

ANEE

Newsletter of the Council of Outdoor Educators of Ontario

Volume 8 Number 6 August 1979

Alumni

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Task Force Co-Ordinator	Alan Hunter	General Delivery Cheltenham, Ont.	(B)416-453-3552

MEMBERSHIP RENEWAL NOTICE

The Membership secretary has informed Anee that many of our members have not yet renewed for the 1979-1980 year. The membership year is from September 1 to August 31, and fees are due now if you wish to attend the Annual Conference and to continue receiving Anee and other mailings.

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.

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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

Once again this summer, North Americans have had their energy consciousness rather forcefully raised. The conservation habit that we developed during the oil crunch in 1973 have gradually given way, in many cases, to our former wasteful habits. As outdoor educators we pride ourselves on being conservationists, and I think that it's time we began to question the example that we set.

Modern technology has given us a great many things that most of us now regard as essential. During the muggy dog days of July we revelled in air-conditioned offices, stores and even homes and cars. I sometimes feel that however wasteful such luxuries are, they are definitely here to stay and that rather than bemoan the wastefulness, we had better take a long look at our use of modern conveniences.

I have a friend who recently allowed herself the luxury of buying a portable automatic dishwasher. She's an energy and budget consciour homemaker, and keeps accurate records of household expenses from year to year. Believe it or not, with the addition of the dishwasher, her monthly hydro consumption has decreased. She makes a point not to use the hot water tap in the kitchen. All dishes, cutlery and pots are rinsed in cold water before being stored in the dishwasher. She washes all large items and things unsafe for dishwasher use in the two hot rinses included in her seven-cycle machine. She runs the dishwasher only when it is full, and only when she can be there to make use of the excess hot water. She has saved money just by being careful. Wouldn't it be easy enough for more of us to invent similar economic schemes?

Sheila Mudge,
Editor, Anee

LETTERS TO THE EDITOR

I feel compelled to register my disagreement with Lloyd Fraser's remarks in the March issue of "Anee" concerning teacher certification for Outdoor Education instructors. I find his comments both insupportable and out of touch with the current realities of Outdoor Education instruction in this province.

Mr. Fraser bases his argument on two major premises, these being:

- (a) That a person who instructs or teaches without holding a Teacher's Certificate is breaking the law and
- (b) That a person cannot possess adequate teaching skills unless he has spent a year at a Faculty of Education.

Both of these premises are false and seem to represent a somewhat myopic view of education and teaching.

If Mr. Fraser's interpretation of the Education Act, 1973 sec. 227 (1,) were in fact the intent of the law, then every uncertified private school teacher, university lecturer, clergyman, parent, older brother and coach in the province would be behind bars. I suspect that Mr. Fraser's "weight of the law" would prove to be a ninety-eight pound weakling in court.

Aside from the legal aspects of the issue, Mr. Fraser contends that students are subject to "severe intellectual abuse" from Outdoor Education instructors not holding Teacher's Certificates. In my experience as a full time Outdoor Education instructor and program coordinator I have never seen any evidence of the situation occurring. Rather, I have seen enthusiastic and well intentioned teachers providing poor outdoor experiences for children due to insufficient skills and knowledge. An improperly belayed climber or a student whose food and bedroll get wet on a canoe trip because they are poorly packed, is not going to care if his instructor holds a "valid Ontario Teacher's Certificate."

There are teachers in Ontario who possess both a Teaching Certificate and a reasonable and safe level of outdoor skills and knowledge. These persons are to be commended for their contribution to Outdoor Education in the province. On the other hand, those teachers who lack the time or motivation to put in the required hours of skill development and study to teach outdoor pursuits adequately should avail themselves of the expertise to be found among professional instructors.

I hope Mr. Fraser's viewpoint is not shared by the teaching profession in general. A "closed shop" can only hurt the quality and safety level of Outdoor Education in Ontario.

You're right Mr. Fraser...when it comes to Outdoor Education, our students do deserve the very best.

Sincerely,

Andy Wickens

M.T.R.C.A.

