

# ANEE

Newsletter of the Council of Outdoor Educators of Ontario

Volume 8 Number 4 May 1979

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# Spring - Printemps



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Cover Photo: Toronto Islands, Courtesy of Ministry of Tourism

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Drawings by Jan Stewart

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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 whose address appears opposite.

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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 AS 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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Printed on de-inked recycled paper.

# FROM THE EDITOR'S DESK

On the eve of a much-delayed federal election, there is one issue that appears to have been forgotten. Ontario is suffering, perhaps dying a slow and painful death, from clouds of acid rain carried by prevailing winds from adjacent states. The issue crops up in the press about once every six months, but the only government action so far has been when the states of Ohio and Michigan told Ontario to keep its contaminated clouds at home. By all media reports, the Ontario government shouldn't be tackling the problem of the super-power to the south all alone, particularly since Carter's energy policy (to convert industry to coal power from oil) promises to compound our problems. Our federal government needs to get tough with our southern neighbours.

Election time is a perfect time for C.O.E.O. members to express their concerns about the destruction of agricultural and recreational areas due to the presence of acid rains. Campaign workers and sometimes even the candidates themselves will knock on your door--ask for their views on the problem, and to propose a course of action. All candidates meetings are a perfect place to set aside the declared issues of this election, and discuss frankly your distress at the plight of northern Ontario lakes.

On May 22nd remember that inflation has been with us for some time and will probably go away without any strong government action--we know, however, that the effects of acid rain most certainly will not.

Sheila Mudge,  
Editor, Anee.

# LETTERS TO THE EDITOR

In response to Lloyd Fraser's letter to the editor in Anee (March, 1979):

Lloyd's suggested position that "all instructors in charge of school children should hold a valid Ontario Teacher's Certificate" is simply unreasonable. At once, a great percentage of our outdoor ventures would be cut off. Visits to greenhouses, ballet schools, museums, nurseries, seed research stations, maple sugar bushes, airports, shopping plazas, farms, libraries and a host of other interesting places would no longer be valid because of a lack of a teacher's certificate to instruct children.

And just think of what would happen to minor athletics, with no coaches, no more classes for music, ballet, cross-country skiing, gymnastics or junior naturalists meetings? Good grief! Surely we don't think that we are the only adults who should be allowed to instruct our children.

When I think of the long years of study and practice behind a nurseryman such as Tony Hooydonk at the Fanshawe Nursery in London, Ontario, or the long years of study and practice behind a naturalist such as Bill Girling, also of London, I know our children gain much by contact with them, and the children do not suffer any intellectual abuse at all. I can name many people in and around London, who are simply excellent with children, because of their manner and expertise, and a Faculty of Education would not help them one little bit to become better teachers. They are excellent already.

Your suggestion Lloyd, needs reconsidering.

Yours sincerely,  
Rodnay Bain,  
Mathematics-Science Department,  
Althouse College.



*janb.*

### WHAT DO LIFE JACKETS TEACH KIDS ABOUT CANOEING

With the passing of summer and the approach of cooler autumnal evenings, comes the time to relax and evaluate the past season of canoeing and canoe/kayak instruction. It was a good season for most of us, and its success can be measured in both what did and what didn't happen. A few more kids developed an appreciation of nature which they didn't have before (we hope it will remain with them;) some kids from the inner city actually saw their first wild beaver, a few of them learned the personal reward and satisfaction of not only packing out their own garbage, but stuffing someone else's empty pop can and cigarette package into their pack for proper disposal. Most of our trips ended with everyone safe and well. True, we planned it that way, but it's still nice it happened.

It's not all over though. Next spring will bring another canoe/kayak season, and before we get too taken up with fall hikes, winter camping, snowshoeing and cross-country skiing, let us get our past season profitably considered, processed, analyzed and laid to rest.

One item which deserves and demands our attention right now, before budget preparation, is the style and condition of our life preservers. One of our objectives in teaching canoeing skills must be the proper and wise selection of suitable floatation devices, another objective is surely teaching students to wear them. Unfortunately, jamming a kid into a MOT Approved horsecollar may not fulfill those objectives.

I must now confess that one of the purposes of this short article is to make an unabashed attempt to convince each of you to allocate considerable funds from your budget to suitably equip your group with approved and comfortable PFD's.

Life Preservers can basically be divided into two major categories: Life Jackets and Personal Floatation Devices (PFD's). Under MoT regulations a Life Jacket must, among other things, be able to turn and hold face up, indefinitely, with nose and mouth out of the water, a totally unconscious person. (The MoT Approved PFD is designed to assist a Conscious person.) The result is that although there are many varieties of approved Life Jackets on the market, because of the required bulk and the necessity of placing it high and toward the front, most of them range from unsatisfactory to terrible on the comfort scale. The end result is that we are teaching the students that: (a) safety in the outdoors is a pain in the neck (and shoulders,) (b) canoeing is to be endured, not enjoyed and (c) "We'll have to wait until this ----- teacher isn't around so we can get rid of these miserable things!"

I suppose that if we intend to insist that floatation devices be worn, it is our responsibility to educate the students, precept and example, in the proper selection of good and useable equipment.

The Kapok-filled life vest is probably the most comfortable of the under "fifteen dollar" Life Jackets. Personally, I prefer it over the ones made of PVC foam---even though foam is a little less delicate--because the floatation chambers (being rounded) don't dig into the flesh quite as badly. I prefer the vest style too; it goes under the arms while a horsecollar design (manufacturers politely call them "yokes" or "keyholes") can ride up and chafe the neck quite badly. Also this feature of passing under the arms helps prevent the jacket slipping right over the head of a student who may have a smaller head, or/and may not have fastened it on too carefully.



tragedy in our country recently, perhaps we should give this some thought. I don't want to try to out-guess the committee investigating that accident, but I do know a little whereof I speak: seven years ago a friend of mine and his son died in the water while wearing life jackets. True, it was November, and the water was cold; in water 39°F (40°C) a person may become unconscious after fifteen minutes. Expected survival time even with a Life Jacket is between thirty and ninety minutes, less if you try to swim. But, even in water above 55°F (13°C) death from lowered body core temperature (hypothermia) may occur within an hour, and probably will within one to six hours.

