



Conference Issue 1979

ANEE

Newsletter of the Council of Outdoor Educators of Ontario

Volume 8 Number 5 June 1979

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Cover Photo: Camp Tawingo, 1979 Conference Site

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

ANEE (AH-NEE) IS AN OJIBWAY WORD USED AS A GREETING OF FRIENDSHIP. IT IS USED AS A CORDIAL SALUTATION AMONG FRIENDS MEETING INFORMALLY. OUTDOOR EDUCATION IS A DISCIPLINE WHICH HAS 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.

Printed on de-inked recycled paper.

FROM THE EDITOR'S DESK

Many of you will not be aware of the time lag that occurs in the production of ANEE, but my editorials are usually written exactly a month before you read them. Today, on May 8, I have a wealth of material from which to choose an editorial topic - the federal election is only two weeks off, I've just seen "The China Syndrome" and we have daily reports of so-called "nuclear events" at the Bruce Peninsula Nuclear Station, and Jane Fonda has just led a demonstration in favour of solar energy programs.

Instead, I'd like to address myself to two small articles published in the Globe and Mail on Saturday, April 30. The first, entitled "Ontario, where leftovers of today will be a place to stand tomorrow," deals with the horrendous food wastage taking place in Ontario today. Federal and provincial officials, the article states, are aware of the problem, but plan to concentrate more on reclaiming paper and glass from garbage dumps because as yet there is no commercially profitable outlet for food waste.

The second article, from the same issue of the Globe and Mail is entitled "Original recyclers in a squeeze - Slop pails on way out" and points to the real problem of our economy. Restaurant operators and food processors find it cheaper to pay disposal companies with bulk-lift systems to haul garbage to dumps rather than to pay to have it sorted into edible and non-edible waste, and then to sell the edible waste to pork producers for feed.

From my experience this year at the Scarborough Outdoor Education School, recycling table scraps as animal food has proven to be not only economical (in our case it has been more expensive to truck garbage off the site than to feed it to our pigs) but it also has provided sensitive and meaningful experiences for both staff and students. Resident staff discovered that our modern day city child can't distinguish a hoe from a pitch-fork. Students have learned to handle and care for creatures that appear huge beside them. And we have prize-winning pigs as a result of an excellent diet and consistent handling.

In a society that produces 2.2 pounds of residential garbage per person per day, isn't it time we embarked on an education program to curb this waste or at least recycle it? Isn't it time bulk-lift had to compete with the domestic hog, instead of the other way around?



Sheila Mudze

LETTERS TO THE EDITOR

In the March edition of ANEE Lloyd Fraser rightly urges C.O.E.O. to take a firm stand on certification of outdoor education practitioners. However, I very much doubt that his proposal, that everyone taking charge of school children hold a valid teachers certificate, would do more than add to the murk of an already turbid situation. Mr. Fraser takes a legalistic viewpoint, quoting the Education Act, and implying that teacher training would somehow solve a problem of "severe intellectual abuse." He doesn't tell us exactly what he means by intellectual abuse, and he asks us to accept uncritically, that teacher training would prevent it.

I think Mr. Fraser is barking up the wrong tree.

Many important activities within the mandate of C.O.E.O. involve risk to the participants. Some are formally classified as 'high-Risk' because, from time to time, they involve accidents. I know of three such accidents which have happened to groups supervised by certified teachers, two of which involved fatalities. In each case, the most significant cause was the supervising teacher's lack of qualification for leading a high-risk activity. If anything, their certificates actually contributed to the tragedy, by lulling school administrations into the wholly spurious belief that, since the leaders were duly qualified teachers, they must know what they were doing. In fact, those leaders were novices into something over their heads. C.O.E.O. has a committee chaired by Alice Casselman, to keep an eye on high-risk activities, and we are having a debate over the issue of certification. So far, I don't think that it has occurred to any of us that we might find resolution of our controversy in the teachers certificate.

In fact I am unconvinced that the teachers certificate is even valid certification for the activity it purports to regulate. In the last ten years I have been working in a close relationship with the teaching profession, and have made a practice of asking most teachers I meet what they thought of their professional training. Those of you who train teachers will not be pleased by the results of my informal survey. So far, I have found almost nobody who thought you did a good job. The overwhelming majority were highly negative, and have given me the impression that teacher training in this province is a disgrace. The process appears to be a more or less irrelevant and humiliating initiation to an otherwise honourable profession.

I am not at all reassured by Mr. Fraser's faith.

My own view is that professional and quasi-professional outdoor leaders should be subject to certification, but the process should be similar to that used for the last two centuries by mariners. In essence, mariners certificates are issued by a board of examiners who are themselves master mariners, chosen by their peers. They will not certify anyone unless they have generous relevant seagoing experience, formal training, have functioned for a considerable time as an understudy of a duly certified mariner, and can provide appropriate and relevant references. There is a world of difference between this approach and the conventional take-a-course approach of the teaching profession.

John D. McRuer,
Managing Director

* * * * *

R.R.#1, Kendal, Ontario.
April 13, 1979.

ANEE Editor:

Re: Lloyd Fraser's statement in the March, 1979 issue.

Mr. Fraser states that in order to overcome the problem of poor or improper instructing; "THAT ALL INSTRUCTORS IN CHARGE OF SCHOOL CHILDREN SHOULD HOLD A VALID ONTARIO TEACHERS CERTIFICATION." I strongly feel that this will not eliminate the problem of poor teaching in the field of outdoor education. Although Teachers College provides examples, methods, and suggested styles of how to teach, it does not necessarily produce some one who is a better instructor than an individual who has not attended such a college.

Teaching is the ability to communicate, to transmit a message, pieces of information or a certain manoeuvre to another party. This requires the knowledge of what is to be taught, enthusiasm, personal interest, communication skills and the ability to determine the best way to get the message across.

The use of "pedagogical" methods is something that is gained through experience. The basics of it can be taught, but the use of it depends upon the individual and the amount of exposure he/she has had to different teaching situations. These basics are taught in some university and college courses, but I feel the onus should also be placed on the individual employers to help formulate an employees teaching style if there is something that is detrimental to a students learning, whether this person holds a teaching certification or not. In skiing the ski school director works with his instructors to improve the skiing and teaching ability within the ski school. In outdoor education the same policy should be

applied. A more experienced instructor in the field should work with less experienced instructors to develop the teaching styles that will be needed to suit different situations and it will also bring about uniformity of teaching within the centre.

In outdoor education we are pushing for the hands-on and experiential approach to learning which includes allowing a child to make a mistake that results in a learning experience for that child. In instructing, whether it is to school children, adults, or handicapped, and whether it is a new skill, environmental awareness, or mathematics, mistakes will be made by an instructor that he will learn from. However, poor or improper teaching does not result from the learning mistakes that every instructor will make, but poor teaching evolves from lack of motivation; the inability to communicate a message to a student on a level that he will comprehend; or because of a lack of enthusiasm or interest in his responsibility to help a student to learn. I feel these are the reasons for poor teaching and all of these reasons are personal characteristics that will not likely be corrected if that person obtains a teaching certification.

I am not implying that C.O.E.O. should disregard the Ontario Teachers Certification for I feel that instructors in outdoor education should be encouraged to attend the course for their own professional development, but I do not feel that an individual should be judged strictly by whether he holds an Ontario Teachers Certification when so much of teaching comes from within the individual.

Robert Henderson

DATEBOOK

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.

FROM THE ADVISORY BOARD

REPORT OF TASK FORCE ON OUTDOOR ADVENTURE ACTIVITY

"Sharing to Lead - Leading to Share"

On Friday, April 20th, the Task Force reached a milestone in its long adventure. More than 30 Outdoor Educators, representing almost that many organizations and interest groups, accepted an invitation to meet at Forest Valley. The prime focus - "Sharing to Lead," written by Bob Rogers, a task force member, and published by C.O.E.O. The book offers a rationale and conceptual model for Leadership Development for the out-of-doors.