Anee accepts advertising from Outdoor Agencies and Environmental Organizations. Rates are \$50.00 per half newsletter page or \$75.00 per full page. For further information, contact Sheila Mudge, Editor.



Deadlines for Submissions

October 5	-	November	Volume 9 #1
November 20	-	January	Volume 9 #2
December 30	-	February	Volume 9 #3
January 30	-	March	Volume 9 #4
February 28	-	April	Volume 9 #5
March 30	-	May	Volume 9 #6
April 30	-	June	Volume 9 #7

FROM THE ADVISORY BOARD

Meet Your Editor

Sheila Mudge, present editor of Ance, has been an active member of C.O.E.O. for sometime. Previous to her term on the Advisory Board, she served as Chairman of Central Region. Many of you will remember meeting her at the registration desk at the 1978 Annual Conference at Chaffey's Locks.

A graduate of Queen's University at Kingston, Ontario, Sheila has taught exclusively for the Scarborough Board of Education, in both junior and intermediate grades, and in the Outdoor Education program both at Hillside Day Centre and at the Residential School in Kearney.

Sheila's friends and colleagues regard her as a woman of many interests and talents, including Girl Guides of Canada, music, handicrafts and drama.

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In Volume 8 #3, Bessel Vandenhazel wrote an article on Energy in our school curriculum. With the current media stress on energy consumption and conservation, it is appropriate to continue the curriculum outline.

note: Some copies of Volume 8 #3 are available from the editor for those who do not have the complete outline.

Energy: Sources, Uses and Conservation

(A Teaching Outline)

Grade 4

1. Greenhouses and coldframes : -How do they trap solar energy?
-Why must they be heated when the sun does not shine?
-Making a mini greenhouse out of wires, plastic and a tray.
2. Snow : -white surfaces reflect light: glare may cause snowblindness;
-dark surfaces absorb light and other forms of energy: outdoor experiments;
-how animals adapt to snow: moose, snowshoe rabbit or hare, moles, voles;
-snow as an insulator: thermometers at different depths;
-how people adapt to snow: snowtires, snowmobiles, snowshoes, skis, igloos, salt on roads, snow-plows. Which of these adaptations requires much fuel?
3. Fossil Fuels : coal, oil, natural gas, the development of new sources.

The need to conserve these forms of fuel and energy as they are non-renewable;
Candles: what is the source of energy?
what types of energy do burning candles release?
what does a candle need to burn?
4. Light as a form of energy :

The conversion of one form of energy into others :
-wood and coal into heat and light;
-the energy of running water into electricity;
-electricity into heat and light;
-human energy into energy of movement and electricity on a bicycle.

Building simple solar collectors.
It costs money to make energy such as electricity.
What can we do to conserve energy and use it more wisely?
5. Plant growth : -sunlight is needed to power the process of photosynthesis;
-plants store energy in wood, fibres and seed;

- human uses of wood and seed to obtain energy;
- tremendous energy input of modern farming into foodgrowing, it takes large amounts of energy to make fertilizer, pesticides and farm machinery. The use of farm equipment also takes much energy.

The use of running water, wind, natural gas and electricity in food production. Transporting food and the refrigeration of food require much energy as well.

Grade 5

1. Man's Use of Water :

- i. using water to generate power : under wheels in saw mills, turbines on modern power plants; terms used: hydro electricity, kinetic energy, potential energy.
- ii. the use of energy to pump water, to purify it and distribute it in a city;
- iii. the use of energy to pump and treat waste water from homes and industries;
- iv. how man uses the natural water cycle;
- v. the use of water to cool machinery and power plants.

2. Wetlands : Wetlands such as marshes, swamps and sloughs absorb sunlight. Part of this energy is used to warm the water and part of it is used by plants, that in turn feeds fish, birds and mammals.

