual support. Not that we personally require research in order to prove to ourselves that we benefit from wilderness experience, but if we are attempting to substantiate a position which asserts that wilderness experience is a worthwhile part of a school curriculum we would do well to bear in mind that convictions cut little ice in a day when "accountability" is the password and "back-to-basics" is the motto of the educational community.

2.

The attitudes and the goals of those who are encouraging no-trace camping are most commendable and the techniques they are espousing are for the most part long overdue. If we are not practising them, it's time we started. There is a danger, however, in calling what we are doing and what we are teaching our students 'no-trace'. Even the most conscientious camper cannot avoid having impact on the ecosystems operating in the areas in which we have chosen to camp. Perhaps it is easy to deceive our-

selves into thinking we are having little or no effect because so few of us ever camp on anything other than a well-defined campsite, i.e. a level area which has a few trees and no underbrush. Generations have trod the original natural ground cover into a few scattered pine needles.

The suggestion that we seek to cover our tracks by disguising the location of our firepits and tent-sites will do more harm than good. Fifty per cent of the ecological damage which ever will happen to a well-used campsite will happen in the first year; eighty per cent in two years. It takes at least five years for a campsite in the Shield to recover from one year's use. So the continuous rotating of fire-place and tent site locations will effectively disturb the entire area. The more reasonable approach -- and the one currently followed by Algonquin Park management is to establish one fire pit, one tent site and one toilet area which everybody would always use. These sites must be sacrificed so that the larger remaining areas might stand a better chance of preserving their ecological variety.

"ENCOURAGING WILDERNESS EXPERIENCE AND  
ENCOURAGING WILDERNESS PRESERVATION  
MAY BE CONTRADICTIONARY GOALS?"

Secondly, it is misleading to speak of no-trace camping because even if it has no trace on the local wilderness area, the camping industry is little different than any other consumer industry in its use of non-renewable resources, its built-in obsolescence, its style consciousness and its merchandising of commodities to the extent that campers are already over supplied with gear and gadgets and still buying more. The back-packer and canoeist

in the wilderness are only the visible tips of an iceberg which includes oil mining, petroleum refining and light-weight petro-chemical fabric production; open pit bauxite mines in Third World countries, aluminum smelters requiring vast amounts of power and fresh water; production-line labour in factories turning out tent poles, canoes and pots and pans; poorly written, quickly edited books on camping spewed out by the hundreds; extensive advertising and merchandising; millions of miles of highway travel in private automobile, complete with weekend traffic jams; and a Kafkaesque labyrinth of government offices and employees continuously spinning red tape in an attempt to provide the delivery system for our wilderness exploits. Hardly a no-trace pasttime.

3.

Encouraging wilderness experience and encouraging wilderness preservation may be contradictory goals. The human use of wilderness or any natural area has an impact on the natural ecosystem. That impact may be reduced by practising minimum trace camping techniques but it can never be removed. Presently the over-use of certain areas, such as Algonquin Park, is resulting in the serious depletion of ecological variety in the camping areas. We are in danger of loving our natural areas to death. The consumptive effects of wilderness recreationists on the wilderness itself has led one conservationist to declare that "The surest way to seal the death warrant on a natural area is to call it a park". Wilderness areas can absorb a limited number of recreationists, and those limits may be extended by wise camping practices, but an appalling number of people are still practising slash and burn camping. The limits of some areas have already been surpassed while others are rapidly approaching.



All of which is to say that we can't have our cake and eat it. The implications of this realization are interesting. There is no point in offering wilderness experience as a general panacea for societal or individual ills. Our wilderness areas will not tolerate too many more users and still remain wilderness. Of necessity, wilderness recreation must continue to be the pasttime of a limited number of people. The widespread incorporation of wilderness experience into the school curriculum will sooner or later be self-destructive. Though the concept of selectivity may be an offense to our democratic sentiments it is a necessary evil and we must develop some parameters for selection and learn to justify wilderness experience in terms of the 'same' rather than the 'many'.

The Tourism and Outdoor Recreation Planning Study (TORPS) conducted recently by the provincial government revealed what some people had long suspected: wilderness recreation is an elitest pursuit. As we proceed along the continuum towards the "purist" approach and as we travel further into the interior of a wilderness area, we find that the level of income and education of users increases accordingly. Whether this situation is simply the result of the historical inability of all but the upper middle class and the rich to send their kids to camps which offered wilderness experiences or whether there exists a web of more complicated cultural and sociological reasons is not for this article to decide. It may be that by

"SO LONG AS THIS GROUP CAN RETREAT FROM THE CITY INTO THE WILDERNESS THEY WILL LIKELY FEEL LESS COMPELLED TO IMPROVE THE QUALITY OF URBAN LIFE."

including wilderness experience in the jurisdiction of the school system we will

bring about its egalitarian practice. So the fact remains that present activity is by and large elitest, and that fact has further implications for our understanding of wilderness experience vis a vis society. One of the reasons commonly given in favour of wilderness experience is that it offers an alternative to the "work-a-day, dog-eat dog, nine-to-five" urban world. In that it is and must continue to be an alternative retreat from the urban working world (i.e. wilderness living cannot possibly become the norm), wilderness experience is a conservative phenomena. By allowing people the occasional retreat which enables them to cope better with urban life, wilderness experience detracts from the development of the recognition and consequent action which might effect positive social change and make urban living more desirable. And in that it is elitist, wilderness recreation skims the cream of the educated young who might otherwise provide the impetus for social change. So long as this group can retreat from the city into the wilderness they will likely feel less compelled to improve the quality of urban life.

##### 5.

Continuing in the same vein, it is obvious that the future of the human race will be urban. Wilderness experience presently is and in future will be even more so a luxury engaged in by a small segment of North American society. It cannot possibly be construed as a necessity to full human development since 99% of the world's population do not and will never engage in it. The efforts we have made and the methods we have developed in using wilderness experience as an educational and personal/social growth vehicle must be modestly but realistically understood as local and limited alternatives to the much more significant efforts which are being devoted to the education and development of the world's youth in an urban milieu. Disillusioning though that

realization may be, we would be fooling only ourselves if we thought otherwise. For youth of Hong Kong, Calcutta, London and even much of North America, wilderness experience is simply not a conceivable alternative, except, perhaps for a tiny privileged minority.

6.

Regarding wilderness in a pantheistic, mystical frame will not lead to its conservation. There are a number of alternatives currently being offered in our questing for the so-called environmental ethic. One of the more popular ones is the mystical ascribing of some sort of spirit to nature per se after the fashion of some of the Eastern religions or the beliefs of the North American Indians. It is assumed that if people were to consider themselves in some sort of spiritual oneness with nature then they would not treat it as merely a resource placed at their disposal. Unfortunately, history is at odds with this assumption. In spite of their reverence for nature, the environmental impact wrought by non-western societies has been little different. The terrible floods on the Yangtze and other Chinese rivers were the result of the removal of forests from the watershed; the Ganges is one of the filthiest rivers in the world despite its sacredness; and with all due respect to the North American Indians they were not the conservationist-of-the-year types which some later-day Rousseau would have us believe. Some anthropologists have concluded that the tendency of people to alter their environments so as to enhance their material well-being is virtually universal. The only difference between eastern and western cultures has been the vastly greater degree of success by the west, using industry and technology as the tools. That North America was wilderness before the white man is more accurately attributed to the relatively sparse population and limited technological access of the Indians, rather than any behavioural traits imposed by a pantheistic religion. Not