Bob talked about and discussed the book during the morning, with stimulating dialogue coming from participants such as: Bob Pieh of Queen's University, Jocelyn Palm of The Royal Lifesaving Society and Ontario Camping Association, and Alistair McArthur of the Canadian Outward Bound Wilderness School.

Following lunch, Stanislas Dery, Province of Quebec Coroner, addressed the group on the topic of "Causes and Consequences of Failed Leadership." Monsieur Dery showed both his competence and compassion, as he made a valuable contribution to the day.

The small group discussion which followed was stimulating. As a discussion leader, it was exciting for me to be a ringmaster for several of the province's "opinion" leaders in Outdoor Adventure Programs.

The day finished with commitments from everyone to read Bob Rogers book, and to contemplate its adaptation to their own programs, for consideration at a future gathering.

Some of the comments from participants indicated that the development of the conceptual model was a major step in dealing with Outdoor Leadership in Canada. It provides a sound rationale for leadership training, and should lay to rest the endless debates on certification.

Congratulations to Bob Rogers, Alice Casselman, the Task Force Chairman, and the Task Force Members for sticking with it, and coming up with such an important document.

NOTE

The book - "SSharing to Lead - Leading to Share" is available now at a cost of \$4.00 per copy from:

Robert J. Rogers,
School of Physical and
Health Education,
Laurentian University,
Sudbury, Ontario.

OR

Alice Casselman,
3665 Flamewood Drive,
Townhouse 44,
Mississauga, Ontario.
L4Y 3P5

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO CONSTITUTION

Provided below is the revised and amended constitution as adopted at the Annual Meeting, Sept. 30, 1978.

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

(hereinafter known as the "Council")

1. PURPOSE

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

2. MEMBERSHIP

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

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

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

3. TERMINATION OF MEMBERSHIP

a) A member shall automatically cease to be a member upon submitting a written resignation through the membership secretary.

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

4. DUES

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

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

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

5. NOTICE OF MEETINGS

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

- b) The Council shall hold a minimum of two meetings each year:
 - i) An annual meeting for business and education
 - ii) An education meeting
- The Advisory Board shall call such other meetings as are deemed advisable.

6. QUORUM

A quorum for the transaction of business at meetings of the Council shall be 50 members listed in the Registry of The Council.

7. VOTING

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

8. OFFICERS AND DIRECTORS

- a) The Advisory Board shall be composed of a six-person Executive Committee and five Regional Representatives.
- b) A Nominating Committee appointed by the Executive shall prepare a slate of nominees for consideration by the membership. Any member in good standing (i.e. dues paid) may submit further nominations in writing, provided that such nomination be accompanied by the written consent of the nominee, and be received by the Nominating Committee prior to July 31st of the current year. The names of all nominees for office shall be circulated by mail to the membership at least one month prior to the election date and all voting procedures previously outlined shall be observed. All nominees to face Advisory Board must be paid up members at the time of the election. Term of Office of executive committee members shall normally be 3 years, commencing with the annual meeting. Two members shall retire from the Board each year.
- c) The Chairman, Vice-Chairman, Treasurer, Secretary and Task Force Co-ordinator shall be appointed from among the members of the Executive Committee by its members.
- d) The Chairman of the Executive Committee shall be the chief officer of the Advisory Board and shall preside at all General Meetings and all Advisory Board Meetings of the Council. In the event of the absence or the inability of the Chairman, the Vice-Chairman shall perform all the former's duties. Should neither the Chairman or the Vice-Chairman be present and able to act as Chairman of such meetings the members present and entitled to vote shall appoint one of the Executive Committee Members to act as Chairman.

e) Regional Representation - There shall be five Regions of the Council. They shall be western, eastern, far north, northern, and central. Each of the Region will appoint one representative to the Advisory Board. These Representatives will be full voting members of the Advisory Board, but shall not be eligible to hold office.

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

9. PROCEDURES OF THE ADVISORY BOARD

a) Quorum - A minimum of six votes of members of the Advisory Board shall form a quorum for the transaction of business. If the regional representative is unable to attend an Advisory Board meeting, a regional executive member will be allowed to attend and to hold the proxy vote for that region.

b) Place of meeting and notice - Except as otherwise required by law, the Advisory Board may hold its meetings at such place or places as it may from time to time determine. Advisory Board meetings may be formally called by the Chairman or Vice-Chairman when acting as Chairman, or by the Secretary on the direction in writing of two members of the Executive Committee. Notice of the meeting shall be mailed, delivered, telephoned, or telegraphed not less than ten days before the meeting shall take place.

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

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 appoint non-voting members for special purposes as deemed necessary.

d) Voting - A question arising at any meeting of the Advisory Board shall be decided by a majority of the votes. In cases of equality of vote, the Chairman may not have a second vote or deciding vote, but the question will be deemed to be defeated. The Advisory Board shall have power to enact from time to time rules and regulations for the operation, administration and management of the Council. All rules and regulations shall be submitted to the next Annual General meeting of the following their enactment and shall therefore cease to have force and effect except to the extent that they are approved at each meeting.

- e) Death or resignation - In the event of death or resignation of the Chairman, the Vice Chairman shall immediately take office. Upon the death or resignation of an Advisory Board Member each vacancy in the Advisory Board may be filled by the Advisory Board from the members of the Council. In the event of there being any vacancy in the Executive at the time of the Annual General Meeting, such vacancy may be filled by resolution at such meeting.
10. SIGNATURES AND CERTIFICATES OF CHEQUES AND DOCUMENTS
All cheques, notes or other negotiable instruments, contracts, or other documents in writing requiring the signatures of the Council shall be signed by:
a) The Treasurer of the Council or
b) Such officers or agents of the Council as may be thereunto authorized by or under the authority of the Advisory Board.
11. BUDGET
At the annual meeting the treasurer shall present:
a) An adjusted general Balance for the preceeding year
b) A projected Budget for the coming year
12. NEWSLETTER
The Newsletter, published by the Council, shall be administered by the Editor, who will be advised by the Editorial Board, as appointed by the Advisory Board.
13. FISCAL YEAR
The fiscal year of the Council shall commence on the first day of September in each calendar year and end on the 31st day of August in the Succeeding calendar year.
14. BY-LAWS
By-Laws of the Council may be enacted, repealed or amended by the Advisory Board and any such enactment, repeal or amendment shall be effective only until the next Annual General Meeting of the Council and if sanctioned thereat, or prior thereto, at a Special General Meeting of the Council and if sanctioned thereat, on prior thereto, at a Special General Meeting or by aml vote, by a two-thirds vote of the members present become part of the constitution.
15. AMENDMENTS TO THE CONSTITUTION
a) The Advisory Board shall annually form a Constitution Review Committee of at least three members.
b) Proposed amendments to the Constitution may be accepted by the Advisory Board by May 1st of the current year.
c) Any member in good standing may submit a proposal for a Constitutional amendment.
d) The Constitution Review Committee shall circulate proposed constitutional amendments to the membership with the notice of the annual meeting, at least one month prior to said meeting.

e) The Constitution may be amended, subject to the above conditions, by a two-thirds majority of the members present at the annual meeting.

BOUNDARY DESCRIPTIONS

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

Far North (FN): Districts of Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury.

North (N): Districts of North Bay, Parry Sound, Nipissing, Muskoka, Haliburton, Simcoe.

Western (W): Counties of Essex, Kent, Middlesex, Elgin, Huron, Bruce, Grey, Wellington, Perth, Waterloo, Oxford, Brant, Norfolk, Dufferin.

Central (C): Counties of Haldimand, Welland, Lincoln, Wentworth, Halton, Peel, York, Ontario, Metropolitan Toronto.

Eastern (E): Counties of Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Dundas, Grenville, Carleton, Russell, Stormont, Prescott, Glengarry.