3. Soils : Dark soils absorb light and heat which helps plants to grow.
Running water contains much kinetic energy and may cause erosion if the soil is not covered with vegetation.
Fertilizers and pesticides in run-off water from farms may be harmful in rivers and lakes. When fungi, bacteria and insects decay plants and animal bodies, needed minerals are recycled. (carbon, nitrogen, calcium)

4. Winter and Man :

The adaptation of modern man to winter requires large amounts of energy from fuels that are non-renewable: coal, oil, natural gas, uranium. The heating of all rooms in a building, the use of private automobiles. excessive light levels in schools and offices, snow removal, salting of roads.
Public transportation and improved insulation will conserve fuels.

5. The Bicycle : A healthy non-polluting form of transportation.
Can it be adapted to permit greater use in northern winter weather?
Human energy as a source of power. The use of gears in transferring energy.
Levers on bicycles.

6. Cells and Circuits :

- i. electricity as a form of energy;
- ii. turning off lights and appliances when not in use;
- iii. series and parallel circuits;
- iv. overloaded circuits and fuses;
- v. improved insulation required in electrically heated homes;
- vi. the use of solar energy in producing electricity;
- vii. the use of windmills and tidal generators.

7. Transportation :

on foot, by horse, by wagon, by boat, by automobile, by aircraft, by train, or by hovercraft. Which is the most efficient from the viewpoint of fuel-use?
(energy consumption per person per km)
lowering of speed limits, anti-pollution devices, automobile free zones in inner cities.

8. Management of Natural Resources :

Conservation defined as the wide use of natural resources. How can we conserve fossil-fuels, water, forests, soils, gravel deposits, wetlands, air and wildlife?

Grade 6

1. Trees and Forests :

The use of sunlight in the photosynthetic process.
Energy stored in the form of sugars, starches and wood.
Human use of plant energy for the production of light, heat and kinetic energy.
The formation of coal and natural gas.

2. Streams :
- the kinetic energy of moving water can be used to operate water wheels and electric generators.
 - food chains and energy cycles in the stream community of plants and animals.
 - man's interference with life in streams: hot water, pesticides, fertilizer run-off, drainage of swamps, the use of wetlands as dumps.
 - how man's pollutants eventually end up in his kidneys, liver and brain: mercury, PCB's, etc.

3. Field Crops :

An historical survey of crops and how they were grown considering the use of:
(a) manure (b) muscle power (c) energy-consuming machines (d) pesticides
From the viewpoint of energy input the traditional Chinese agricultural system is more efficient than the modern North American system. Why?
What is easier to produce: 100kg. of flour or 100kg. of beef?

4. Rocks and their Uses :

- the origin of rocks and the major rock types.
- mining methods and the energy required to get minerals from rock.
- the cement industry as a large consumer of energy. Why?

5. Machines, energy and work :

- Machines use energy and do work for man, thus making his life easier.
- Many machines make inefficient use of energy, partly due to friction and partly due to energy losses in the form of heat.
- Automobile efficiency is said to be 30%. What does this mean.
- Types of energy: potential, kinetic, heat, light, electrical, magnetic.
- new sources of energy: wind, geysers, ocean tides, gas from coal.
- The use of lubricants to reduce friction and wear in a machine.
- Wasting energy: heat lost in power plants, that could be used to heat buildings and greenhouses.

Junior and Senior High School

The Cyclic Use of Materials in Nature

1. Ecosystems : -how compounds and minerals such as water, carbon dioxide, oxygen, phosphorous and calcium are continuously reused.
 - the importance of the processes of photosynthesis, respiration, oxidation and decay.
 - food chains, food webs and energy pyramids.

2. Man's influence on natural cycles :

- water cycle: water treatment, sewer systems, the building of man-made lakes, industrial and farm pollution, cloud-seeding techniques.
- mineral cycles:
- biodegradability of man made materials;
- garbage dumps and their effects on the recycling of compounds;
- the effects of waste such as mercury and PCB on foodwebs on the water and on the land;
- the effects of minedumps.

How can energy be conserved at school, in the home, in industries and in transportation?

What alternate sources of energy are being tested today?

Will energy conservation methods change our life-style?

Could it improve the quality of life?