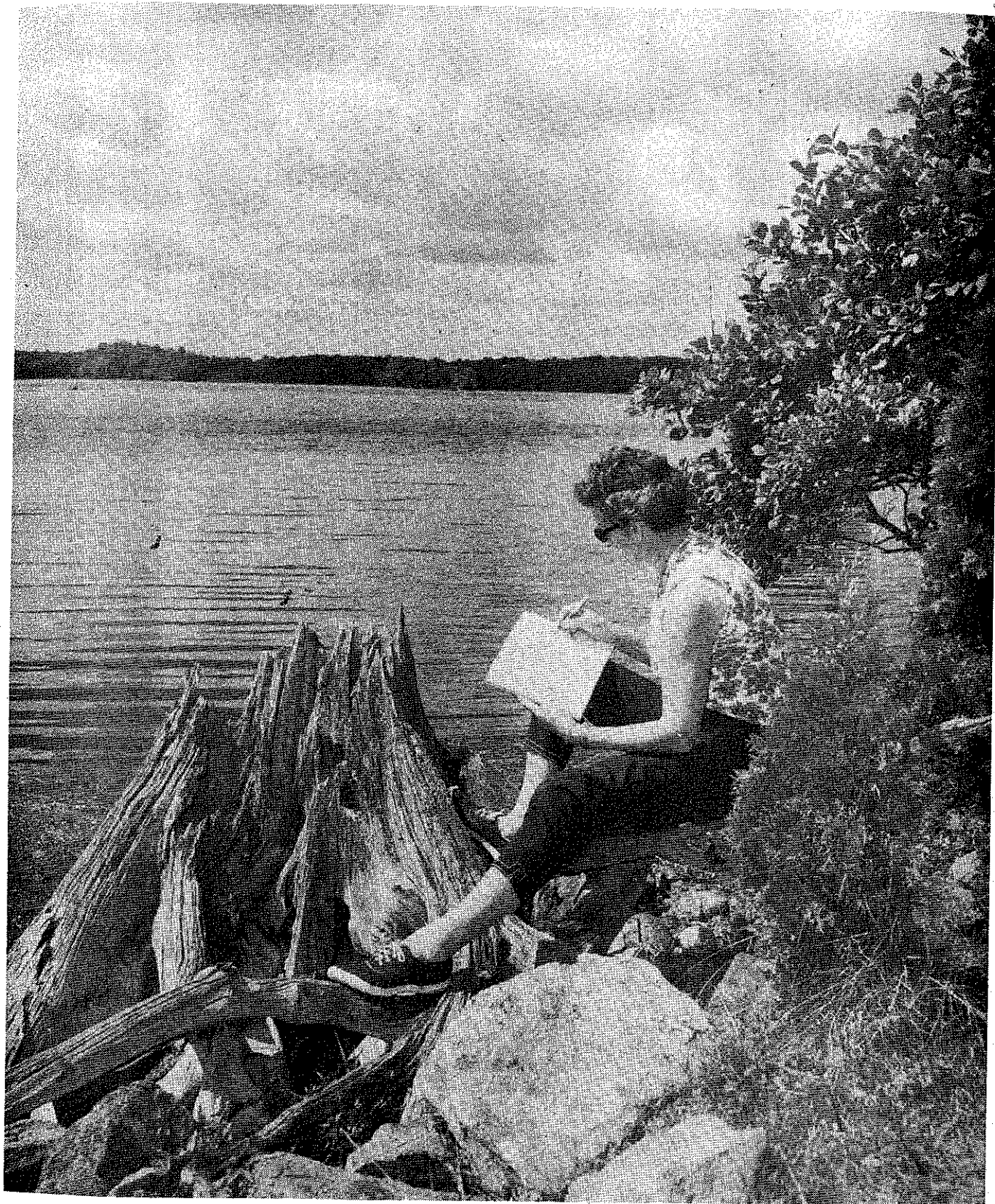
only will mysticism not protect the wilderness, it is more likely to permit its destruction. Mysticism is inherently passive, allowing the various spirits of trees, lakes, animals and other people to follow their own course rather than imposing our will and ideas upon them. Unfortunately the spirits of nature do not retaliate. They submit. We will see area after area of wilderness disappear while we sit and wait for the spirits of the trees and lakes to fight back. Let us by all means then encourage our students learn about alternative belief systems such as those of the East and especially of the indigenous people of North America and to appreciate the many qualities of these systems. But let us not deceive ourselves into thinking that these systems provide the answer to our environmental dilemma.

7.

As we approach a conserver society the pressure to transform wilderness into resources for commercial forestry will increase, not decrease. The reason is simple: a conserver society will inevitably be brought about as we run out of non-renewable resources and are forced to re-direct our way of life towards the managed use of renewable resources. Wood products, including alcohol as a replacement for oil, are the world's greatest storehouse of renewable resources. The pressure on their use will inevitably escalate.

As population increases (as it is bound to do for the next fifty years even if we reach ZPG tomorrow) and as our society makes the change to renewable resources, many of our remaining tracts of wilderness will become managed 'tree farms'. Wilderness areas accessible to recreationists will increasingly become representative remnants of the different types of wilderness areas which once covered North America. These remnant areas will be zoned as national and provincial parklands or forest reserves





The colours, shapes and textures of the natural world are the putty from which we sculpt our impressions and form personal aesthetics; in short, it is the stuff of the real world which makes it so memorable and so treasured.

and maintained for recreational, economic (tourism) ecological (game pool reserve) scientific and historical purposes.

Having gone to this extent to limit the possibilities for appropriate attitudes towards and understandings of wilderness experience. What are we left with? Are there, in fact, good reasons for and reasonable understandings of wilderness experience?

Certainly. The realization that the roots of many of our ideas about wilderness experience are to be found in our cultural mythology rather than in the wilderness itself does not by any means negate our ideas. The very fact that our ideas are rooted in mythology makes it all the more likely that they will be correct. Wilderness experiences will produce positive results because we expect them to, because we communicate our expectations and because our students are sufficiently conditioned by their cultural mythology to have similar expectations. Our various present versions of the wilderness experience myth are strongly believed in by both teacher and student to the extent that we will in all likelihood find them to be true. But they will be true because we believe them, not because of any property of the wilderness per se. In fact, a number of different positive results -- are all possible and indeed likely so long as we believe in them and encourage their occurring, and our students are at least predisposed to their possibility.

Because the wilderness experience myth holds such a strong grip on our collective imaginations, the enacting of the myth offers one of the most promising vehicles for the developing of character and personality in young people. Recognizing that this vehicle is limited in terms of the number of people it can help, its eventual demise as population increases and wilderness area decreases and its position as a distant second in

importance to the use of urban experience to achieve the same results, we should nevertheless encourage it to the maximum extent possible within these limitations because it is such a great way of working with young people and because we won't have it available forever.

"THE RE-ENACTING OF THE WILDERNESS DRAMAS WHICH WERE SO MUCH A PART OF OUR HISTORY, BOTH ENGLISH CANADIAN AND QUEBECOIS, OFFERS AN OPPORTUNITY TO DEVELOP A SENSE AND APPRECIATION OF CANADIAN HISTORY ABOVE AND BEYOND WHAT CAN EVER OCCUR IN THE CLASSROOM."

A second reason for encouraging wilderness experience based more on observations which I and probably you too have made then on any research: I have met few if any arm-chair environmentalists or conservationists. Those whom I know who are active in the pursuit of environmental quality and the conservationist society all seem to have had some direct type of camping experience in natural environments. Knowledge of environmental issues alone would not appear to be sufficient motivation for action to conserve environmental quality. The direct personal experiencing of natural areas in a more simplified milieu seems to me to be a prerequisite to environmental action. I can't prove this observation, but I'd be interested in knowing whether yours have been similar or not.