C.O.E.O. CONSTITUTIONAL AMENDMENTS

The complete C.O.E.O. constitution as amended Sept. 1978 follows:

The C.O.E.O. constitution provides that:

- a) The Advisory Board shall annually form a Constitution Review Committee of at least three members. (The Advisory Board has established this committee.)
- b) Proposed amendments to the Constitution may be accepted by the Advisory Board by May 31st of the current year. (If you have any suggestions for changes in the constitution, submit them in writing to:

A. Casselman, Past Chairman,
C.O.E.O. Advisory Board,
T.H. 44,
3665 Flamewood Dr.,
Mississauga, Ont. L4Y 3P5

THE ROBIN DENNIS AWARD

As a final tribute to Robin Dennis, one of the great Canadian Leaders in outdoor education, The Island and The Boyne River Natural Science Schools are providing an annual award in his name to any programme in Ontario that has made an outstanding contribution in the field of outdoor education.

1979 will mark the fourth time the award will be presented. The ceremony will be part of the annual conference this fall.

Members are encouraged to forward names of nominees. Nominations should contain the name and address of the nominee(s), and a description of the basis for the nomination. These should be forwarded before June 30 to:

A. Casselman, Past Chairman,
C.O.E.O. Advisory Board,
T.H. 44,
3665 Flamewood Dr.,
Mississauga, Ont. L4Y 3P5

Advisory Board and Annual Conference Planners Hold Joint Meeting

On March 25 the Advisory Board met in a place far removed from the usual Toronto meeting site. Having enjoyed one meeting last fall at Westway Secondary School the board has been meeting regularly at Forest Valley Outdoor Centre, a pleasant and centrally accessible site.

The March meeting saw board members journey to Camp Tawingo near Huntsville. After a regular board meeting lasting all afternoon (and into early evening,) a joint meeting of the board and the planning committee for the 1979 Annual Seminar and Conference took place. Reports were heard on the progress of plans up to that time. Constitutions on site, budget, registration, progress, etc. were all discussed in very positive exchange. Two planning suggestions expressed well by the board members were the need to have good program content for the classroom teacher and the need to really make newcomers to the C.O.E.O. conference feel welcome and at ease. These and most other points had already been dealt with by the committee, but the re-emphasis was appreciated. Several points of concern of the planners were quickly clarified by the board.

The board members left feeling good about the direction and quality of the 1979 Annual get-together and the planning committee left feeling much more secure and confident that their efforts were on the right track.

This was the first time (in recent history, anyway) that the Advisory Board has held one of their meetings in conjunction with a regional function expressly for the purpose of giving support to that region and function. Judging from the very positive and productive results of this meeting we might look to more such ventures for regional support and development.

THE CONSERVATION COUNCIL OF ONTARIO GIVES FULL SUPPORT TO
NEW GREAT LAKES WATER QUALITY AGREEMENT
* * * * *

The Conservation Council of Ontario has congratulated Canada and the United States for the firm resolves they express in the new 1978 Agreement "to restore and maintain the chemical, physical and biological integrity of the waters of the Great Lakes Basin Ecosystem." The Council welcomed the commitment to make maximum effort to develop programs, practices and technology necessary for a better understanding of this ecosystem and removing pollutants from the water as well as recognition of the ecosystem concept as basic to the understanding and interpretation of environmental quality problems.

The brief, sent to Canada's External Affairs Minister, The Hon. Don Jamieson, urged that Canada and the United States adopt and support a broad interpretation of the agreement to incorporate the International Joint Commission's recommendations regarding pollution of the Lakes from Land use activities and to give mere attention to air pollutants affecting the Basin. The Council was pleased to see that elimination of toxic contaminants in the Lakes would receive top priority.

* * * * *

Re: Reply from Ministry of Education on Proposed Canoe Skills Course
for Teachers

Last fall I made a proposal to the Ministry's Professional Development Department for a Canoe Skills Course based on the one developed for the Canoe/Camping Leadership Course.

The Ministry's New Course Approvals Committee replied that courses in Canoe Skills should not be offered for Ministry of Education Credits. The Ministry says it might advertise courses through "New Dimensions" or memoranda.

It will support only courses which are recognized for qualifications that are specifically related to programs that fall directly under the provision of a Ministry directive or guideline. The "courses" have not been recognized, therefore, I see it as an open question. Confusion will remain for us until the Ministry gets busy evaluating courses and giving schools a list of the courses it condones. In the meantime, courses such as the annual Canoe/Camping Leadership Course that are designed specifically for teachers will be an important option to the schools in Ontario.

Ralph Ingleton

1979 ANNUAL CONFERENCE NEWS

This issue of Anee brings with it complete information on the 1979 COEO Annual Conference. With the theme "The Outdoors as a High Impact Resource...from Classroom to Wilderness", it is hoped that the conference will appeal to all outdoor educators working in school sites, in community areas, or in more remote locations. Conference sessions have been carefully selected and structured to offer sessions of interest to all. Saturday has been set up to offer a variety of on-site sessions and off-site learning experiences. Sunday morning has been structured with three forty-five minute sessions. These "short-shots" are either summaries of the longer ones on Saturday or offer new material on different topics.

Participants should be able to select a very full personal schedule or a more relaxed one. Some activity will always be going on outside the formally scheduled sessions so that participants can opt out of the formal sessions and enjoy more casual learning. Groups of staff or friends attending the conference might want to use a team approach to selecting sessions to cover more of them.

Eliot Wigginton, the Friday evening keynote speaker and his accompanying students from Rabun Gap, Georgia should lend a new and different flavour to the conference. Through his keynote speech and through the interviews that he and his students will conduct with a local Muskoka native, some great exchange of educational method should occur.

Student involvement is high at the conference. The Georgia pair will be there, Mississauga students will be doing Audio-Visual work and presentations at the conference, and Muskoka students will be constructing outdoor equipment on site. These and other wrinkles are real pluses.

The conference, including the Annual General Meeting of COEO and the regional get-togethers on Friday night, is shaping up to be an extremely worthwhile affair. It is hoped that all COEO members, friends of COEO members and any folks who develop an interest in this exciting program will plan to attend. Also remember the seminar/workshop which will precede the annual conference. Anyone interested in an in-depth day and a half on Residential Outdoor Education is welcome.

The conference organizers sincerely hope that you join us all and experience first hand this conference.

See you there.



COEO ANNUAL CONFERENCE

The COEO Annual Conference
september ~~28-29~~-30

Is being held in the Northern Region
at the
Tawingo Outdoor Centre
Huntsville, Ont.

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

ANNUAL SEMINAR TO FOCUS ON
RESIDENTIAL OUTDOOR EDUCATION

The seminar preceding the annual conference 1979 will focus on Residential Outdoor Education. On April 5th, an extremely violent snowstorm crippled the communities surrounding Boyne River Natural Science School which was to be the site for an April 6-8 workshop devoted solely to residential outdoor education.

The "first of its kind" had some 70 camping personnel and outdoor education personnel, all involved in some facet of residential outdoor education, slated to grapple with some nitty-gritty issues and concerns. In order to capitalize on the preparation that has taken place and the momentum that has built up, it has been decided to re-arrange the workshop program to fit the Thursday and Friday time slot (September 27, 28) just before the annual conference.

Most of those previously registered for the workshop are expected to attend and it is open to any other persons interested in residential outdoor education. As a workshop though, it is hoped that each participant attending will do so actively and contribute to the work being addressed. Program restructuring is taking place as this notice is being printed. Topics of discussion will include: budgeting and finance, roles and responsibilities of centre staff, outdoor education equipment and suppliers, futures...

Anyone wishing further information on this seminar can contact:

Clare Magee
Tawingo Outdoor Centre
RR #1
Huntsville, Ontario
POA 1K0

THE OUTDOORS AS A HIGH IMPACT RESOURCE
FROM CLASSROOM TO WILDERNESS

PROGRAM

Registration begins at 4:00 p.m. in the "White House"

8:00 p.m. Keynote Speaker: Mr. Eliot Wigginton.

Eliot Wigginton, the keynote speaker, and his accompanying students from the Rabun Gap area of Georgia should lend a new and different flavour to the conference. "Wig", as he is known by his students and co-workers, is a young, down-to-earth, humanistic educator. In an effort to turn on and turn around the bored restless students in his highschool English courses, he mobilized the students to start Foxfire, a folk-lore journal. The students caught on through their efforts in interviewing local human resources and recording, writing, editing and publishing the information they unearthed. The magazine caught on. Through a lot of hard work, the program caught on and now four student-written Foxfire Books are available on the market as well as "Moments" a book written by Wig himself explaining the Foxfire creation.