POT POURRI

The RECHORD is the newsletter of the Recreation Student Association at the University of Waterloo. The newsletter has been produced by interested students for a number of years now and has become an important form of communication. The RECHORD not only provides valuable information, helping recreation students to keep abreast of developments in the field, it also serves as a forum where students can express their ideas. The RECHORD has taken on the added objective of "ensuring a good exchange of information occurs between all groups involved in the Recreation Community." In order to fulfill this objective, the RECHORD is creating a mechanism for promoting two-way communication between the recreation students at Waterloo and other groups, agencies, and organizations involved with recreation.

The mechanism will consist of a contact network that will allow these groups to contribute information to the RECHORD about themselves, their programs and their special projects, that would be of interest to recreation students. Conversely those organizations contacted will be sent each issue of the RECHORD enabling them to learn what Recreation is all about at Waterloo....from a student perspective.

C.O.E.O. has been identified as an important contact and we are asked to contribute information to the newsletter.

Any information you think would be of interest to the recreation students at Waterloo and should be included in the RECHORD should be sent to:

The RECHORD

Recreation Student Association Newsletter

c/o Federation of Students

Campus Centre Rm. 235

University of Waterloo

Waterloo, Ont.

N2L 3G1

Please note that space constraints will mean most information will be included in a "Coming Events" or "Odds and Ends" column. However if the information is both extensive and relevant, an article could result.

Outside Communication Group

Judy Paul

editor's note: Copies of 1978-79 RECHORD are in ANEE files.

CONSUMERS' ASSOCIATION OF CANADA

The CONSUMERS' ASSOCIATION OF CANADA endeavors to inform Canadian consumers so that they may be better able to understand and to fulfill their important role in the Canadian economy. CAC works toward this by providing a strong and reliable voice for consumers, bringing views of consumers to the attention of governments, producers, trade and industry, examining consumer problems and making recommendations for their solution and distributing information on matters of consumer interest.

The Canadian Consumer, published six times a year, contains a wealth of information on product examination, buying guides, purchasing tips, etc. In recent years CAC has worked in the areas of food, textiles, drugs, household chemicals and has worked with the Council on pressing for returnable beverage containers of all sorts.

CAC has over 35,000 members and is located at 27 Carlton St., Rm.203, Toronto. M5B 1L2.

The Metropolitan Toronto and Region Conservation Authority is pleased to offer to the member organizations of the Conservation Council of Ontario the opportunity to use the Kortright Centre for Conservation for Seminars and Meetings. It is now our policy to rent this facility to groups for these purposes at such time as conservation education programs are not required.

Luncheon and/or dinner arrangements, as well as bar facilities, can be individually catered.

Kortright provides a relaxed "walk about" atmosphere with a chance to discover and rediscover the experiences of outdoor living.

In a world which is becoming increasingly more commercially constricted, the purpose of the Kortright Centre is to re-acquaint the community with its natural environment and reinforce the importance of man's role in maintaining it.

The contact person for this facility is Mrs. Jane Reid, Coordinator, and she will be calling you in the future to explain in greater detail some of our plans and programs which will be of direct benefit to you. For further information, please contact Mrs. Reid at (416)661-6600.

K. G. Higgs
Secretary-Treasurer

KEY TO SOME EASTERN CONIFEROUS TREES

1. If the leaves are scale-like.....See #2
1. If the leaves are needle-like.....See #3
2. If the branchlets are flattened, and cones less than 2.5cm. long.....WHITE CEDAR OR ARBOR-VITAE
2. If the branchlets are 4-sided, and cones look like blue berries.....RED CEDAR OR RED JUNIPER
3. If the needles are in bundles.....See #4
3. If the needles are single.....See #7
4. If there are more than 5 needles in brush-like bundles clustered on side branchlets, with single needles on end shoots, the light green needles turning yellow and falling off in autumn.....TAMARACK OR LARCH
4. If there are 5 needles in a bundle.....WHITE PINE
4. If there are 2 needles in a bundle.....See #5
5. If the needles are less than 10cm long.....See #6
5. If the needles are 10cm. to 15cm. long.....RED PINE
6. If the needles are 2cm. to 5cm. long, bark is black, cones are curved.....JACK PINE
6. If the needles are 3cm. to 5cm. long, bark is orange, 3m. from the ground and up.....SCOTS PINE
7. If the needles are 4-sided (test by rolling in fingers)....See #8
7. If the needles are flat.....See #9
8. If the twigs are hairy, oval cones are 1cm. to 4cm. long and remaining on the tree for many years, and needles are dull dark green.....BLACK SPRUCE
8. If the twigs are hairless, slender cones are 4cm. to 5cm. long and the bright green needles usually twisted.....WHITE SPRUCE
9. If the needles are 2cm. to 4cm. long, joined directly to twig (no stalk) and cones stand upright on the branch.....BALSAM FIR
9. If the needles are from 1cm. long or less, on tiny stalks.....HEMLOCK