We Canadians have developed a great concern for national unity. The re-enacting of the wilderness dramas which were so much a part of our history, both English Canadian and Quebecois, offers an opportunity to develop a sense and appreciation of Canadian history above and beyond what can ever occur in the classroom. The potential for encouraging a serious love of country is considerable. Obviously it won't happen automatically. Simply going on a canoe trip

will no more develop a consciousness of the voyageurs than walking down Yonge St. will make us conscious of the history of muddy York. Considerable background work has to be done beforehand and an effort has to be made throughout the trip to integrate an historical understanding. The potential however is certainly exciting.

The wilderness is a good school. As a part of our curriculum, wilderness experience can be justified, be indeed praised, because it offers an immediate real life integrated setting for putting into action so many of the skills and learnings acquired in the classroom. Ecology, geology, geography, environmental studies, home economics, outdoor recreation, interpersonal relationships, group decision making and personal growth can all be part of one well-planned and well run wilderness experience. One of the great schisms between the world of the school and the world of the non-school is the difference between the compartmentalization of learning and the use of knowledge as it occurs in the school and the necessary integration of learning and the use of knowledge in complex decision-making as it occurs in the non-school. Some efforts are being made within the school system through the introduction of interdisciplinary and integrated learning systems to mirror for the student the type of knowledge use he or she will face in the working world. Unfortunately their efforts are still classed as experimental. A wilderness experience, however, forces the application of many types of knowledge to real-life situations demanding complex decisions. As such it is an excellent model for students to work their way through as they are prepared for adult life.

There are a few reasons for why we should continue to encourage wilderness experience as a part of the school curriculum. You could no doubt add many others, strengthening the case for getting students out into the wilderness.

Let me look now at how we should employ wilderness experience.

"THERE ARE MANY LEGITIMATE GOALS FOR WILDERNESS EXPERIENCE... HOWEVER, PREPARATION FOR FUTURE LEISURE TIME SHOULD NOT BE ONE OF THEM."

To begin with let us follow to as great an extent as practical the principles of minimum impact camping. (If this idea is new to you may I suggest you read through the "Gerry Booklet" on No-Trace Camping, available from Margessons or contact the National Woodsmanship School for a copy of their "Woodsmanship's Code").

No doubt most of us are beyond the Your-Own-Book-of-Campercraft-or-How-to-be-the-Scourge-of-the-forest level of camping, but many of our habits may still have to be refined.

In the use of wilderness there is always some element of risk, as there is in any type of adventure. As educators it is incumbent upon us to minimize this risk without removing the adventure and thus provide a model of safe, environmentally concerned wilderness activity. To do so requires a level of skill in wilderness activities, careful planning and sound judgement in the conducting of the experience. We are presently very concerned about the level of safety in some wilderness experiences conducted in the name of education. As pressure on wilderness areas increase it behooves us to be likewise concerned for the environmental impact of each activities and to encourage a minimum level of technical skill and safety precautions. There are many legitimate goals for wilderness experience leadership development, group and personal growth, physical exercise etc. -- which should be

built into the activity. However, preparation for future leisure time should not be one of them. The currently accessible wilderness areas of the province are not sufficient to absorb future hordes of recreationists. Many areas are already running at or beyond their carrying capacity. If we are to include leisure education as a goal, then let us direct that goal towards the use of established recreational areas such as the cottage country and the conservation authorities and not the wilderness.

If we are to expand our use of wilderness then we are obligated to assist in the protection and preservation of wilderness areas. There are many areas in the province now which could be classed as wilderness and which are needed as wilderness for both ecological and recreational reasons, but they will not remain as wilderness for long unless protected by legislation or purchased for reasons of preservation. If you are leading students on some sort of wilderness expedition, may I suggest as a needed and interesting follow-up exercise the contacting of the Nature Conservancy of Canada or the Federation of Ontario Naturalists to find out which particular areas of the province are in need of protection, selecting one of them as a group project and then taking whatever action possible to assist in its preservation.

Let us carefully plan our wilderness experience so that the desired personal/group goals are given a strong likelihood of occurings. It is not sufficient to expect simply "to have a good time", or "to grow". Our objectives need to be more specific and our planned activities filtered through our objectives or we will have little potential, except through happy coincidence, of accomplishing our goals. Wilderness experiences do not automatically have positive results. Many of you are either aware of or have been part of negative wilderness experiences. Careful planning and the cultiva-

tion of leadership is needed to ensure positive experiences. Many wilderness leaders have not taken out "twenty different canoe trips" as they claim: they have taken out the same trip twenty times.

The goals and objectives which we do establish for wilderness experiences depend largely upon the particular version of the wilderness experience myth which we lean towards. Obviously there are some versions of the myth which are no longer acceptable as the foundation for our actions. The original, "clear the land, bring in civilization" version of the frontier myth is such a case, and some of us would never dream of pushing such a myth. For the reasons given earlier in this article, I would urge us to avoid the Transcendental-mystical understanding of nature. Like it or not, the wilderness areas of the province (or anywhere) will be preserved only as we accept human responsibility for something, then we must in some ways at least be separate from that thing. We cannot conceive ourselves as being one with nature, in the mode of the Transcendental or Eastern mystical models, and still see ourselves as responsible for nature.





Preserving our historical heritage is a key aspect of outdoor education. The methods and machines of early Ontario are of constant fascination to present generations reared on instant breakfast, instant television, instant everything. The one ingredient missing from all of this 'instant' world is sweat - a vital part of pioneer progress.

# ANNUAL CONFERENCE

SEPTEMBER 28, 29, 30TH OCTOBER 1ST, 1978

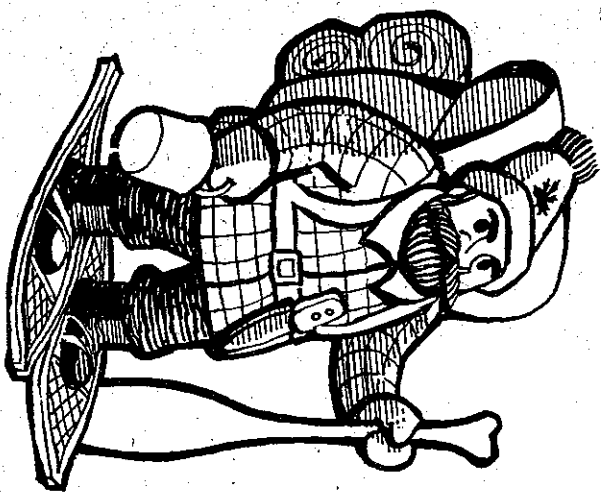
THE CONFERENCE WILL BE HELD AT THE OPINICON HOTEL, CHAFFEY'S LOCKS  
(RIDEAU LAKES DISTRICT NEAR KINGSTON).

THE ANNUAL CONFERENCE CONSISTS OF THE FULL TIME OUTDOOR EDUCATORS' SEMINAR  
THAT BEGINS AT 2:00 P.M. THURSDAY, SEPTEMBER 28TH AND ENDS AT 4:00 P.M. FRIDAY,  
SEPTEMBER 29TH, AND THE WEEKEND CONFERENCE, ANNUAL MEETING AND WORKSHOPS THAT  
BEGINS AT 4:00 P.M. FRIDAY, SEPTEMBER 29TH AND ENDS AFTER LUNCH ON SUNDAY,  
OCTOBER 1, 1978.

ACCOMMODATION IS LIMITED, AND THE CONFERENCE IS FILLING QUICKLY. AFTER SEPTEMBER  
8TH A \$10.00 LATE REGISTRATION FEE WILL BE CHARGED.