Cold Water Survival Suits are not what recreational canoeing is all about. However, a good PFD (with floatation foam all around, not just in front, and which adjusts close to the body) is comfortable and can increase survival time by fifty to seventy-five percent. Even the last few minutes could mean the difference between being alive or dead when picked up!

I have a good one which is so comfortable I often just forget to even take it off when we land. Cost is about thirty-five dollars though--rather stiff, if you're buying fifty on a tight budget. But somewhere between there and the six dollar horsecollar, there has to be a suitable compromise.

PFD's are approved in two types in Canada. Type 1 must have a minimum of 15½ pounds (7kg) inherent buoyancy while Type 11 has inherent and inflatable buoyancy--a minimum of 4.05 kg (9 pounds) inherent and a minimum total, inherent and inflatable, of 13 kg (29 pounds.) These Type 11 are too expensive for our consideration, I should think.

Now the Crunch! It has been shown by research done at the University of Victoria that even vest style Life Jackets provide NO hypothermia protection! In light of the multiple

There are many variables to be considered when selecting PFD Type 1's, so careful and thoughtful choice is necessary. Try to set a style designed for the activity of canoeing and Kayaking. PFD's with hypothermia protection are more precisely size fitted too, so you will need a few spares of different sizes to ensure satisfactory fit for all your kids.

Initial investment will be considerable: figure it out for yourself. But as we said before, it fulfills several of our most important short and long-term objectives, as cheaper but less comfortable equipment simply cannot. We will have to encourage more participants to provide their own PFD's if possible, but after showing a student what a good one is like, I propose that more of them will be willing to invest in a Life Preserver which they like and will fit them. Surely this is yet another objective fulfilled.

So figure it out, you can probably get a few more years out of those old uncomfortable Life Jackets in your shed, but what are they teaching, and from what are they protecting whom?

#### Suggested Reading

Hayward, Dr. John S. et.al. Man in Cold Water. University of Victoria, Victoria, B.C.

Free from Mustang Sportswear Ltd., 540 Beatty St., Vancouver, B.C., V6B 2L3, with information about their floatation products. (very good, by the way, R.S.P.) or from: Information Services, University of Victoria, Victoria, B.C.

Lethrop, Dr. Theodore G. Hypothermia: Killer of the Unprepared. Portland: Mazamas, 1975.

available for \$1.00 plus 35¢ postage from Mazamas, 909 N.W. 19th Ave., Portland, OR. 97209.

Roberts, Paul. "Hypothermia: What You Don't Know Could Kill," Canoe, V1, (July, 1978,) 24-27, 60-61.

This Backissue available for \$1.25 from Canoe, 1999 Shepard Rd, St. Paul, Minnesota. 55116, U.S.A.

Stearns Manufacturing Co. About Life Jackets "n" PFD's with Extended Hypothermia Protection. St. Cloud: Stearns Mfg. Co., 19727.

Available for 25¢ from Stearns Mfg. Co., St. Cloud, MN., 56301, U.S.A.

By--Barlow S. Patten

# POT POURRI

Certified Instructors The ORCA has currently a list of 21 certified instructors residing in widely distributed parts of Ontario and neighbouring provinces/states. With the permission of these instructors, addresses etc. will be released to interested camps and other institutions who may wish to avail themselves of the services of a certified instructor from their region. We hope this service will be mutually beneficial. For more information contact:

Brian Hibbert, President,  
60 Bexley Cr.,  
Toronto, Ontario.

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## Paddlecade

*Top canoeists show how it's done*



Canoe Ontario is offering you the chance to learn how to be safe while canoeing this summer. Paddlecade is a mobile canoe and safety demonstration programme made up of three units each equipped with canoes, paddles, lifejackets and most important, two team members anxious to prepare you for the waters ahead.

Paddlecade will travel to camps, parks, communities, schools and clubs for a half day of canoe activity. Each session will include an introduction, demonstration of basic canoe strokes and skills, and a participation period for the audience to take to the water in the canoes provided.

In co-operation with the Ontario Safety League, Royal Lifesaving Society, Ontario Camping Association, and other organizations, Paddlecade will start its schedule of demonstrations on May 14 and continue throughout the summer.

If you would like more information on Paddlecade, or would like to schedule a demonstration in your area, please contact Jane Arkell, Safety Programme Co-ordinator, Canoe Ontario.

If you are interested in learning more about Paddlecade please fill out the bottom portion and forward to:

Canoe Ontario  
559 Jarvis Street  
Toronto, Ontario  
M4Y 2J1

Please send me the following information on Paddlecade.

- a) How Do I Schedule a Demonstration? \_\_\_\_\_
- b) How Do I Apply for Employment on Paddlecade? \_\_\_\_\_
- c) How Can I be of Help to Paddlecade? \_\_\_\_\_
- d) General Paddlecade Information. \_\_\_\_\_

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

## SAVING ENERGY IN HOME AND SCHOOL

References: 100 ways to save energy and money in the home,  
by Office of Energy Conservation,  
Ottawa.

1. Furnaces : (a) How do oil furnaces work?  
(b) How do gas furnaces work?  
What practices will cut heating bills?

Teaching Aids: Convection box, Convection beaker

Models and charts of heating systems.

2. Insulation : (a) Why and how are buildings insulated?  
(b) Describe the "R" value in insulation.  
(c) What types of insulation are available?  
(d) How can heat losses through windows be reduced?