World Wildlife Fund (Canada) Education Program

Mr. David Love, Educator Coordinator, W.W.F.C. has informed Anee that he will launch a campaign for students of grades 5-8 (age 11-14) in Ontario schools in 1979-1980.

The general objectives of this program are:

1. To convey information about } wildlife conservation in Canada
2. To interest them in, and } and abroad.
3. To commit them to)

(where wildlife means wild animals, plants, and places; and conservation means the national management or preservation of wildlife species and their habitat so that these species are maintained or allowed to increase.)

4. To develop a set of materials which can be used by interested teachers and other youth leaders throughout Canada.

These learning materials will be tested through extensive visits to schools and camps in south-western, southern, and central Ontario in 1979 and early 1980.

The goal is to produce, by the end of 1980, a package of educational materials to encourage leadership training in the area of wildlife conservation.

If you are interested in further information regarding the program, or if your school would like to participate, contact:

David Love,
World Wildlife Fund (Canada),
60 St. Clair East, Suite 201,
Toronto, Ontario. M4T 1N5
(416) 923-8173

Conservation Group Helps Children Fish -- Support: Year of the Child

The province-wide "Tackle for Tykes" program which is co-sponsored by the Ontario Federation of Anglers and Hunters and the Outdoor Writers of Canada has become a real success in its first year.

O.F.A.H. President, Harvey Goldsmith of Toronto, said, "Over 25 of our Federation clubs are involved in collecting tackle, donating tackle of their own, and taking youngsters fishing. It's a great opportunity for young people who don't ordinarily have the chance to enjoy this wonderful outdoor recreation. Our members have really gotten behind this project."

Several fishing tackle manufacturers are supporting this "Year of the Child" project by donating rods, reels, tackle boxes, and lures. Donations by the general public are also requested.

ACID RAIN CONFERENCE PLANNED

The Conservation Council, Great Lakes Tomorrow and a number of other public interest, environmental groups will be co-sponsoring a major Conference on acid rain this fall. Coordination of the Conference is being undertaken by the FEDERATION OF ONTARIO NATURALISTS and it will take place November 2 - 3, 1979, at the downtown Holiday Inn in Toronto. The goals of this Action Seminar on Acidic Precipitation are to establish an international network of contacts, provide up-to-date information on the issue, explore potential solutions to the problem and stimulate public education. You will hear more about this important Conference later in the summer.

Organizations supporting the Conference are:

ALGONQUIN WILDLANDS LEAGUE

CANADIAN ENVIRONMENTAL LAW ASSOCIATION

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

FEDERATION OF ONTARIO COTTAGERS ASSOCIATION

FEDERATION OF ONTARIO NATURALISTS

ONTARIO CAMPING ASSOCIATION

SIERRA CLUB OF ONTARIO



THE NORTH SHORE

"Laughter and music floated across the water. Under coloured lanterns I could see men in evening dress and women in bright gowns whirling and gliding to the strains of a small dance band. A uniformed man leaned over a gleaming brass rail of the big white boat and called to me in an American accent, "Ahoy there! Is there a piano anywhere on shore?"

"Yes sir. There's one in the hotel."

With this answer, the uniformed man ordered his crew to dock. As soon as the lines were secured, the dancers streamed down the gang-plank, laughing and talking, drinks in hand. The band and crew followed, carrying instruments and music stands. The uniformed man preceded the parade across the docks and down the street, past the wooden facades of buildings to the local hotel which I eagerly pointed out to them.