FOR ADDITIONAL INFORMATION AND REGISTRATION FORMS CONTACT:

JOHN NIDDERY  
55 DUNMURRAY BOULEVARD  
AGINCOURT, ONTARIO  
M1T 2K2  
(416) 291-4673



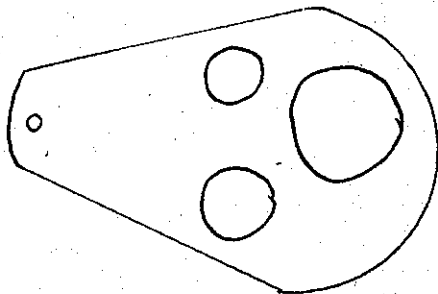


# POT POURRI

## MEMO FROM MALCOLM

Malcolm Novar promised some information on science equipment to some folks but lost his mailing list. It would appear the material would be useful to many of us who were not on his list, so we all win.

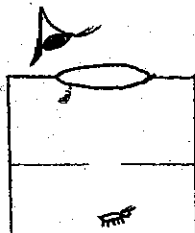
1.



### TRIPLE ELEMENT LENS

- made of plastic
- cost 52¢
- American Science and Engineering, Inc.,  
20 Overland Street,  
Boston, Mass., U.S.A.  
02215

2.



### BUG BOX

- 1" Cube with a magnifier on top of lid
- Grieger's, Inc.,  
Post Office Bin No. 41,  
Pasadena, California, U.S.A.  
91109
- Stock Number T200-140 - 4 for \$1.00  
XT200-140A - 100 for \$14.95  
XT200-140B - 1000 for \$110.00
- 10% net 30 days discount to schools on  
orders over \$100.00.

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### UP THE CREEK?

Brent Dysart sent along this cartoon with a short note. With tongue in cheek (or was it?) he questioned, "Is this the approach C.O.E.O. is taking in our discussions re certification?"

(The following article by Donald Houston is reprinted with permission from the McGill Journal of Education Vol. 11 No. 2 (1976).)

In recent years, more and more schools have discovered the outdoors as a medium for education. Some teachers have made use of the lakes, valleys and mountains for specific academic instruction in the realm of science and biology; others have attempted to create a more humanistic experience, using the challenge of the outdoors to build initiative and character. Whatever the aims, most educators would agree that outdoor education is a positive trend. The article that follows focuses particularly on one individual outdoor exercise that dealt with history.

#### Operation Outdoors - Some Background

The idea for an outdoor project emerged during the 1971 school year at John Grant High School, Lachine, P.Q. when the head of the Physical Education Department and the author began to discuss the limitations of the school day and the potential of a twenty-four hour a day session with students. Soon a committee of four teachers was set up, and a target date planned for the following June. A site was selected (Camp Chapleau of the Old Brewery Mission) and costs were estimated, but only after the committee attended Queen's University for a winter workshop directed by a former head of the Minnesota Outward Bound School, did a joint point of view become clearly formulated. The committee then resolved to provide, above all, an experience incorporating challenge and adventure, character growth and group cooperation. Specific learning exercises were to be secondary, though those which were included would be well planned and directed rather than left to chance.

Soon June arrived, and Operation Outdoors I became a reality. The five full days spent at Camp Chapleau went by without mishap. Canoe trips, bicycle rides, hikes and other adventure-exercises were included within the schedule so that when the time came to leave for home, nobody, staff included, wanted to go. The following September, the group met once again and Operation Outdoors II (1973) was born. Additional activities were planned, though the purpose remained the same - to create a challenging experience for the students.

The belief of the committee was that any subject would be made more relevant and interesting if a field experience were used. Since history was my speciality, I considered that Operation Outdoors 1973 could provide an excellent opportunity for an historical exercise since an attempt could be made to take something familiar to the students and to show them living historical relationships. My own personal involvement with history began when I was a youngster curious about the "Massacre of Lachine" (the area in which I was raised), and about "Grandfather Lane", who brought the first bicycle to Montreal and rode it through the streets of the city during a holiday created especially for that purpose (according to Mother). Perhaps, if the history of the camp area were revealed to the students in ways in which they could understand and enjoy, some really meaningful appreciation of history would be engendered.

It might be noted that advocates of using the outdoors to provide meaningful educa-

tion can consider themselves in good company. The roots of the movement, like so many other things, can be traced back to the Greeks. Though the Spartans may have gone a little to far in providing challenge to learn survival techniques, other Greeks believed in the worth of "experience" in education. For example, Aristotle noted:

...and experience seems pretty much like science and art, but really science and art come to men through experience.

In more recent times, while many schools of educational thought tend to claim Jean Jacques Rousseau as their patron, outdoor educators most probably have the right to claim him as their own. They see the merit in Rousseau's "natural man" who learns geography, mathematics, music and all he really needs from the world around him. Other theoreticians have endorsed this view. Thus, early in the 19th Century, Heinrich Pestalozzi, famous for his "object lessons", wrote, "The first tutor is nature and her tuition begins from the moment that the child's senses are opened to the impressions of the surrounding world." Friedrich Froebel also believed in the education of the "whole man" with emphasis on nature and people's relationship with the environment. For example, he considered:

To be in touch with nature in the open air is of the greatest importance to the young. The effect is to ennoble and strengthen and to give life a higher significance. So, little walks and rambles are of high value as means of education and instruction.

Since Froebel's time, other educators have emphasized the "whole man" and the outdoors - witness Cecil Reddie's private school at Abbotsholme, his disciple, Herman Lietz at Lietz at Ilsenburg, and the "Wandering Birds" movement in Germany, as well as Baden Powell and the Boy Scouts. Perhaps the most significant influence on the contemporary outdoor education movement is that of Kurt Hahn. In 1934, Hahn, a Jew fleeing Nazi Germany, founded "Gordonstoun" at Morayshire on the forbidding coast of Scotland, where the emphasis was on the development of judgement rather than on the accumulation of knowledge. Based on this model, "Outward Bound" schools may now be found from the slopes of Kilimanjaro to the forests of Lake Superior. The rationale for Outward Bound is best summed up by the head of the North Carolina Outward Bound School when he writes:

By using nature and an increasingly difficult series of challenges to confront the individual with unknown stress situations, we seek to heighten each person's sense of self-confidence, compassion for others, and respect and dignity for mankind. We provide the circumstances that allow an individual to gain a better understanding of his or her own resources and their outer limits.

Operation Outdoors as a whole drew on this wealth of historical thought and experience, blending the cognitive, physical and affective elements while adding a modern touch. It held out a promise of adventure worthy of "Mission Impossible" - and that is what we called our learning game, our outdoor exercise in local history.

#### MISSION IMPOSSIBLE - AN HISTORICAL GAME

No doubt the main objective behind our "Mission Impossible" was an affective one.

Students have perhaps always associated "history" with school courses and textbooks, not with the flesh and blood of earlier human beings. But now we were confronted with the question: "Could a simulation game based on a popular television series tie their own experience, the place where they 'were at', to historical field work and analysis?" It was worth a try - one had little to lose but everything to gain.