Foxfire, named after a tiny phosphorescent organism that glows in the dark in the mountains around Rabun Gap has been one man's successful approach to reaching and teaching some of the students that come under his guidance. He attends conferences only with some of his students and insists that they share some program or speaking time. Wig and his students will offer valuable, enjoyable insight into his educational messages and methods.

Regional Meetings will be held following "Wig". Room locations will be announced at the conclusion of the address.

SATURDAY, SEPTEMBER 29TH

6:30 a.m. Pre-Breakfast - nature photography, bird hike, canoeing meet at the flagpole

8:00 a.m. Breakfast

9:00 - 10:30 Sessions #1 Electives (Choose one)

1a. Leadership for Outdoor Learning

This session will treat leadership requirements and leadership development for outdoor adventure activities. The COEO Task Force on Adventure Activities has compiled much of the material

for this session. Bob Rogers, who has recently authored a book on this subject, will discuss the touchstones of sound leadership and present a model for leadership development.

Robert J. Rogers, Faculty, Laurentian University.

1b. The Complete Residential Experience

Most agree that more should happen before and after a residential outdoor education experience than normally does. This session will deal with ways to effectively prepare students and to do meaningful follow-up.

Jim Malcolmson,
Curriculum Coordinator,
Pleasant View Jr.H.S.

1c. Interviewing Techniques

A showing of methods and techniques which the Foxfire group successfully use to interview local human resources. Insights into finding, communicating with, and interpreting interviewees will be shared. This will be an elaboration of one of the human components of the Foxfire experience.

Eliot Wigginton and Foxfire Students

1d. Drama in the Outdoors

An exploration and explanation of individual and group approaches to using drama methods out-of-doors. A doing and sharing session.

Sheila Mudge, Outdoor Education, Scarborough Board of Education

1e. North American Indian Activities

Active participation in the culture of the North American Indian. Novel approaches to classroom involvement in tool and weapons manufacture, building, play, and socialization of our native peoples. Bob Kelly designs school programs at "Ske-na-doht" a restored village of the Neutral Indians of Ontario. Living history with related subjects such as archeology and art.

1f. Introductory Sailing

An introduction to basic sailing skills. Aimed at those new to or novice at sailing. Participants must be able to swim a minimum of 400 metres continuously. Limit of 12 per session.

10:45 - 12:15 Session #2 Electives (Choose one)

2a. Involving Mentally Handicapped People in an Integrated Outdoor Experience

A discussion of the abilities of the mentally handicapped, and the program consideration with an integrated group in an outdoor setting.

Ms. Randy Duke - National Institute on Mental Retardation

2b. Introductory Sailing

An introduction to basic sailing skills. Aimed at those new to or novice at sailing. Participants must be able to swim a minimum of 400 metres continuously. Limit of 12 per session.

2c. Co-operative Games - Everybody Wins!

New games, initiative tasks, group and team-building skills. What place do these activities have in the repertoire of the classroom teachers? This is a theoretical session guided by Pierre Provost of the University of Ottawa exploring current trends and assessing the relative merits of competitive and co-operative play.

Pierre Provost - University of Ottawa

2d. Campfire Programs

Midst the enjoyment, a properly conducted campfire program provides a host of opportunities for social growth of students. This informal session will deal with structuring the key ingredients of a campfire and organizing participants.

2e. Audio-Visual Work in Outdoor Education

2f. Environmental Impact of Outdoor Education

What deleterious effects are we having on the natural environment in local areas, resident centres, wilderness areas in the name of environmental education? The latest material in human environmental impact as it relates to outdoor educators will be shared.

Craig McDonald,
Leslie M. Frost Centre

2g. Selected School Site Activities

Step outside your classroom and enhance the quality of education you are giving your students. This will be a practical session offering some proven, effective activities and some exciting new ideas for school site outdoor education.

Jim Gear, Outdoor Educator Resource Teacher -
London Board of Education

2h. Out-of-Classroom Division of the Muskoka Board of Education

A look at this highly respected division of the Muskoka Board of Education. Its organization, administration, program, staffing and improvement strategies will be explained.

Jim Wood, Co-ordinator - Muskoka Out-of-Classroom
Division

12:30 - 1:30 LUNCH

1:45-3:15 Session #3 (Choose one)

3a. Paddle to See

A nature exploration in canoes. Move quietly along the shoreline and share the excitement of watching animal and bird life. Sample some edible water plants and glide by an active beaver lodge. This session is for those who can swim a minimum distance of 25 metres and have paddled a canoe before. Limited to 15 participants.

3b. Rock Climbing Preparation

For many group leaders considering involvement in rock climbing, adequate preparation is often overlooked. This session will involve participants in a progression of the preparatory activities that should take place before climbing or rapelling: knot tying, rope coiling and climbing calls, and trust exercises.

Project Dare Staff

3c. Peel Board of Education Outdoor Program

A look at the organization, administration, sites, staffing and plans of the dynamic outdoor education program of the Peel Region.

Hugh MacPherson, Vice-principal in charge of
field centres

3d. Science in the Out-of-doors

Here are practical examples of techniques to bring classically indoor subjects into the outdoors for the elementary Classroom teacher. Staff will demonstrate some of their most successful programs and ideas as well as discuss effective transfer back to the classroom. Broaden your horizons in the subjects of physics, chemistry and math.

3e. Group and Team Building Skills

Presentation of a refined rationale and proven progression for developing group consciousness and team identity in a group of students. Practical experiences will be followed by a discussion of theory and some interesting research in this area.

Alice Casselman, teacher - Westway High School Toronto

3f. Interviewing Techniques

Eliot Wigginton will briefly introduce this session by establishing an understanding of process and person before two of his students interview a local Muskoka native.

Participants will be able to watch the interview, then debrief with Wig and the students to clarify the content and feelings that were uncovered.

Eliot Wigginton and Foxfire Students

3:30 - 4:45 Session #4 (Choose one)

4a. Cooking in the Outdoors

Considerations in nutrition, resources new idea.
Come dabble, and nibble around an open fire.

Ms. Mitzi Rogers

4b. Initiatives

An opportunity to experience a variety of different initiative tasks, share ideas, and learn about some excellent resources in this area. This will take place on an established initiatives trail.

4c. Nature Walk Techniques

To conduct a nature walk you need some basic equipment: a love of nature and curiosity. Leave your taxonomy book behind and hike with a pro. Ralph Ingleton will show how to ask questions, look for answers, and appreciate the process.

Ralph Ingleton - Forest Valley Outdoor Centre

4d. Nature Photography Grant Pettigrew, Huntsville photographer

This session is for the amateur who wishes to increase his understanding of various aspects of nature photography. Macro photography, use of filters, techniques of lighting. This session will have access to the Tawingo darkroom. Bring your own camera and at least one roll of b/w film.

4e. Leadership

See Session 1a.

4f. Paddle to See

See Session 3a

5:00 Rocket Launch at the flagpole. Please respect instructions of the safety control officer.

*Special all afternoon session - Canoe Ontario

Affiliate organizations of Canoe Ontario-Flatwater Racing, White water Racing, Recreational and Marathon - will be involved in presentations, demonstrations and opportunities for participants to utilize their specific watercraft. A smorgasboard of canoe learning opportunity.

Off-Site Trips - Full Day Program

01. Algonquin Park

In order to come to know this vast resource better, the day-trip will include visits to the Park's Natural History Museum and Lumberjack Museum, as well as a hike on the Spruce Bog Trail. A slide presentation and Park Interpreter will be available at the Museum. Capacity - 35 persons.

02. Georgian Bay Cruise

On a 27' whaleboat, participants will become familiar with the mechanics of sailing a gaff-rigged sailboat and the techniques of 'big water' navigation. There will also be the opportunity to learn about and enjoy the rugged beauty of the Georgian Bay shore. Capacity - 16 persons.