Teaching Aid: insulation boxes

- test tubes of hot water
- thermometers
- styrofoam, wood, gyprock,  
vermiculite, sawdust, fiber-  
glass insul, glass, bricks.

3. Hot Water : How can energy and money be saved on the hot water systems in home and schools?
4. (a) How can energy be saved in kitchens?  
(b) List six electric appliances in order of energy consumption.
5. Light : How can energy be saved on lighting?
6. Air Conditioning : How can natural ventilation and shading be used to reduce the use of air conditioning apparatus?
7. Why Conserve Energy : What is the relationship between present energy use and:  
(i) resource availability?  
(ii) cost of developing new resources?  
(iii) environmental concerns?  
(iv) the quality of life?

The above outlines for teaching about Energy was provided by the Curriculum Development Department, Faculty of Education, Nipissing University College, Professor B. J. VandenHazel.

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### SUGGESTED FILMS:

Energy and Matter National Film Board

Energetically Yours " " "

Bessel VandenHazel

### Canoeing Instruction Programs for Schools and Groups

M.T.R.C.A. offers group rates for canoeing instruction and rentals at the Claireville Conservation Area, on Hwy. 7 west of Hwy. 50.

The program stresses basic canoeing skills and canoeing safety, and is conducted by certified instructors. Full day rates are \$6.00 per student including equipment rental and four hours of instruction. Half day rates (two hours of instruction) are \$3.50 per student.

Contact M.T.R.C.A. at 661-6600 - Ext. 252 for information and reservations.

## REGIONAL NEWS

### A WINTER CAMPING CONFERENCE IN TIMMINS?

Winter camping seems quite popular in the Timmins area which enjoys close to six months of snow. For this reason the Outdoors Club of école secondaire Thériault held a conference on this subject on the third of February, 1979.

Brian Richardson, the guest speaker for this event, is well known in the Oshawa region where he is an Outdoors Consultant for the Durham Board of Education. He was involved for many years in the field of outdoor education, so was able to entertain his audience from 9:00 a.m. to 5:00 p.m. with only a few short pauses and hardly any signs of fatigue!

Certain topics covered were: warm and cold winter camping, snow shelters, clothing, fires, food, hypothermia, route planning and environmental impact. Two very interesting slide presentations informed us about outdoor clubs and the well-known Outward Bound Wilderness School.

The Outdoors Club of école secondaire Thériault is the only one of its kind in the Timmins area and gets involved in activities such as backpacking, camping, canoeing, orienteering, snowshoeing, skiing and many more. Since it raises by itself all the funds needed, it was really glad to receive financial support from C.O.E.O. for the conference-- thanks to Bill Gunn. The event was a success since sixty interested people attended. Their response during and after the event was very positive. All are hoping for more conferences or workshops in outdoor education.

Madeleine Sauve,  
Teacher responsible for the Outdoor Club,  
29C Bannerman, Timmins, Ont.

"The Outdoors as a High Impact Resource"

1979 COEO Annual Conference and Seminar

The Theme: "The Outdoors as a High Impact Resource"...

The theme is a statement of the raison d'etre of outdoor educators, - utilizing the out-of-doors for meaningful experiences. It also fits the continuum of outdoor learning from school site through community, and wilderness experiences.

This year's annual conference, being headed up by a hard-working Northern Region planning committee, is shaping up as a dandy. Sessions which naturally spin-off from the theme such as: "Selected School Site Activities," "Instant Nature Trails," "Curriculum Reinforcement from the Community," "Personal Growth Experience in the Outdoors," "Outdoor Educators' Impact on the Outdoors," are being solidified. We hope that some folks will respond to the letter of communication and inquiry regarding additional sessions and session leaders.

The Seminar: An in-depth seminar aimed at those specifically interested in a selected topic area is also being offered on the day preceding the Annual Conference. Further information and a questionnaire are included later in this issue of Anee.

The Dates: Conference runs Friday afternoon, September 28 to Sunday afternoon, September 30. Seminar runs from Thursday afternoon, September 27 to Friday afternoon, September 28.

This will be at the peak of the autumn season in Muskoka.

The Place: Camp Tawingo, 8 km. west of Huntsville, Ontario.

After considerable investigation, the planning committee is pleased that Camp Tawingo will be the site of the 1979 COEO Annual Conference and seminar. Operating as a four seasons camp, it has accommodation for up to 500 in cabins with complete inside facilities. The 220 acre site, organized for year-round educational and recreational use, offers a lot of opportunity for sessions which fit the theme. With its extensive waterfront, varied terrain and colourful mixed forests, it will be a beautiful site for the indoor and outdoor sessions being planned.



## 1979 Annual Seminar

### A Discussion:

The "Full-Timers" Seminar in Outdoor Education began in 1973 as key people in the outdoor education field were invited for the day preceding the annual conference to deal with some common issues and concerns. This format has varied somewhat over the years but has generally held two components of dealing with issues in-depth and being for "full-timers" in the outdoor education field.

Some criticism has been levied at the fact the "full-timers" carries an "elitist and exclusive" connotation. Some people feel that with other opportunities to deal with issues - stronger regions, Residential O. Ed. Workshops, N.I.U. Courses, that the need for an issues forum is no longer as great. When approached, almost everyone will emphatically say that the tradition of having a special seminar preceding the conference is a good one.

With these thoughts in mind, the 1979 planning committee would like your help in clarifying the purpose and best format for the seminar. To help, would you please take the time to complete the following questionnaire and return it (quickly) to Lloyd Fraser, Seminar Chairman.