"Mission Impossible" followed the T.V. pattern of achieving certain objectives (against impossible odds?). Students were brought into the recreation hall where the briefing began. No longer were they students of John Grant High School. They were, as of that moment, military agents who had been parachuted behind "enemy" lines. Their task was to obtain as much "intelligence" as possible to be used in a coming "invasion". Within minutes, the group had been divided into brigades, each with a brigade captain, and official sealed orders were distributed. These order cards formed the basis of the historical inquiry exercise. Led by a counsellor, a student reconnaissance patrol sped off down the camp road on bikes to investigate the abandoned mica mine shaft. Another group attempted to locate a field from a map and aerial photograph (furnished by our Air Force, naturally), while yet another brigade searched out the camp custodian to interview him about the area's earlier days. They were aided by still photos of the Camp Chapleau brochures taken during the 1920's and 1930's, as well as a 16 mm film used for publicity circa 1949. Others made camp landmark comparisons using old maps of the region, while at least one other brigade investigated the economic background by examining some land records, an abandoned railway throughfare (now a hiking trail), as well as an abandoned, burnt-out farm.

The classified order cards (top secret) were formal and structured in their outlined questions and instructions, not only as a means to capture the atmosphere of a military operation, but also to ensure that specific information could later be contributed to the entire group's "debriefing". One student from the group was chosen Brigade Captain, and it was his or her job to summarize all the intelligence brought in by the patrols. A tape recorder was made available, and a deadline of twenty-four hours was set to complete the report.

Mission Impossible became Mission Accomplished, and I was surprised at the amount of information received and the quality of thinking which took place. The primary purpose of the whole activity - to instill a positive feeling for historical inquiry - seemed to have been met. In fact, one group of students insisted on returning to the farm during their "quiet hour" after lunch in order to carry the investigation further. Certainly, the students had fun that morning and they had also learned.

#### OUTCOMES OF THE EXERCISE

Perhaps the most important historical concept that became associated with Mission Impossible was that of change and continuity between present and past. The seventies are times of rapid social change, especially in the urban areas. Unfortunately for the local historians, change is so rapid in the cities that a bulldozer and paving machine will impose their will before an individual knows what is happening. In rural areas, however, traces and ruins of the past tend to remain for Nature to hide through rust and wild brush. During the various activities of Mission Impossible, both staff and students came across constant reminders of the continuity between present and

past. A concrete culvert dated from its year of construction (1926) was noticed by one boy while hiking along the abandoned railway bed. In the 1949 movie made for camp publicity, teen-age girls were pictured caring for young babies. One student remembered that her mother had been a counsellor at the camp in charge of babies - just about the time that film was made. To her astonishment, the girl thought she recognized her own mother smiling at the camera. Could this be an example of what Morris Cohen described when he wrote, "We cannot speak of any historic process unless there is a continuity, unless there are elements of identity between present and past."

Mission Impossible was also able to introduce the students to other types of historical evidence and media for understanding the past. Official land records from the County Court House in Lachute, Quebec were consulted to help discover the origins of both camp and abandoned railway. From the same source came copies of deeds of sale for the camp property as well as for the neighboring farm. The National Archives in Ottawa were able to supply census records of the township, while the Department of Mines and Surveys provided aerial photos of the region. The Old Brewery Mission co-operated by permitting the photographing of their early camp brochures dating from 1924, as well as allowing the use of the 1949 film mentioned above. These resources, however, could have as easily been used inside the class room. The difference was that then the materials would have remained untouched by experience. On location and actually needed to overcome a problem, the documents served a real function and bridged the gap between the fantasy of the classroom and the reality of the field experience. Moreover, students were able to cross-check some of their conclusions. The church graveyard in Montfort revealed names that also appeared in the land records. A search of the abandoned farm had turned up an old envelope addressed to "H. Barlow". It was exciting to discover that, according to the land records, he was the purchaser of a piece of property in range 11, lot 16, in the year 1921.

In an article about local history, Robert Douch pointed out that perhaps its most important contribution is the opportunity it provides to experience the two main elements of historical study - the study of materials leading to an understanding of historical method, and the kindling of the historical imagination. If it is true, then the kinds of data used in the "Mission Impossible" game can help form the raw material out of which history is written. A faded fuel bill or hardware store receipt can, in its own way, help the student recreate the past in terms much closer to his/her own. The mundane trash of an abandoned farm can also illustrate a modest sort of immortality that belongs to its former residents. These people, perhaps long dead, can be brought back to life through the finding of remnants of personal items they once cherished or used. Marc Bloch called such evidence the "tracks of history".

There are other concepts which the students explored. The "ability to judge duration" as Carl Gustavson puts it, usually only begins to appear around the time students turn twelve or thirteen. When such events as they are able to "guestimate" are located on a time line, along with the dates of their own birth or time they began school, students can become more aware of judging themselves as parts of that living process of human growth that has emerged from the past, yet will inexorably project itself beyond one's future lifetime.

Collingwood's prerequisite that a historian "rethink" the past before attempting to write about it might be brought into local perspective with Mission Impossible. For instance, to sit quietly (black flies willing) beside the crumbled ruins of a log cabin can create empathy for the past. The "Hermit's Cottage" which the students visited on the opening day's orientation hike provided such an opportunity. It was a dilapidated structure with tumbling log walls, but there were still traces of a home-made fish hatchery that had been made in the fast rushing stream nearby. What had happened to the cottage? Who had the "Hermit" been, and what had he attempted to do? The young people asked questions themselves, and they began to formulate hypotheses to provide their own answers. How did all these outcomes coincide with the expectations set for the regular history curriculum?

#### THE GAME AND THE SYLLABUS

The History 210 Syllabus for secondary education in the Province of Quebec clearly justifies projects such as Mission Impossible. The stated objectives for this Grade VIII course are to teach about the multi-dimensional nature of human beings and the temporary nature of human existence, as well as to initiate students into historical procedures such as research, analysis, the critical examination of documents, the establishment of historical facts, and their interpretation in order "to achieve an explicative view of history". Few in-class projects are able to fulfill so many of these objectives as a well-planned exercise in outdoor education.

There is perhaps an even more important argument for using the outdoors and that is to move history teachers from the defensive position they have recently taken up in schools to one of positive confidence. If history teachers are to escape from the often beleaguered situations in which they seem to be teaching material that has little relevance, they must ensure that their classes do more than dispense information or develop skills. They must touch their students in a spiritual sense with the hand of the past. The effectiveness of outdoor education to achieve that goal cannot be overestimated. As Clifford Lord has written: "The materials are legion and of infinite variety; the possibilities are numberless; the horizons unlimited".

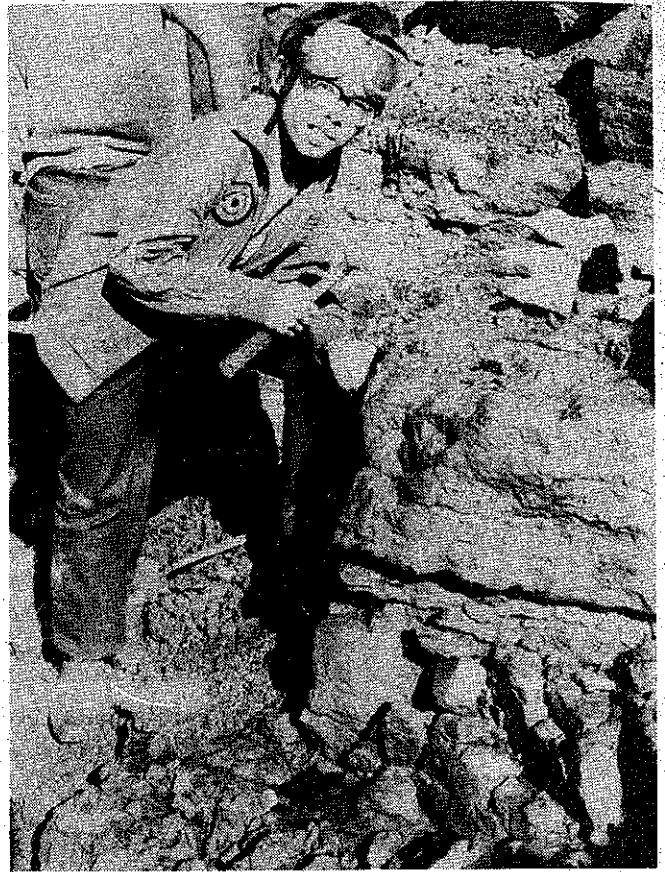
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#### PLANNING A FIELD TRIP IN THE CURRICULUM

Bill Gunn, C.O.E.O.'s man in the far north, teaches in Bruce Mines and sent this article along some months ago. As we approach the new teaching year, it may prove useful to many. Says Bill, "Please also find enclosed an outline I have used for teachers to help them prepare a field trip that few administrators can turn down. The proper preparation is vital in this age of justifying the money for a school bus. The example used was actually done with good success by many teachers."