03. Kandalore, Kanawa and Frost

The first stop on this day trip is the Leslie M. Frost Natural Resources Centre, to have a brief tour and introduction to this MNR Centre available for school and public group use. Then on to Camp Kandalore where participants can tour the camp and Heritage trail, take part in a visit to the Kanawa International Canoe Museum, meet Rick Nash (the Museum curator and bark boat builder) and paddle a "voyageur" canoe. Capacity - 35 persons

04. Dare: An Introduction to Ropes Courses

A slide presentation and discussion will cover ropes courses and challenge initiative trails - their construction, safety, staff training and resources. A tour of the various DARE outdoor adventure components will include the opportunity for some active involvement by participants. Capacity - 35 persons

Half Day Programs

05. Cemetery Studies

Graveyards are "alive" with valuable contributions to a classroom curriculum. The history, art, and culture of a people and community can link students with their past. Combine theory and practice in a visit to a local cemetery. Capacity 15 persons

06. Cardic

A visit to the site at Camp Wa-Sa-Ah-Bun of "Conservation and Alternative Resource Development in Canada" to explore the possibilities related to renewable energy technologies in an educational setting. Solar housing, the feasibility of wind power, large-scale composting systems, organic gardening, solar water heaters, wood heat and managed wood lots, are some of the demonstrations that will be available. Capacity 35 persons

- 5:30 - 6:30 Dinner
- 6:30 - 7:30 Free time - One full hour of paddle, walk about, visit display areas, socialize and tap the human resources here this weekend.
- 7:30 - 8:30 Annual General Meeting - Chairman John Nidderly
- 9:00 Evening Program - a veritable plethora of punctiliously prepared programs for your personal and professional pleasure. The Staff of the Kandalora Outdoor Learning Centre and Sundry others will cooperate in presenting songs, stargazing, night hike leadership, dancing, films and snack.

SUNDAY

- 7:00 Morning Paddle; Chapel Service
- 8:00 Breakfast
- 9:00-9:45 Mini Sessions Electives (Choose one)

5a. Teaching Physics in the Outdoors

Novel approaches to "indoor" subjects. What better laboratory than out of doors.

5b. Native North American Activities

See Session 1e.

5c. Eliot Wigginton

Summary of Sessions

5d. Residential Workshop Report

Clare Magee co-chairman of the workshop on residential outdoor education will report on proceedings and proposal.

5e. Community Resources

Jim Gear outdoor education resource teacher for the London Board of Education. Discussion of the educational potential in the community, how to set up contacts, how to use them.

5f. Model Rocketry

Although not a "pure" outdoor activity, it has high educational potential.

5g. Film - "The Uncalculated Risk"

An excellent moving water and boating safety primer

5h. Discussion of Traditional Outdoor Tripping Equipment

An examination of the use of wannigans, nabu-odabans and other equipment and techniques of the Ojibwa.

5i. Bear Management

Craig McDonald

Slides and discussion of the program in Algonquin Park includes live trapping and census work.

Warren May

5j. Outdoor Education and Camping Across the Nation

The history, happenings and hopes of the outdoor movement in Canada, presented with powerful insights by Mr. Jack Pearse, President of the Canadian Camping Association.

5k. Geology Hike (Triple Session)

Don Hurst

"Eagle Mountain" at Tawingo is a precambrian out-crop which affords excellent opportunity to study the local geology and geomorphology. This will be a relaxed, informal hike which will dabble into many aspects of nature interpretation, but will focus mostly on geology study. From the bottom (with specific rocks and minerals) to the top with an overview.

10:00 - 10:45 Mini Sessions Electives (Choose one)

6a. Outdoor Education and Camping Across the Nation - continued

6b. Utilizing Ontario's Conservation Authorities

An examination of the resources available to teachers from their local authorities. Andy Wickens, Metro Toronto and Region Conservation Authority Recreation Programs Co-ordinator.

6c. Teaching Chemistry

See 5a.

6d. Dry Canoeing

Keep your class safe and dry. Prepare for novice or advanced paddling with a variety of teaching aids in your own school gym.

Jim Gear - Outdoor Resource

6e. Underwater Outdoor Education

New dimensions to the great outdoors can be discovered... underwater.

Bessel Vandenhazel

6f. Audio-visual Techniques and Playback

See session 2e

6g. Orienteering Exercises

A practical session covering many creative ways of teaching basic compass use.

6h. Nature Education Ideas

Come up to Swamp Lodge see and discuss the various programs. Survival Game, Instant Nature Trails, Nature Orienting and many others.

John Jorgenson - Tawingo

6i. Teaching First Aid

This is not a first aid course but a dynamic how-to approach to effective instruction.

Lynn Ingham - Project Dare

6j. Film - Uncalculated Risk

See Session 5g

6k. Introduction to Sailing - (Double Session)

See session 1f

6l. Operation DRAKE

Two year circumnavigation of the world by an international group of 17-24 year olds. Includes community service projects and operates from a mobile base (150 ton brigatine)

Peter Jarvis.

11:00 - 11:45 Mini Sessions Electives (Choose one)

7a. Teacher Certification Programs

In March 1979 teachers were able to obtain certification in Skiing (Cansi), ski tour leading (CSA) and first aid (Red Cross) at a single course. Details of new courses.

Mike Exall - Seneca College

7b. Woodsmanship Code

The history of development of a woodsmanship code of ethics and its application to outdoor education.

Rob Taylor - Peel Board of Education

7c. Drama in the Outdoors

See session 1d.

7d. Equipment

Goolak is back! Offers equipment and information store bought or hand-fashioned, fancy or functional.

Caveat Emptor.

7e. Bear Management

See Session 5i.

7f. Audio-visual techniques

See session 2e.

7g. Orienteering

See session 6g.

7h. Rocketry

See session 5f.

7i. Selected School Site Activities

See Session 2g.

7j. Rock Climbing

See session 3b.

7k. U--Bolts and You: An introduction to adventure ropes courses

Slide presentation and discussion of rationale safety construction, staff training and resources.

Dare Staff

7l. Ontario Recreational Canoeing Association

Levels of certification with ORCA, slide presentation.

Dave Moore - ORCA co-ordinator Instruction Certification

12:30 LUNCH AND CONFERENCE CLOSING

1:30 COEO NOE Watch for Details at the Conference!!!!

En route to your respective homes you are invited to drop in at any of several open houses pre arranged by the Conference Committee. Paddle makers, canoe builders, and other people and places of interest will be available to break up that long drive home. Further details and directions in the Display Area at the Conference.

We hope you have enjoyed your visit to the North and Conference '79. Safe journeys and we'll see you in 1980!!

General Information for Conference Registrants

The Site

The Tawingo Outdoor Centre is a year round facility hosting a wide range of user groups from schools to families to workshops to conferences. It is located eight kilometres west of Huntsville on Muskoka Road 2 (Ravenacliffe Rd.). Accommodation on site is in cabins with indoor facilities. Wholesome meals are served in the main dining hall in family style. Tawingo operates with a no alcohol policy. This pertains to staff and all user groups while on site and so conference participants are asked to kindly respect this policy.

Registration

1. Registration will be followed by confirmation and receipt.
2. Registration on site will take place at the White House.
3. Conference kit available at White House on arrival.
4. " Handyperson " pairing of new conference attendee with a person who has attended previously. Indicate on application if you can help out.
5. Conference Registrar: Miss Airlie Armstrong,
Tawingo Outdoor Centre,
R.R.#1,
HUNTSVILLE, Ontario
POA 1K0

Extra Program Options

There is plenty of opportunity for informal learning to take place outside the formal sessions. At various places and times, displays and demonstrations will be available. Feel free to enjoy any of these extra programs.

Vita Parcours

A self guiding fitness trail.

Pioneer Skills

Demonstrations of rope, soap, and candle making and bread baking

Nature Demnstrations

" Instant " nature trails, gardening, Survival Game

Initiatives Trail

You'll need seven friends to make it interesting. Trail descriptions are available.

Swimming and Canoeing

At designated times and places please.