----- tear off -----

### 1979 Outdoor Education Seminar

#### Questionnaire:

1. Please state the purpose(s) you see for the seminar.

2. Please comment on who should attend.

3. Please check those topics which would be of most interest and benefit to you.

Evaluation of Outdoor Education Conferences (Student Growth) \_\_\_\_\_

Trimming Costs and Raising Funds \_\_\_\_\_

Time Management, People Management - Effective Administration \_\_\_\_\_

Adventure Education \_\_\_\_\_

School Site Outdoor Education \_\_\_\_\_

National/Foreign Focus \_\_\_\_\_

Environmental Studies \_\_\_\_\_

Other \_\_\_\_\_

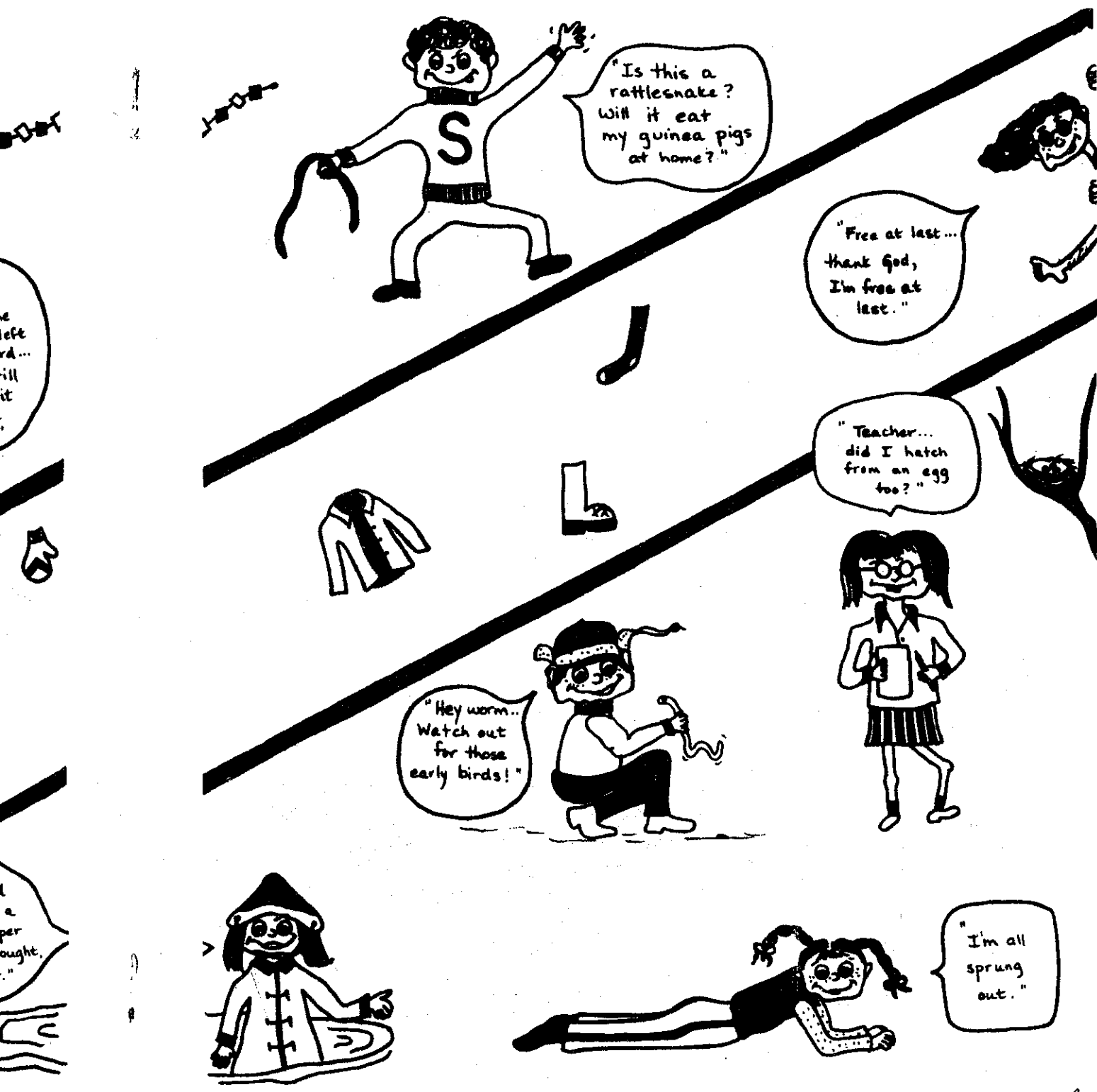
4. Additional Comments

Please return to:

Mr. Lloyd Fraser,  
156 Shaughnessy Blvd.,  
Willowdale, Ontario.  
M2J 1J8







jan.

# DATEBOOK

## SPRING WORKSHOP MAY 25-27, 1979.

This workshop sponsored by C.O.E.O. Pioneer Camps and Tawingo Outdoor Centre, will be held at Pioneer Junior Camp. There will be instruction in Kayaking, advanced river paddling, introductory canoeing, backpacking and overnight trips, math oriented outdoor activities, fitness and the outdoors, and rock climbing and rapelling. More information and a registration form can be obtained by writing:

Jane MacLachlan,  
Ontario Pioneer Camps,  
Port Sydney, Ontario.  
POB 110.  
705-385-2378.

Thanks very much,

Sincerely,  
Jane MacLachlan,  
Workshop Co-ordinator.

A second National/International Outdoor Education Workshop has been scheduled for July 30 - August 10, 1979 by Northern Illinois University's Faculty of Outdoor Teacher Education. The site for this year's special event will again be the Lorado Taft Campus near Oregon, Illinois. Enrollment will be limited to fifty persons. Three semester hours of graduate credit may be earned.

For a full description of format, program, resource personnel, accommodations, and costs write to: Dr. Bud Wiener, Workshop Director, Taft Campus, Box 299, Oregon, Illinois. 61061, or call 815-732-2111.