A recommended unit for study in the fourth years is Fossils. PIJI states "Local shales and limestone contain fossils which provide a starting point for study of living things in the past. Museums hold many dinosaur bones of Canadian origin. This topic might lead to a search for reasons why some animals become extinct." After deciding to do the unit, because some students have been bringing in pebbles they are interested in, you will need to do some research and gathering of data. At this point you will also consider a field trip to the fossil pits of St. Joseph Island. Whether you use the trip as an introduction or a follow up is entirely up to you and your class, but the trip will be a highlight to your students, so plan it well. A good trip totally involves the students all of the time because they are well directed by sound plans.



Your first task is to take a visit to the area following the route of the bus. This trip can be used to check for what students will find, natural hazards, timing of bus and arrival, taking pictures, planning for bus parking, finding a lunch place and generally becoming familiar with the area. While you are doing this you will be writing down notes and observations as you go along. From these notes will come your student questionnaires. Now you are back from your previsit with your slides and notes. Your class will be of little trouble if you have something for them to do all of the time. From experience, I



have found that this means dittoed pages to work on. First of all, a good language arts project is for everyone to make a log of the day including times, events, (planned and unplanned) descriptions and discoveries. A ditto to introduce the log to students tends to keep them on topic. Don't waste the bus trip. Observation sheets can be made for the use of students as they go to and from the area. This is especially important in our area as bus time is usually long. Your next job is to write

down your aims and objectives in the trip and prepare questionnaires to achieve them. Now your slides and pre-trip visit are doing you some good. Finally the bus trip home can be planned. Have a student list to check if anyone has wandered away. Your trip home can use the observation sheets again for checking the opposite side of the road with the same questions.

Now that you have mentally gone on the trip, let us see what you have prepared.

1. Dittos for log.
2. Dittos for trip there and back.
3. Dittos for fulfilling aims and objectives.
4. Slides to introduce students to area before they leave.
5. Some background information.
6. Is there a local "expert" who could go with you?

You are ready to go to your Principal for his final approval of the trip. You are also showing him that you planned enough so that the students will really benefit from the time away from school. With his approval now is the time to go to your class and prepare them for the trip.

First have the class help you make up the rules of conduct and equipment list. Your aim is common sense and safety. They should pick that up as their aim. The students will likely be excited about having a day off school to play around with rocks. Keep the excitement, but be sure to get them to realize that there is work to be done. Encourage the students to bring cameras and tape recorders to help make a record of the trip. If this is the first of a series of trips in the year, they might enjoy having their own log books with photographs. Now is the time to solicit the aid of their parents. Parents are very helpful if the right ones are picked. It is a good idea to meet with them a few days before the trip to explain your aims and plans. Show them clearly that you expect the students to learn something from this. Also point out exactly what you want them to do to help you. Provide each parent with a list of the students she will be responsible for (1 adult per 8 students). If they know what is to be done then they are more likely to try to do it.

The day of the trip finally arrives. You pass out the booklets of questionnaires to the students and go over them carefully to be sure the class understands what you want. The parents are then ready and each leads her group onto the bus. Check that all are ready with equipment and lunches, and away you go.

The day was a success and you are back at the school. You try to forget John, who finally had to be sent to the bus for half an hour and remember the excited looks and exclamations of those who found fossils. The end is not even near though. The trip sparked a thousand ideas and they should not die. Several grammar lessons made themselves available from those logs when you marked them. Use the actual sentences of the students for your lesson. All of those specimens around the room can be put into displays and labelled. Further research can be done by the students on the subject. Perhaps you could get the district geologist to come in and talk to the class. It would also be a good time to let the students practice their interviewing skills from last week's composition lesson. Those slides you took could be used to help set the mood again for an art lesson. You might never have had the time to do all that you wanted and now you are

considering a return visit to the same area at the end of the unit. Do not forget to get the students to write a letter of appreciation to their group leader and the bus driver.

You should make a list of what could be done as a result of the trip.

1. Use the scene to background a mystery.
2. Use the rocks to describe history of area.
3. Get a film on fossils.
4. Use filmstrips.
5. Put up display of student pictures.
6. Discuss conduct with the students.
7. Have students evaluate and suggest improvements.
8. Use a map to see where you went.
9. Calculate average speed of bus.
10. Distance travelled.
11. Kind of homes seen.
12. Historic sites.
13. Ripple Rock and significance.
14. Population of towns.
15. Local Studies.
16. Historical geology of area.
17. Mining in area.
18. Descriptive paragraph.
19. Displays and labelling.
20. You can add another 20.



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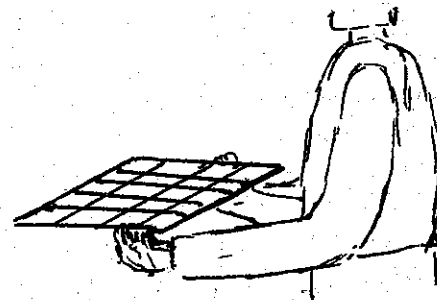
#### EQUIPMENT AND BUDGET CUTS

Often, we get hung up looking through catalogues for fancy, sophisticated outdoor education equipment and give up in despair for lack of a budget. Many teachers have found that "home made" works very, very well. In these times of budget restraints, outdoor education need not suffer if we follow the lead of such people as John Aikman and John Heaslip in Hamilton who sent along these ideas.

#### A NEPHOSCOPE

This is a highly sophisticated instrument for measuring the amount of cloud cover in the sky as part of a study of the weather.

Take a section of mirror about 15cm x 30cm and divide it into 20 squares approximately equal in size. You can



use a magic marker to draw on the lines of the squares.

**To Use:** Hold the nephoscope horizontally in front of you outside so that you can see the sky reflected in the nephoscope. Count the number of squares which are completely or partially covered with the reflection of clouds. Multiply the number of squares by 5 to get the percentage of cloud cover. If you have a number of students each with a nephoscope scattered throughout an area and each takes a recording at the same time you can calculate the average amount of cloud cover.

If you place a compass on the nephoscope with the direction of travel arrow pointing in the direction of cloud movement you can also calculate the direction of wind currents at the cloud height. Compare the direction of the winds with those closer to the ground.