Equipment Making

Ongoing demonstration with Dave Bird and some of his Bracebridge students.

Chapel Service

Assistance and involvement is welcomed in this non-denominational service.

COED-NOE Finals

The big event! Don't miss the action at this intraregional extravaganza.

PROGRAM INDEX

Saturday

Session #1 9:00 a.m.

- a) Leadership for Outdoor Learning
- b) The complete Res. Experience
- c) Interviewing Techniques
- d) Drama in the Outdoors
- e) N.A. Indian Activities
- f) Intro Sailing

Session #3 1:45 p.m.

- a) Paddle to See
- b) Rock Climbing Prep
- c) Peel Bd. of Ed
- d) Science in O.E.
- e) Team Building Skills
- f) Interviewing Techniques

Session #2 10:45 a.m.

- a) Mentally Handicapped in O.E.
- b) Intro Sailing
- c) Co-op. Games - Everybody Wins
- d) Campfire Programs
- e) A.V. in O.E.
- f) Env. Impact in O.E.

Session #4 3:30 p.m.

- a) Cooking in the Outdoors
- b) Initiative Trails
- c) Nature Walk Techniques
- d) Nature Photography
- e) Leadership for Outdoor Learning
- f) Paddle to See

Sunday

Session #5 9:00 a.m.

- a) Physics and O.E.
- b) Native N.A. Act.
- c) Elliot Wigginton
- d) Res. Workshop Report
- e) Community Resources
- f) Model Rocketry
- g) Film
- h) Traditional Eqpt
- i) Bear Management
- j) Out. Ed. and Camping (2)
- k) Geology Hike (3)

Session #6 10:00 a.m.

- a) Out. Ed. and Camping (cont)
- b) Conservation Authorities
- c) Chemistry and O.E.
- d) Dry Canoeing
- e) Underwater O.E.
- f) A.V. Techniques
- g) Orienteering
- h) Nature Ed. Ideas
- i) Teaching First Aid
- j) Film
- k) Intro Sailing (2)
- l) Operation Drake

Session #7 11:00 a.m.

- a) Teacher Cert. Prog.
- b) Woodsmanship Code
- c) Drama in Outdoors
- d) Equipment
- e) Bear Management
- f) A.V. Techniques
- g) Orienteering
- h) Rocketry
- i) School Site Act.
- j) Rock Climbing Prep
- k) U-Bolts and You
- l) Ont. Rock Climb. Ass.

PERSONAL PLANNING SCHEDULE

Friday

Extra Programs to see _____

 Keynote: _____
 Regional Mtg.: _____
 -/-/-/-/-/-/-/-/-/-/-/-/-/-/-/-
 Sat. All Day _____
 Sat. 1/2 Day _____

Saturday

Early: _____
 No. 1 _____
 No. 2 _____
 No. 3 _____
 No. 4 _____
 A G M _____
 Even. _____

Sunday

Early: _____
 No. 5 _____
 No. 6 _____
 No. 7 _____
 COEONDE _____
 Open House _____

THE OUTDOORS AS A HIGH IMPACT RESOURCE - FROM CLASSROOM TO WILDERNESS

COEO Annual Conference - 1979

Registration Form

The COEO Annual Conference, September 28-30, 1979 is being held in the Northern Region at the Tawingo Outdoor Centre, near Huntsville.

Name: Miss _____
 Mrs _____
 Mr _____

Address: _____ Postal Code: _____

Telephone: () _____ Region: _____

Have you renewed your COEO Membership for 1979-80?
 Yes ☐ Fee is enclosed ☐ Membership No. _____

FEES:	COEO Members		non-COEO Members	
	general	\$65.00 <input type="checkbox"/>	general	\$65.00 & membership fee* <input type="checkbox"/>
	tenting	\$60.00 <input type="checkbox"/>	tenting	\$60.00 & membership fee* <input type="checkbox"/>
			*membership fee - regular \$15.00 <input type="checkbox"/>	
			- student \$ 8.00 <input type="checkbox"/>	

Accommodation is in cabins equipped with indoor washroom facilities. We will try to accommodate you with your friends (and we will try to accommodate married couples.) Please indicate with whom you would like to share a cabin. _____

Is this your first Conference?
 If yes, would you like help from a "Handyperson"? ** Yes ☐ No ☐
 If no, would you like to be a "Handyperson"? ** Yes ☐ No ☐

**A "Handyperson" is someone who is an experienced COEO Member and is willing to help an inexperienced COEO Member to feel at home at the Conference, to become familiar with the organization of COEO and the people of COEO.

For our planning purposes, please indicate the sessions you would prefer to attend.

<u>All Day Tour:</u>	<u>½ Day Tour:</u>	<u>Saturday:</u>	<u>Sunday:</u>
-	am -	session 1.	session 1.
	pm -	2.	2.
		3.	3.
		4.	

Please make your cheque or money order payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO. Please include a \$10.00 per person deposit with this registration form and mail to

Deposit <input type="checkbox"/>	Miss Airlie Armstrong, Registrar/Treasurer, Tawingo Outdoor Centre, R.R. #1, Huntsville, Ontario POA 1K0	OFFICE ONLY
or Full Payment <input type="checkbox"/>		Date Rec'd
		Receipt
		Other Info.

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:

Council of Outdoor Educators of Ontario, and mail with this form

to: Airlie Armstrong, Registrar/Treasurer,
Tawingo Outdoor Centre,
R.R.#1,
Huntsville, Ontario.
POA 1KO

BOOKS - MAGAZINES - FILMS

The Ministry of the Environment's International Year of the Child Program

Publications Available

Solutions to Pollution with the Anti-Pollutes of Donber Creek
This is a colouring book and story about Fran the Toad's fight against pollution. It will be available free of charge in October, through the Government's Distribution Centre and will be identified as an MOE Year of the Child activity.

Introducing Your Child to Nature - Manual

This book will be designed for parents to assist them in showing their children the world about them and to help them give their children an appreciation of nature. The manual will be sold at a minimum charge through the Ontario Government Bookstore - \$2.00 per copy.

Exploring Nature with the Handicapped - Manual

This book will be prepared in co-operation with the Provincial Advisory Committee for Scouting with the Handicapped. It will contain ideas for outdoor students and advice to leaders on implementing these activities in program for both physically and mentally handicapped young people. It will be available through the Bookstore at \$2.00 per copy.

Student Newspapers

Two student newspapers containing environmental information tailored to the student audience will be published in the fall of '79. The paper for secondary school students will contain more detailed, technical articles than the elementary school one, which will carry cartoons and pictures for colouring, as well as information for a young audience. The papers will be available free of cost.

Children and Nature

A sound/slide show combining the themes of IYC and Outdoor Education is available from the Ministry of Culture and Recreation or the Ministry of the Environment.

POT POURRI

Dear Colleagues:

This letter seeks your participation in an association of wilderness guides. The need for such an organization has been discussed for some time, but the sobering events of last summer precipitated definite action. I would now like to bring you up to date on what has been done, and to make a specific proposal that could be the basis of a founding meeting of an important professional institution.

Last summer, I called Mike Exall on another matter, and the recurring topic of a guides' association was raised. With concern heightened by the season's crop of accidents, we decided to take some positive steps to bring about the formation of such an organization. We brought together people with good reputations in the outdoor community, whose judgment we respected. After a number of meetings and discussions, we formulated the ideas which are presented below.

Meanwhile, I attended a meeting of the Ontario Recreational Canoeing Association, an affiliate of Canoe Ontario, in the early fall. While honouring the agreement for confidentiality in the initial stages of the above deliberation, I did mention the need for a guides' association at that ORCA meeting. The reaction was unexpectedly favourable, and I was embarrassed to find myself chairman of an ORCA Committee to investigate the very question I was discretely working on elsewhere. As I was unable to level with the ORCA Committee I did not call a meeting, but have since informed them of my other activities. None of us is under any illusion about our own professional limitations. Many of you who read this letter will have skills well beyond our own. Please look upon us only as the organizers. YOU can be the experts who will be responsible for the development and growth of the institution. An outline of our views follows. Although the illustrations are drawn from canoeing (which is my expertise) it is not our intention to so restrict our interests. What follows are proposals only. You will note that we have not even suggested a name for the association.