# BOOKS - MAGAZINES - FILMS

Creative Growth Games,  
Eugene Raudsepp and George P. Hough Jr.,  
New York: Jove Publications Inc.,  
757 Third Ave., New York, N.Y. 10017.

Any dominant human power, whether it be muscular or mental can be increased and revitalized by exercise. This is particularly true of the mental powers of creativity and specifically designed to:

(1) Revitalize, develop, and strengthen in you all the important components or attributes of creative behaviour and innovative problem solving, and

(2) Give you repeated insights into the kinds of difficulties you face as a problem solver, and how they can be overcome.

As you stimulate and develop your creative powers, as you free your creative imagination by reducing and overcoming the blocks and barriers to creative thinking that may have hampered and inhibited you for so long, you will observe a dramatic increase in your ability to solve concrete problems in your daily life.

## Sample Exercise--Become an Apple

For the solution of many types of problems, we need to use all our senses: sight, smell, sound, taste and touch. When our senses are keen and developed, they have a wonderful way of augmenting each other. They especially enhance our visual imagery, which can be used to find innovative and often overlooked solutions to our problems.

This exercise is designed to increase the clarity and control of combined sensory imagery, and it is best done in a group.

- (1) Ask one of the participants to be a narrator.
- (2) Give each one of the participants an apple.
- (3) Have everyone relax in a comfortable position.
- (4) Have the narrator read the following. He should read slowly, seriously, and soothingly, giving everyone present plenty of time to fully establish the images before he goes on to the next image. It helps to have agreed upon a prearranged signal-- a lifted finger, for example, when everyone has the image fully developed, at which point the narrator can go on to the next statement.

"First close your eyes and relax. Direct your attention inward. Now imagine yourself in a familiar setting in which you would enjoy eating an apple. Relaxedly attend the sensory mood and detail of this place. Now imagine that in your hand you have a deep delicious, crisp apple. Feel the apple's coolness, its weight, its firmness, its round volume, its waxy smoothness. Explore its stem. Visually examine details, see bruises, the way sunlight sparkles on the facets of the apples' form, the way the skin reflects a pattern of streaks and dots, many colours, not just one. Attend to this image till your mouth waters. Now bite the apple. Hear its juicy snap, savour its texture, its flavour. Smell the apples' sweet fragrance. With a knife, slice the apple to see what's inside. As you continue to explore the apple in detail, return occasionally to the larger context, see your hand, feel the soft breeze, be aware of the three-dimensionality of form and space. "How was the apple this time?" Probably a lot better. But your apple is probably still not as vivid as possible, simply because you don't really know what an apple is like. We've all eaten plenty of apples, but how often do we really pay attention. We are most doing something else while eating, talking, reading, thinking, but never attending to every sensory detail. We're going to give each of you an apple now (hand out the apples) and you can eat it. We're going to ask that no one talk. All of your attention should be on the apple and on your sensations. Before you eat your apple, take a minute to examine it. Look at its shape, its volume, its colour, its markings. Feel its temperature, its texture, its firmness, its mass. When you really know it, take a bite from it. Listen, smell, taste, feel, attend every sensory detail. Take your time. The apple that you have just eaten is now being assimilated by your digestive system. The apple is becoming you. Imagine that you are the apple that you have just eaten. Imagine that you are an apple on an apple tree. Take a deep breath. Let it out, and as you let it out relax all tensions. Quiet all distracting thinking. Direct all your attention, in a very relaxed way, to the pleasurable thought of being an apple on a real apple tree in a beautiful apple orchard way out in the country. You can feel the warm sun on your skin. You can feel a soft breeze. The sky is clear blue. The sun feels good as it radiates into your apple body. You can hear the leaves of your tree rustling in the breeze. You can smell the fragrance of the ripening apple orchard. It feels good to be part of nature. Now imagine that you are regressing in time. You are an apple that is going backward in time, becoming smaller, smaller, greener, tarter, smaller yet, you are evolving in reverse into an apple blossom. You are an apple blossom together with many other apple blossoms on your apple tree. You can

smell the lush fragrance of the apple blossoms. You can feel the warm sun on your delicate petals. You can hear the honey bees buzzing as they go about pollinating the orchard. In the distance you can hear a farmer's dog barking. You can taste your own sweet nectar, you can feel that you are an integral part of an incredibly complex natural process involving sun, earth, air, bees, and the seasons. It feels good! Now you are becoming aware that you are more than a single apple blossom. You are an apple tree. Allow your imagination to move into the branch that supports the blossom. You can feel the sap that brings energy to the tree's leaves and blossoms. You can feel the sap moving through you. Follow this flow of energy down into the trunk of the apple tree, feel the strength of the trunk in your own body. You must be strong to support branches loaded with ripe apples and to resist the force of heavy wind. Feel the rough texture of your bark, the hardness of your wood. "Now direct your attention down the trunk and into the roots of your apple tree. Reach out into the dark, damp soil. See the darkness, smell the fragrance of the fertile soil, see the fat worms and the other subterranean creatures that work the earth. Feel the coolness and the texture of the moist dirt and rocks, as your roots reach out for life-giving water and nutrients." Now leave the tree. Become the water itself in the damp orchard field. Feel yourself feeding the grasses and the wildflowers. You are part of a larger concept, you are essential to life, you are part of the much larger unity of nature. As water saturated in the orchard field, experience the sun's heat drawing you upward. Feel the sun evaporating your body, transforming your liquid nature into vaporous water. Feel your molecules rising upward into the blue sky toward the blasting sun. You and the others are now forming into a soft cloud. Down below you can see the earth, the tiny patch of the apple orchard, you are floating in the blue sky effortlessly, quiet, billowy, incredibly free. In the distance a hawk is soaring. You are part of the creative cycles of nature. Now the sky is darkening, becoming cooler, you can feel the wind swirling and moving through your cloud. You are condensing with other molecules into droplets of rain. Falling downward through the cold, gray sky, downward, downward, you splash the leaves of a green apple tree and fall down to the ground, to the soil, to the roots, to the strong trunk, to the sap that feeds the branches, the leaves, the blossoms, the apple. You can hear the rain splattering on the leaves, feel the cold stormy wind swaying the tree branches, smell the rich odor of damp earth. Your apple, created by this marvelous interwoven working of nature, is inside you, becoming you, and you in turn, are a unique part of this creative unity. As you return now to your aliveness, here, and now, you feel good to be part of a unity which is inherently and eternally creative.