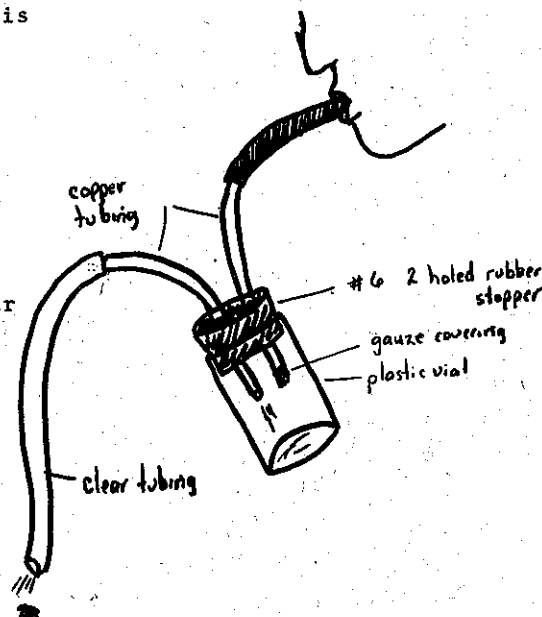
### A SUCK-A-BUG

This device is guaranteed to take your breath away. It is used for removing small creepy crawlers from the ground or log into an observable container.

**To build:** Take a small plastic pill vial and find a rubber two hole stopper which will fit snugly into the top. Obtain two lengths of copper tubing about 10cm in length and about .5cm in diameter. This can be found from a local refrigeration repair shop. Insert both tubes through the stopper holes. On the end of one of the tubes wrap a piece of gauze bandage around the end and secure it with masking tape or black electrician tape. Put a solid rubber tubing over the opposite end of this tube. Over the end of the other copper tubing place a length of clear plastic tubing. Use plastic tubing here in case the bug gets caught in the tube and you can see where to remove it.

**To Use:** Put the rubber stopper with the various tubes attached into the open end of a pill vial. When you have located a small bug place the end of the solid rubber tubing in your mouth and place the end of the clear plastic tubing over the bug. Suck in. If you have done it properly the bug should go into the tube and thus into the vial where it can be capped and identified. The gauze will prevent you from getting a mouthful of bug.

**Caution:** Be sure to suck in the proper end, otherwise you will get an early lunch.



# FROM THE ADVISORY BOARD

## THE ANNUAL MEETING

The nominations are in for positions on the Advisory Board. Voting for new members will take place at the Annual Meeting. The nomination committee is pleased to announce the following names, as candidates for the Board: Rob Taylor, Sheila Mudge and Lloyd Fraser.

Among other business at the Annual General Meeting, there are a number of proposed changes to the Constitution. Please read the material below:

### PRESENT

- 3(a) A member shall automatically cease to be a member upon submitting a written resignation to the Council.
- 4(c) There shall be two categories of participating membership, namely, student, and regular.
- 7(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.
- 8(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.

### PROPOSED CHANGE

- add after resignation "through the membership secretary".
- The categories of membership shall be student, regular, and family.
- delete... "dues paying members" add after Council "with paid up membership."
- add "a membership secretary and a newsletter editor".
- add... "All nominees to the advisory board must be paid up members at the time of elections.
- change "two" to "three" add "two members shall retire from the board each year".

8(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.

8(e) 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(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.

#### 11. COMMITTEES

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

- add, "and the membership secretary and the newsletter editor appointed to the advisory board by the executive committee.

- add "take place on or before the date of the Annual Meeting".

- insert after correspondence "annually to appoint a membership secretary and a newsletter editor".

- Delete and replace with

#### Budget

At the annual meeting the treasurer shall present (a) a general balance sheet for the preceeding year. (b) a projected budget for the coming year.

Three nominations have been received for the Robin Dennis Award. The winner will be announced at the business portion of the A.G.M.

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#### FAR NORTH MEETING

Bill Gunn will conduct a meeting with members from the far north to select a representative to the Advisory Board. Look for Bill - he's the smiling gent with the pipe.

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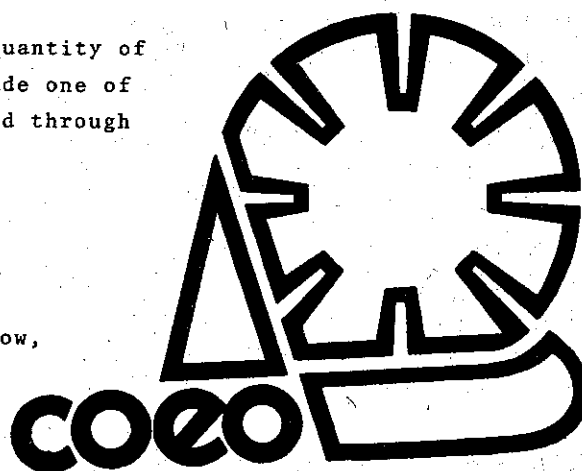


John Aikman has arranged to have a quantity of decals printed. All 1979 memberships include one of these stylish decals. More can be purchased through John for 50¢ each.

John Aikman  
16 Lorraine Drive  
Hamilton, Ontario. L8T 3R7

These decals look good on a car window, a mail box, a notebook or briefcase.

John is looking at having crests made up with the logo on it; he'll keep us posted.



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## ABOUT THE ENVIRONMENT

*Beth Jefferson has graciously provided ANEE with a wide range of material for this column. Following are two more thoughtful articles. - Ed.*

### DECLINING ENROLLMENT: SOME POINTS TO CONSIDER

To teachers, prospective and experienced, this decrease in enrolment has now become a threat inhibiting advancement and mobility, by reducing the number of jobs available. Morale has deteriorated as many face the prospect of possible unemployment if the enrolments decline further. The job market is bad and competition is stiff. Few benefits, caused by declining enrolments are visible. Yet there are many disadvantages to continuing to increase the population at the rate that was witnessed in the sixties. The Worldwatch Institute of Washington, D.C. has identified the following 22 dimensions to the population problem: climate changes, crowding, deforestation, endangered species, energy, environmental illness, fisheries, health, housing, hunger, income, individual freedom, inflation, literacy, minerals, natural recreation areas, overgrazing, political conflict, pollution, unemployment, urbanization and, water.

As outdoor educators, should we be concerned as well?

"People affect their surroundings. They cut trees for lumber to build houses and they use gasoline to drive cars. Nearly everything people do makes a claim on our natural physical resources, and also adds to pollution and our huge volumes of waste. Most of our everyday activities affect, and in many cases damage the environment in some way or another.

These activities are part of our way of life, and the environment can cope to some degree, but there is a limit to its ability to absorb damage. The more people there are and the greater their desire for an abundant material life, the more serious is the damage done and the more difficult it is for the environment to deal with it.

We are part of the environment not separate from it, and we must live within it. Despite medical and scientific breakthroughs humans are still governed by natural environmental resistance, just as other animal populations are. The size of a population is regulated by the carrying capacity of the environment - the availability of the food and space needed for an individual to survive.

As the world's population grows there is less food and space to go around and we are running out of many resources. Our waste and pollution are building up to visible, annoying and even harmful levels - harmful to our own lives and to the whole life supporting system of the planet."

The above three paragraphs are an excerpt from a brochure called How Many Canadians published by the Conservation Council of Ontario, 6th Floor, 45 Charles Street East, Toronto, M4Y 1S2.

Are declining enrollments, then, short term problems for education but long term advantages to the future of Canada? Education is concerned with improving the quality of life that the students will be able to experience as adults. A continued expansion of Canada's population at previous rates would only lead to a decrease in the quality of life that could be expected in the future by today's students.

Smaller population growth now, has promise of a better future. But it is extremely difficult for our immediate personal concerns as educators to be put aside for this elusive ultimate benefit.

If you are interested in the topic of population and its effect on the environment, contact and ask for their publications list: Zero Population Growth of Canada, Inc.,  
43 Queen's Park Crescent East,  
Toronto, Ontario. M5S 2C3  
(416) 978-6404

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#### DO YOU SHOP WITH THE ENVIRONMENT IN MIND?