STATEMENT OF PURPOSE

The purpose of the proposed association would be to promote and maintain high standards of leadership and professional competence among persons who lead commercial or institutionally sponsored wilderness expeditions in Ontario, and to promote the safety and the quality of the experience for those participating in such expeditions.

FUNCTION OF PROPOSED ASSOCIATION

The association's main function would be to certify the competence of individual wilderness guides at one of three standard levels. We are well

aware of the sensitivity of this issue, and have considered a number of other jurisdictions where professional competence and public interest have been resolved. To every case, practitioners were certified by their peers, with the key considerations being a generous amount of relevant experience and appropriate formal training. Our proposal, which is by no means original, would include an assessment of the candidate's professional competence and reputation by a formal certifying body of the association.

The association could not function if its only focus was to judge the competence of its members. An association that sets standards of competence must assist those who aspire to meet the standards. The association must therefore have a commitment to the needs and welfare of its members, as well as to the public it serves. Also, the wilderness guiding profession has some serious problems, and it is in the best interests of all concerned that they be solved. Not the least of these problems is the endemic tendency to under finance wilderness expeditions, which has been a pernicious and hidden root cause of most of the tragedies over the years.

BASIC ADMINISTRATIVE STRUCTURE

In our deliberations we have outlined a structure for the proposed association, and given two steps we feel essential to the certification process. One is an elected or appointed board of examiners with authority to certify candidates at their appropriate level of competence. The other is a formal Log in which guides would record significant details of their professional careers (trips, courses, etc.). This log, when authenticated would serve as proof of experience. The association would be managed by an elected board, and administered by committees dealing with safety, welfare, education, membership, and all other matters of interest to the membership from time to time.

MEMBERSHIP

Membership in the association would be held mainly by people who conduct wilderness expeditiona on a professional or quati-professional basis, and for association with a standing interest in organized wilderness travel. Most of its members would work for education, commercial, or charitable organizations. Although it must be made clear that the association is a professional organization, it is not intended to exclude anyone who wishes to join.

THE ASSOCIATION'S CLOUT

While we are not suggesting that all wilderness guides be coerced into our organizations, we are proposing that a prestigious and responsible association be developed. Its credibility, and its reliable certification program would offer a guarantee of both quality and safety, such that reputable organizations running expeditions could not function without its support. By establishing such recognition, the association could reduce the incidence of tragedies. It could effectively advocate proper planning and

execution of wilderness expeditions, in spite of the greater expense of using competent personnel.

Furthermore, since excellence is the key to safety, we may be able to negotiate preferential insurance rates for wilderness expedition operators whose staff is certified by the association.

LEVELS OF COMPETENCE

Our idea is to define three levels of competence at which guides might be certified. Individuals would join the association as associates prior to receiving certification.

LEVEL 1 A person who is at least 18 years old, and who can function safely and competently as a junior tripper at a summer camp, for example as a leader of short flatwater canoe trips.

LEVEL 2 A person who is at least 23 years old, who can conduct significant trips on well documented routes, and who can take charge of a small tripping program under supervision. Canoeists at this level would be competent to lead trips on rivers such as the Missinaibi.

LEVEL 3 A person who is at least 30 years old, who can operate year round wilderness tripping programs without supervision and is competent to lead difficult trips in uncharted territory.

In order to get things started it would be necessary to draft a suitable "grandfather clause" to allow existing practitioners to be assessed at the higher levels.

RELATIONSHIP WITH EXISTING ORGANIZATIONS

It is not proposed that the association would necessarily organize courses or operate schools. Existing organizations such as the Red Cross, National Woodsmanship Leaders' School, Universities and Community Colleges already provide good skill training facilities. Certification provided by accredited institutions would be accepted as proof of individual technical skills by the Association.

ASSESSMENT OF LEADERSHIP

The association's board of examiners would make its own judgment of leadership. This would be based on candidates' proven experience, on recommendations of referees, and on the results of such examinations as the association may deem necessary. The obvious imperfections of leadership assessment are acknowledged. Our board may make mistakes, but we believe that the proposed organization will be a vast improvement over the hit and miss process presently in operation, and we should be able to work out procedures that will rectify any important errors or oversights.

MEMBERSHIP FEE

We have not established the amount of a membership fee, but it should be understood that there is no free lunch. The association will

have to pay its expenses, and yearly membership would be more than \$5.00 but less than \$50.00.

CONTRIBUTORS TO THIS PROPOSAL

The following have contributed to this proposal, either by attending meetings, or by generously offering counsel:

John Cross, Ontario Recreational Canoeing Association, Toronto

Mike Exall, Seneca College, King, Ontario

Ron Frenette, Metro Toronto Separate School Board, Toronto

Fred Grey, Provincial Parks Advisory Council, Toronto

Bruce Hyer, Wildewaters, Thunder Bay, Ontario

Rick Ireland, Rousseau Lake School, Rousseau, Ontario

John McRuer, Algonquin Waterways, Toronto

Kirk Whipper, Ontario Camping Association, Toronto

Jim Wood, Muskoka Board of Education, Bracebridge, Ontario

It is a fact of political life that you may feel negative about one or more of us. Please do not allow such feelings to distract you from the purpose of the Association. We are far from committed to any slate of leadership. The important thing is to reach a philosophical consensus. When that is achieved, the leadership will follow.

THE NEXT STEP IS YOURS

Attached to this letter is a form we are asking you to complete and return to:

PROPOSED WILDERNESS GUIDES' ASSOCIATION,

P.O. Box 276,

Aurora, Ontario.

L4G 3H4

Our mailing list is incomplete, so please make a point of passing the word around, and if you know of somebody we have overlooked, photocopy a copy of the form, and have them fill it out and send it in.

Yours truly,

April 9, 1979

John D. McRuer

CO-OPERATIVE & INITIATIVE GAMES FOR THE ELEMENTARY PROGRAM

A. WHY ACTIVE GAMES OF CO-OPERATION AND INITIATIVE

Games are used for a wide variety of reasons, typically simplified:

- (1) develop appropriate attitudes toward group and individual competition;
- (2) develop physical skills such as strength, balance, speed and co-ordination;

both of which are significant in THE FORMATIVE YEARS:

(Physical Education P. 19)

Active games can offer a great deal to other aspects of the child's development when they have appropriate emphasis, such as the following objectives outline:

(1) Problem Solving

The ability to "organize information to illustrate a point, sustain a point or provide a basis for decision making."

(Formative Years P.21, Decision Making) can become integral to the fun of many games. The concrete problems of co-operative and initiative games often prove to be highly motivating! The commitment to a problem or task is a challenge for any teacher K - 13. Initial success can be redirected to other areas of the curriculum.

(2) Academic Knowledge

Reality learning or experiential education has proved to be a highly effective approach. Simulations through games can be effective bridges between theory and practical reality. i.e. The Food Chain/Survival Game.

(3) Social and Group Skills

(Formative Years - The Individual & Society P. 22)

(Education in the Primary & Junior Divisions - Learning Groups P. 22)

(a) Increased sense of personal confidence (self esteem)

Formative Years P.4

Through success in play activities students become increasingly capable of making a successful attempt in other areas. Trust and group cohesiveness are essential in allowing self confidence to grow. Within a supportive group where everyone wins, all the students may increase their self esteem. Many competitive game situations limit the potential successful experiences to between 1-50%. This means that between 50-99% of participants experience failure. Success can lead to self respect, respect for others and respect for the rules.

(b) Increased Participation and Involvement

Mutual support in a co-operative atmosphere tends to

increase participation and involvement. Success can be measured by involvement and solution of the problem rather than being defined as winning and losing teams (or individuals.) "In group work it is especially important that no child feel lost or left out."

(P1 J1, P.23) (Formative Years P.22)

(c) Communication (listening and expression)

When effective communication becomes essential to a feeling of concrete success and fun, it is amazing how quickly communication skills develop.