Guide to Creative Action,  
Sidney J. Parnes, Ruth Noller, Angelo Biondi,  
Creative Education Foundation,  
New York: Charles Scribner's Sons, 1977.

This book provides the most pertinent learning and instructional guides, as well as reference materials, that have emanated from a quarter century of research and development in the stimulation of creative behaviour at State University of New York in co-operation with the Creative Education Foundation. The material has been used with college students and with every profession, including educators, business and government leaders, military officers, engineers, scientists, artists, lawyers, journalists and specialists in the fields of health, welfare and religion. It has also been used with high school students, including gifted as well as underprivileged youngsters.

Included are (1) detailed explanations of 225 hours of instruction, (2) guides to several hundred practice exercises, (3) some twenty-five of the most significant articles on the development of creative behaviour, (4) information on several hundred methods and programs for stimulating behaviour, (5) an annotated listing of 175 files on the subject, (6) information on scores of tests of creative ability, (7) over 100 questions and topics for research, and (8) a bibliography of 2000 books on creativity in the past twenty-five years. Indexed for easy reference, this volume is a convenient mini-encyclopedia of creativity-development, a combined "source book and guide" for the deliberate cultivation of creative behaviour. Introductory sections attempt to relate the contents of the volume to burgeoning literature, research, and developmental efforts in the subject of creativity. Headnotes accompanying readings in Part 111 allow instructors and students, as well as general readers to select pertinent materials.

The volume is meant especially for the educator, industrial training director, or administrator who wants to delve into the "whys" as well as the "hows" of nurturing creative talent in his or her\* subject matter or environmental setting - and who realises that there is no sure or easy way to accomplish this.

By--Neil Mens

# FROM THE ADVISORY BOARD

## LOOKING AT OUR PAST

Calling ALL C.O.E.O. members past and present.....

You are about to take part in one of the most important and biggest undertakings that C.O.E.O. has tackled since it's founding some nine years ago.

To-day's news is tomorrow's history.....we want to establish a permanent C.O.E.O. Archives in a Provincial institution or similar residence. This is a mammoth undertaking and can only be done with your assistance and co-operation.

How can YOU help?.....

Soon each C.O.E.O. Region will be asked to nominate a representative to form a Provincial C.O.E.O. Archival Committee.

When your Regional Representative is known, they will be seeking documents of all kinds which together will form a complete historical account of all C.O.E.O. activities throughout the Province.

Who has these documents? YOU DO.....

They may be personal and even confidential, such as an innocent photograph taken at the last Annual Conference or a letter from the Membership Secretary telling you to renew your membership or else!

Material may be kept confidential in the Archives... but these regulations will be made known to you in due course.

Meanwhile....PLEASE start to look under the bed, in that closet and filing cabinet for material that may be of some use to us. It will be returned to you...all we may want to do is to copy it or simply send it back.

Here are some guidelines.....

Newspaper cuttings - these should be xeroxed to preserve them  
Newsletter items or complete Newsletters  
Back copies of ANEE  
Conference information, programmes, reports  
Workshop information, brochures, special events  
Personal photographs  
Correspondence of any official nature (marked confidential if required)  
Financial statements and registration records  
Purchasing orders

Films  
 Slides  
 Tapes  
 Closing banquet programmes  
 Lists of awards  
 Art or literary productions  
 Membership records  
 Minutes of Regional and Advisory Board Meetings  
 Projects you have been on or are currently working  
 on for C.O.E.O.

.....the list seems endless, but please do not  
 leave it for others to do.....DO IT YOURSELF.

Look out these items NOW so that when your  
 Archival member asks for help, you can lend your support  
 immediately.

In the years to come you will have played an  
 important role in establishing the C.O.E.O. Archives and  
 of course, just by being a member you will be part of that  
 history.

If you know of a friend or acquaintance who has  
 information - give their memory a jog now and again. Your  
 contribution, no matter how small will be of great  
 significance to the overall historical picture.

If after reading this you would be interested in  
 assisting in some measure, please contact me directly.

Thank you,

Alan B. Hunter,

C.O.E.O. Task Force Co-ordinator

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# TASK FORCE ON OUTDOOR

## ADVENTURE ACTIVITIES

prepared by  
 Don Harben

"Though attractive and effective, the out-of-doors  
 is a seductive and unforgiving master which commands  
 respect. The responsibility of helping others to  
 grow personally is a demanding and subtle task. When  
 these two are placed together the expectations on  
 the leader are sobering. The outdoor leader cannot  
 afford to take for granted either those he is charged  
 with leading or the environment in which he is lead-  
 ing them. Those that use this medium and lead groups  
 of people to grow through this use must never forget  
 what they are about, where they are about it and why  
 they are there."

Bob Rodgers Leading to Share,  
Sharing to Lead

COEO publication  
 1979



## WHY DO WE DO ADVENTURE ACTIVITIES ?

The task force on adventure activities has spent many hours solidifying the thoughts of many COEO members involved in adventure activities.

At the 1977 A.G.M. meeting held in Red Bay, the task force on adventure activities presented a breakdown of the essential components of outdoor adventure experiences which was endorsed by the membership.

## ESSENTIAL COMPONENTS OF AN OUTDOOR ADVENTURE EXPERIENCE

The experience must be sheltered by an umbrella of safety.