Soon the combined music of the band and the hotel's piano could be heard, as well as the mixture of American and French Canadian accents. The hotel in Spragge was a busy place in 1903, twenty thousand people lived in this bustling lumbering community, and the good wages needed to be spent somewhere. American pleasure boats often docked in Spragge.

Incidents such as this occurred in Northern Ontario. The early 1900's was a time of boom along the North Shore of Lake Huron. Harvesting the white pine was big business. The shore of the lake from Sault Ste. Marie to Espanola was dotted with bustling lumbering towns. Each town had a sawmill, main dock and the shoreline fenced off by the lumber barges piled high with wood to build Chicago, Toronto or Montreal.

The trees have long since disappeared and with them has gone a way of life. The hustle, the bustle, the economic

boom is over. What remains as one drives Highway 17 from Sudbury to the Soo is a collection of small towns with little means of economic support. Industry has changed; mining has now become the booming resource-based industry of the future.

The people who have remained in these small towns still remember. They will tell you stories that relive the fun, the excitement, the hardwork and the tragedy of the era. Each town has its little museum stocked with artifacts of town mill; or a ship that sank nearby, or models of logging camps; or relics from people's homes. Each has its own written collections of stories, as well as photographs of the people. They are fascinating places to visit; Espanola, Massey, Spanish, Algoma Mills, Blind River, Iron Bridge, Thessalon and Bruce Mines, each has its place in the history of the North Shore.

In the past three years, we have stopped to browse in these places and explore the back country for relics of its history. Many visits have also yielded encounters with people who tell of the past; stories such as the visit of the American pleasure boat never fail to amaze and fascinate us.

A photograph found in the museum at Algoma Mills showed the shoreline of Spragge at the turn of the century; barges piled high with cut lumber stretched along the shoreline for half a mile from the mill. Twenty thousand people lived there in 1903; but the mill and town were mostly destroyed by fires in the '20's and '30's. The cemetery is about all that remains of the original town. A partially sunken lumber barge occasionally snags large power boats in the channel leading to the open lake.

John Island lies off the shore at Spragge, local legends tell of the sawmill that used to exist on the island, a sawmill that was pirated onto the island in the black of night! Originally the mill was dismantled in Michigan and

quietly piled on a barge during the night, towed northward by an enterprising Canadian man, and rebuilt on John Island. The American authorities pursued the elusive barge, but had to give up when the boat entered Canadian waters. The mill continued to operate until the early '30's.

Steam ships cruised the whole lake; many were built in the big yards in Collingwood and Owen Sound. They regularly brought supplies northward, but also carried raw materials southward to markets in the U.S., Toronto and Montreal. Fires, storms and accidents claimed many of these boats, but economic changes were responsible for their final demise.

Fishing was just as profitable; the large number of professional fisherman and the stories of their big catches are found in many of the museums. A man could make \$26,000 in one night of fishing in the North Channel and on the big lake; the records are there to prove it.

Lucienne Gignac's family moved to Spragge when she was a small girl. Her family lived in what she called "French Town," as opposed to the Indian section of Spragge. Her father was stationmaster there, but since there was no school for Catholic girls in Spragge, she was sent to a convent in Quebec. (The Jesuits ran a big school in the town of Spanish for boys. The huge stone buildings still dominate the shoreline.)

Lucienne would return home during the summers and remembers travelling by train from Spragge to Blind River, stopping along the way to give piano lessons, and catching the last train home in the evening. Trains ran regularly along the North Shore, carrying passengers as well as cargo. Lucienne's father remained in Spragge during its prosperous years; he could make \$500.00 a night loading the catch onto the train.

The Blind River Museum is full of relics of the lumbering industry. Their large collection of old photographs tells a story in itself: a team of two workhorses pulling a sled

piled thirty feet high with logs; six men rowing a York boat upstream, fully loaded with supplies; a huge log bunkhouse with the entire camp crew of 50 men standing on the top logs. A "local" indicated that many of these camps were manned by European immigrants "straight off the boat." He told of an old bunkhouse, still standing, that was built in the 1890's. Its walls, a monument to yesteryear, are carved with names and dates of its inhabitants.