(d) Being a Group Member

Acceptance and involvement can grow from a sense of contribution to the group accomplishment of a task. This is at its best when all members partially contribute to their group's success. The following (from the Formative Years P. 22) are essential to the creation of a group:

- develop insights into the functioning of groups and the individual's role in them.
- understand some of the factors that contribute to effective interpersonal relationships.
- learn the social skills and attitudes upon which effective and responsible co-operation and participation depend.

B. CHARACTERISTICS OF A GROUP

If development of group/social skills is a major objective of the play activities, then some thought must be given to what attributes exist in the development of a group;

1. - all members know what the goal or challenge is.
2. - all members are committed to solving the problem (i.e. willing to participate.)
3. - an atmosphere exists where everyone's contribution is needed and welcome.
4. - individuals are as capable (or more!) at listening to others as they are at expressing themselves. The larger the group, the more important this is.
5. - the group must have an acceptable method of coming to a decision.
6. - a disagreement is used to find a better solution to the challenge. (Ontario Camp Leadership Centre
(Ontario Ministry of Culture & Recreation.)

C. WHAT ARE GAMES OF INITIATIVE AND CO-OPERATION

- a group commitment to a problem or challenge which necessitates the pooling of mental, physical and social skills for success.

- players in these games help one another by working together as a unit within which each player becomes a necessary part of the group. No one is out of the action, sitting around waiting for another game to play (or his/her turn to play.)
- the individual is shown that he can and must become an effective group member to experience success and fun.

D. PLAY AS PREPARATION FOR GROUP WORK IN THE CLASSROOM

Group work is tried in many classroom situations (P.J., Learning Groups, P.22) with mixed results. The task itself is not usually the roadblock if it is well matched to the learner's level. The failure of a group to complete a task can often be traced to the group social skills (or lack of.) Games have the potential to bridge the gap by providing the opportunity to develop social and group skills. Unfortunately most games are "I" centred even within the context of team sports. The competitive individualistic approach severely limits the opportunities to co-operatively play and have fun doing it. Play as fun and celebration of unity can begin developing a group through activities which do not divide members or measure (scale) them against each other. Co-operative and Initiative Games can give each person the opportunity to be a contributing member of a group. Later you may wish to play competitively when trust, acceptance and co-operation are sufficiently well developed that it will be a positive contribution to the individuals and group. Sensitivity and sensibility are essential in this regard. (P.J. P.88) A well developed group can discover that in separation into teams they can also find union through the use of different teams for each game. To establish a supportive play community for all, we cannot permanently identify people as winners and losers.

E. TEAMS FOR CO-OPERATIVE COMPETITION

- Grouping Techniques

1. The most time efficient way of grouping is to number off a random line-up according to how many teams are desired
i.e. 1 - 2 - 1 - 2 - 1 - 2 - 1 - 2
1 - 2 - 3 - 4 - 1 - 2 - 3 - 4

Members at the end of the line often anticipate the numbering and selectively rearrange themselves. This can be very negative avoidance routine.

2. The establishment of the initial line-up can become part of the fun and be used to create a fixed order line-up for numbering off:
 - Height: shortest to tallest
 - Hair darkness: lightest to darkest
 - Eye colour: lightest to darkest
 - Specific piece of clothing: lightest to darkest

- Shoe size (Not Waist!)
- Month of birthday: January to December
- Male/female
- Age (excellent for mixed ages as it mixes young/old in groups)
- Alphabetical order:
 - first name
 - last name
 - second (or third or last) letter of either of the above.
- The group can be asked to order themselves as above either with their eyes closed or without speaking. Another variation is to have either the males or the females close their eyes or not speak.

Instead of numbering off, labels such as DUCK or COW can be given. Each person is then allowed only to make a noise appropriate to his/her animal. The COWS must try to meet separately from the DUCKS. For additional challenge, this may be done with eyes closed. The use of the above techniques expands the game experience to include fun in establishing teams. They often become the activities themselves! Invent your own!

F. SELECTION/PRESENTATION/FOLLOW UP

With a diverse variety of co-operative and initiative games to choose from, selection and presentation can be effective or not so effective.

Leadership in the above may come from within the group, to the extent of even developing new games from within a well developed group.

If, as a "teacher", you are presenting the challenge or game idea, you may choose a straight presentation of the game or dress it in an imaginative setting which the participants can strongly identify with an act and skill in itself!

The difficulty/complexity of the physical, mental and social challenges of these games varies. Having a suitable beginning and progression alternatives is important to any laid on session. This applies to the five minute as well as the two hour sessions.

Follow-up discussion about how the problems were solved or could be solved better next time naturally focusses around group and social skills! Careful guidance can reap enormous benefits here!

G. AND IF YOU WANT MORE

- (1) Fluegelman, Andrew (ed), 1976, The New Games Book
Doubleday ISBN- 0-385-12516-X

A collection of practical alternatives to established competitive team sports. These games, designed for two,

a dozen, two dozen and "the more the better" foster the growth of total group spirits. Relevant for all ages with emphasis on teenagers and older. Guidance is included in developing the play community, inventing more games and co-ordinating (refereeing) game sessions. - available at the Childrens Book Store, Toronto.

- (2) Johnson, P. and Johnson, I., 1975 Joining Together
Prentice Hall

An excellent practical and theoretical reference for working with groups of students, young and the not so young.

- (3) Orlick, Terry, 1978, The Co-Operative Sports & Games Book - Challenge Without Competition

Pantheon - New York
ISBN - 0-394-73494-7

Elementary school kids are fascinated by the games which are pragmatically and clearly presented. Team sports are downplayed while building group spirit and individual success. THE book for the elementary program.

- Childrens Book Store, Toronto.

- (4) Simpson, B., 1974, Initiative Games
Encounter Four
Butler County Community College
College Drive, Oak Hills
Butler, Penn. 16001

- (5) Rohnke, Karl, 1977, Cowstails & Cobras: A Guide to Ropes Courses, Initiative Games and other Adventure Activities
Project Adventure,
775 Bay Road,
Hamilton, Massachusetts. 01936

While this book's scope is beyond games, the two chapters on "Group Activities" and "Games and Non Games" use games to focus on group development through combined physical and mental problem solving. The directions are specific and pragmatic allowing the activities to be adapted to a wide variety of ages and interests. Most useful for teenage and older people.

by - Don Harben
Ron Ritchie

THE CONSERVATION COUNCIL OF ONTARIO

Dear Conservationist:

For 27 years our Province has benefited from the ability of The Conservation Council of Ontario to develop broad and balanced positions on environmental issues by reconciling the diverse views of its many constituent organizations. The result has been a degree of consensus on solutions to critical environmental problems which would not otherwise be accessible.

Through your own involvement in one of our member organizations you have been a part of this unique and pioneering effort to synthesize ideas and discuss solutions to common problems. Views developed in this manner recognize the complexity of environmental issues and the value of well thought out responses and a united approach.

The Council, through the discussion form it provides for representatives from each of these 37 organizations, has had a distinguished track record in making this effort a success. The need for this Council is as great as it ever was - and it complements the individual programmes and activities of each of the member groups.

The provision of a sound financial basis for the Council's work has become a difficult problem. We have succeeded in getting some solid support from the business community but we need to broaden our base of support further. At the same time, the Council is sharpening its focus on a programme of activities in the coming months that ties most of our environmental concerns to the central theme of land use. Few environmental and resources use issues in Ontario do not in some way have land use implications. We believe the Council is especially well equipped to carry out this type of coordinating role.

We hope that you recognize the value of the Council in meeting the important task of moulding a unified environmental viewpoint for our own benefit and for that of our Lawmakers.

We need your support and appeal to you for a donation of \$10. We will issue an official receipt for \$5. and you will also receive 12 monthly issues of Ontario Conservation News - an up-to-date report on the Council of conservation matters in general. Or, just send a \$5. donation for which a tax receipt will also be issued. Your donation is important and will go a long way to strengthen the Council's future. Please make your cheque payable to The Conservation Council of Ontario at the address indicated.

Yours sincerely,

G. W. Cadbury, President