### (1) Environmental Behavior

The key resource we use is the out-of-doors, which is usually a natural setting. It can only be obvious that it is necessary to understand and practice the actions required to minimize the impact of the activity on the environment.

Development of an environmental ethic with accompanying practical skill and knowledge is fundamental to the outdoor adventure experience.

### (2) Personal Growth

Maturation in behavior is an individual and a social process which is fundamental to adventure experiences. The ability to work well with others in a manner which accomplishes the task safely and addresses the human concerns of participants is a challenge to develop.

### (3) Technical Skill

The principle is not to avoid the skill activities involving danger but to prepare the participants with the appropriate progression in technical training, mental attitudes and physical fitness to deal with risk safely and competently.

- These are the three components felt to be essential to a balanced outdoor adventure experience. It must never be forgotten that an umbrella of safety is essential.

What capabilities and knowledge do you need as a leader to safely facilitate opportunities for people to be involved in adventure activities? A good starting point for your own self evaluation and the planning of your professional development is the COEO publication Leading to Share, Sharing to Lead by R. J. Rodgers, (1979).

As a participant one should decide which emphasis one is looking for, while ensuring that all three essential components are in some way integral to the experience. A realistic self evaluation of your skills, knowledge and experience is a solid beginning.

Deciding upon the type of desired experience is one of the most neglected steps, but absolutely fundamental to being satisfied with your growth. Counselling by experienced people or a mentor is a very helpful step.

Developing a harmonious sketch of your objectives as a package can be difficult. You may choose to use the three essential components of adventure activities as a guide for participants as learners. You may choose to use Leading to Share, Sharing to Lead as a guide for professional adventure leadership development.

Assuming that you know what you want, consider the problem of selecting from a plethora of courses to create a personal package for yourself. A combination of courses will hopefully help to create harmonious and effective learning experiences to meet your needs.

BUT - there are questions you should find the answers to before you put your time, money and energy on the line...

#### A BUYERS GUIDE TO ADVENTURE PROGRAMS

(1) Aim

Is the overall aim clearly stated?

Does this aim fit into your needs and philosophy?

(2) Rationale

Is there a rationale for why the course is offered? This information will often reflect the background philosophy which will emerge in the experience.

This also gives evidence of the needs which the organizers feel they are responding to, Is this rationale appropriate to your goals?

(3) Objectives

Are the objectives clear and specific?

Will they satisfactorily correspond with your needs?

Are they learner oriented precisely defined, feasible, functional, appropriate and sufficient for you?

(4) Content

Are the subjects taught clearly outlined?

Are adequate resources and references provided before, during and after the course?

Does the content meet the objectives?

Is there a flexible progression in content to meet different needs and abilities?

Is there a pretest to determine different needs and abilities of students?

(5) Institutional Context

What is the sponsoring agency?

This information will give clues to the motivations, reputation and accreditations of the sponsoring body.

The reliability of the organization and the areas of further questions may be revealed.

(6) Target Population and Prerequisites

Are there registration number limitations?

Do you meet the prerequisites, both in terms of skill and experience and on paper?

Are you comfortable learning within the predicted student milieu?

(7) Costs

Are they clearly specified?

Do they include transportation to and from course?

Do they include adequate accomodation or indicate its costs?

Do they include all equipment or indicate money you must spend for personal equipment?

Are insurance costs included?

Is the refund and withdrawal policy clear and fair?

Are the follow up participation costs sketched out?

(8) Scheduling

Is the precourse preparation need clearly stated?

Is the learning schedule clearly outlined and suitable for you?

(9) Accommodation and Rating

Are the accommodations included and accessible?

Are they suitable to your lifestyle?

i.e. washrooms  
meal plans  
bedding  
telephone  
recreation and entertainment  
travel distance to accommodations...etc.

(10) Safety and Liability

Is there a comprehensive safety system prepared?

Is there a comprehensive emergency procedure?

Do the instructors have the appropriate skills, leadership and environmental ethics necessary to provide a safe experience?

Are the limitations of the learners clearly identified?

Is the equipment suitable to the creation of a safe learning environment and adequate to meet the objectives?

Is the liability policy clearly stated?

Does the program carry adequate insurance?

Do you carry adequate insurance?

(11) Learning Environment (equipment and facilities)

Is the site accessible for you? (i.e. distance from accommodation)

Is the learning environment suitable for the learning objectives in light of instructional methods and your personal comfort needs? (i.e. weather)

Do you understand what you are getting into?

Are photographs provided or are you welcome to visit the site?

(12) Instructional Methodology

What is the teacher-student ratio?

What group size would you be operating within?

Are the instructors capable of providing an appropriate learning environment for your style of learning?

Is the instructional program flexible enough to allow for your individual needs to be met?

Are the teaching styles and rhythms suitable for you physically, mentally and emotionally?

(13) Evaluation and Grading

Is there provision for counselling and assistance at the appropriate times during the course?

What is the purpose of the final evaluation?

Will the evaluation distract or enhance your experience in meeting your objectives?

Are the performance criteria, evaluation methods and standards very clearly presented?

Will the evaluation technique accurately represent your skill and ability?

Are you comfortable with the evaluation techniques used?

(I4) Follow Up and Debriefing

Is this course part of a logical progression pertinent to you?

Is there personal debriefing and guidance?

(I5) Reputation

Do you believe that the program will live up to its paper credentials?