Would you believe that 43% of domestic solid waste is packaging material? Pollution Probe calculated that 60,000,000 - 80,000,000 toothpaste boxes make an annual contribution of 1,213 tons of post-consumer solid waste in Canada. Consumers pay about \$1,225,000 for the boxes at the point of purchase and the energy that goes into the manufacture of these boxes amounts to a waste of 11,903,780 kilowatt hours. That's enough to burn 1,000 60 watt bulbs for over 22 years!

"BOOMERANG" is the Ontario Garbage Coalition campaign for resource conservation and solid waste reduction. Starting in September 1977 and headed up by Pollution Probe, consumers all over Ontario are being asked to send unnecessary over-packaging back to manufacturers to protest the waste of materials, energy and consumer dollars as well as disposal expenses.

For further information about this campaign, write for the "Boomerang" brochure from: Pollution Probe,  
43 Queen's Park Crescent East,  
Toronto, Ontario. M5S 2C3  
(416) 978-7016

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#### S.O.S. - SAVE OUR STREAMS

The Federation of Ontario Naturalists along with the Sportsmen's Show and the Toronto Anglers and Hunters is sponsoring a program to save some of Ontario's streams. If you are looking for a long range program which will require physical and mental effort for your entire class, you should write for the kit:

Save Our Streams Action Kit,  
c/o Sheelagh Walmsley,  
S.O.S. Incorporated,  
1262 Don Mills Road, Suite 76,  
Don Mills, Ontario. M3B 2W7  
(416) 444-8419

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## BOOKS-MAGAZINES-FILMS

THE NEW GAMES BOOK EDITED BY Andrew Fluegelman, Headlands Press, 1976

In Toronto contact Doubleday Canada, 105 Bond Street, Toronto, M5B 1Y3, (416) 366-7891

New Games is a new philosophy of playing games - the change is in the way they are played rather than a mere change of rules. On May 9 + 10, I attended a New Games Workshop at Toronto University and had an opportunity to not only play many of the games described in "The New Games Book" but also learn about the New Games Foundation and come to see their new concepts of play in action. Stewart Brand (who produced "The Whole Earth Catalogue") has been developing and, no doubt, is developing, new games as an alternative to more competitive play. The catch phrase is "Play Hard. Play Fair. Nobody Hurt". The games played have no spectators, no real winners, but do have lots of action and often involve a creative contribution from the players. It means playing for the pleasure of play.

Almost all games are best played outside and, since they need almost no equipment, would make excellent "back pocket activities" for outdoor educators for times between classes, while waiting for someone or something, as warm-up activities or for free time on a canoe or backpacking trip - almost anytime!

If the playing group feels like changing the rules to suit their group - all the better. The essential idea of this shared play of folks of any age or background is to have fun - a friendly idea!

The source of literature, games equipment and audi-visual rentals is: New Games Foundation, P.O. Box 7901, San Francisco, California 94120.

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The Ministry of Energy has just published a book on solar energy, different kinds of solar systems, examples of projects in Ontario, etc. It's called FUN IN THE SUN and single copies are available free from:

Information Office - Conservation,  
Ministry of Energy,  
56 Wellesley St. W., 12th Floor,  
Toronto, Ontario. M7A 2B7

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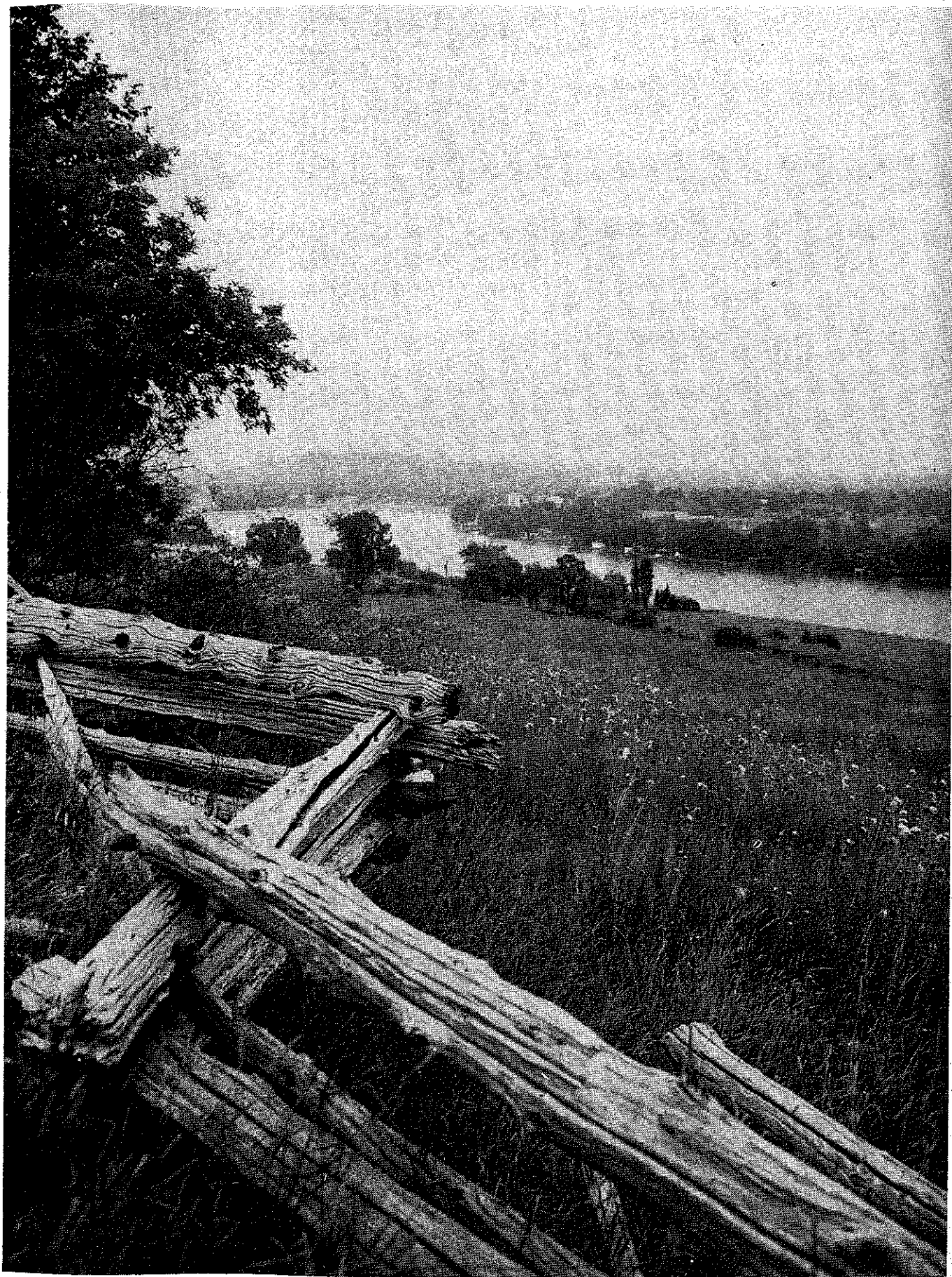
The Federation of Ontario Naturalists have a new series of pamphlets, HELP PROTECT WILDFLOWERS available from their headquarters, for only the price of postage necessary to mail them to you. Aimed at the general public, these explain why the plants should not be transplanted or picked and why their habitat should be protected.

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A kit containing information on the ROYAL COMMISSION ON THE NORTHERN ENVIRONMENT is available from them at the following address:

Manulife Centre,  
55 Bloor St. West,  
Room 801,  
Toronto, Ontario. M4W 1A5

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ANEE  
NEWSLETTER of The Council of Outdoor Educators of Ontario  
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