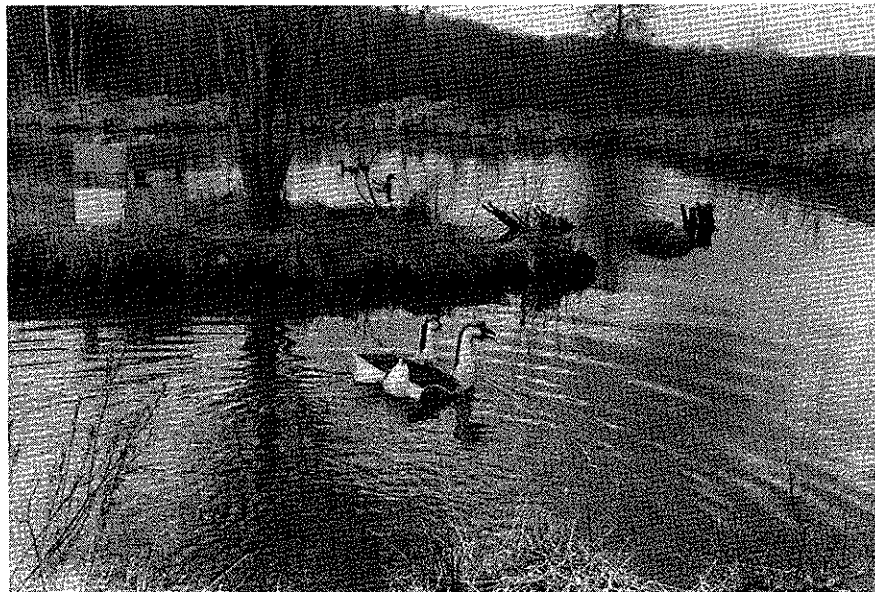
Will the accreditations provide sufficient reputation or recognition?

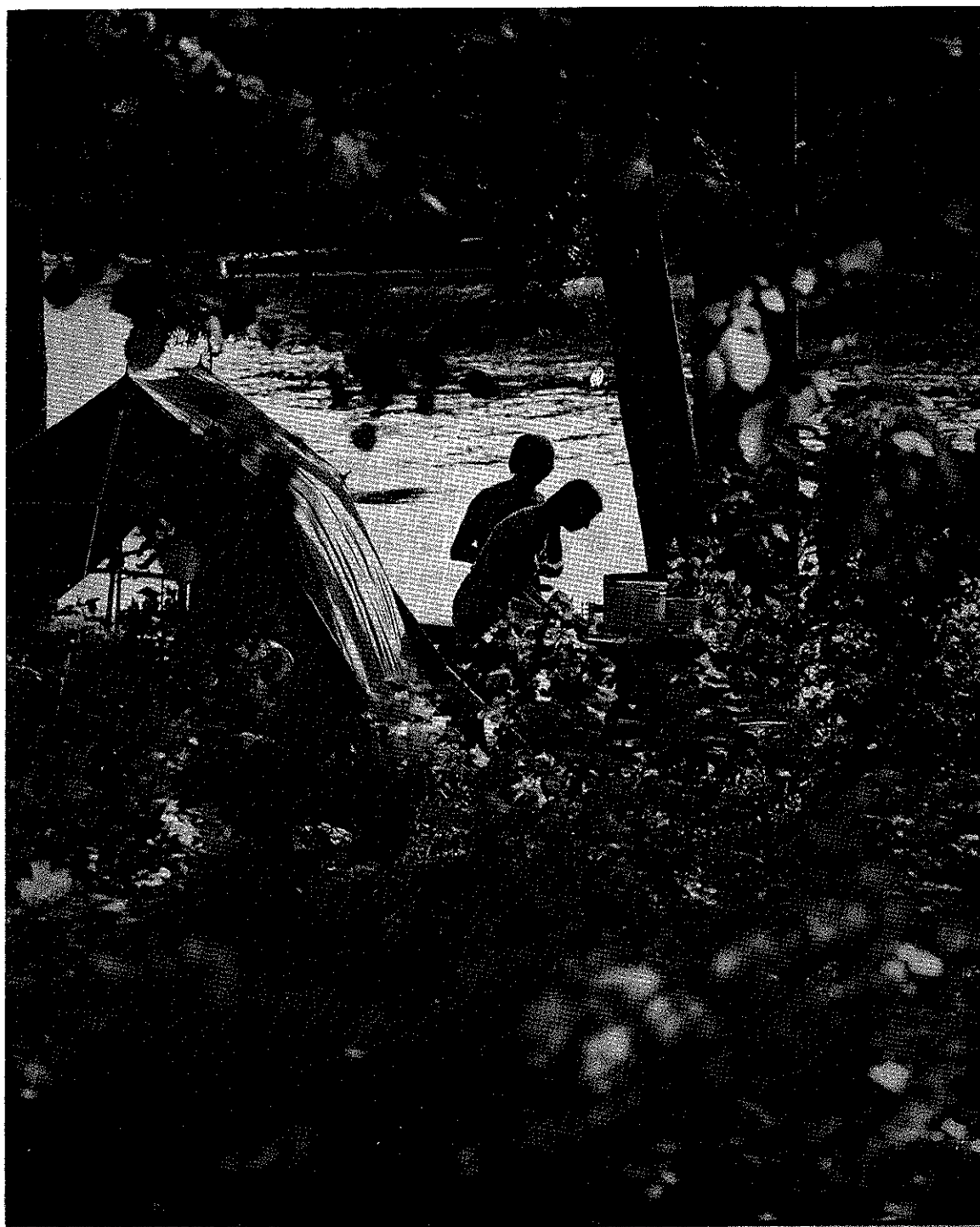
Do you support or wish to be affiliated with the reputation, philosophy and politics of the organization?

→ **REMEMBER**

You will be devoting time, money and energy towards meeting your personal needs.

Will this course satisfactorily meet your expectations?





# MEMBERSHIP APPLICATION FORM

THE C.O.E.O. MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATION 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 applying for a Family Membership  
(if different from above) \_\_\_\_\_ 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-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark

OUT OF PROVINCE Any area in Canada outside of Ontario

OUT OF CANADA Any area in 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.