At Aubrey Falls, north of Thessalon, a plaque explains that the Great Mississagi Fire burned a huge tract of virgin timber northeast of Rocky Mountain Lake. The trees could be harvested, even though burned. A log chute was constructed past the falls at a cost of \$500,000 to take out the burned timber.

By the '40's and '50's the lumbering industry had harvested most of the big trees along the North Shore. Mechanical means had replaced a lot of the manual labour needed in harvesting so that many towns which had flourished during the lumbering boom were now going in the "bust" part of the cycle. A new resource to exploit appeared on the horizon; Uranium.

First discovered at the east end of Lake Lauzon in 1953, uranium led to another economic change for the North Shore. The boom was on again, and by 1958, 13 uranium mines were operating around Elliot Lake, and the town boasted a population of 25,000. The confusion and bustle of developing a modern mining town holds many fascinating stories, men lined up for blocks the day the Algodon Hotel opened its doors; the only way to get in was to wait for a drunk to be thrown out. A dirt road led from Highway 17 to the town, cars were driven with lights on during the day because of the dust. If a car broke down on this treacherous road, it was stripped before the tow truck arrived; you dared not leave your car unattended. High stakes were involved in many a poker game, \$20,000 could be won or lost. But if the work was hard, the money was good. People played as hard as they worked. However, by 1963 Elliot Lake had gone "bust" and most of the homes were boarded up.

The stories could go on and on. Our interest in the local history of the North Shore has yielded story after story. It has introduced us to interesting people and friends. The museums have made us realize that life in this area has been exciting and vital. We now feel that we know something of what people were like and how they lived. Politics aside, history is a very personal thing.

Much can be learned about the past, but the past can also teach us about the present and help us plan and prepare for the future. Canada is a large country whose basic economic commodity is its natural resources. In the past it was wood, but now that wood is disappearing we have shifted to fossil fuels and minerals. When these are plentiful and in demand, the country prospers, the towns prosper, and likewise the people. Along with this prosperity goes an active flamboyant life style.

Eventually the supply of the resource, being finite in quantity, becomes exhausted. With its disappearance people move on to find new jobs elsewhere and the local community gradually deteriorates. The mobility of workers ensures that the country as a whole will be economically secure but individual community's visibility is at the whim of the economic cycle. Thus in resource-based communities the way of life must change and the people must wait for a new cycle to begin.

The sense of community as it existed in the past seems to have disappeared in modern day life. In these small communities along the North Shore, the people who remain are trying to preserve that sense. They have collected the nostalgic relics from the past to put in their museums. People stop to look and listen to the historians, trying to get a sense of how it was; only those who lived during those years will actually ever know. It seems sad somehow that the life and vitality of a community can disappear so quickly.

Linda and Murray Finn.

Creative Arts

Dead Isn't

Trees can play quite dead -
and I almost believe in dying,
which is useless and alone.

Take the one out there
for instance

eaten hollow.
Wound sounds
of black beetles gnawing
when the wind leaves off.
Branches scratch
the naked winter glare.
Orange lichens
dissolving it away by years.

But they aren't
because dead isn't.
Dead is pulse to life
and so we seem to need a new word
for that maple out there
littering my driveway.

Sandy Leah

EAST WINTER WIND

Wind-charred
black ice crystals
sere the flaking outer flesh
of silver logs long since felled, shaped, glued
(and now carelessly reborn.)
not the stopped logs,
but my red velvet limbs, my folded nightself
.slashed by crystal chatter
.stunned by the clarity
of a million fireborn steel blades, skimming hand cut glass
(soothed?) by the frozen echo of corpulent raindrops
exploding a dawn-silent pond
into colours of sound
.pursued by the piercing whisper
of strident winter ice on wood

Red velvet night eyes
seed black frozen lace
to the winter east wind.

Sandy Leah



Big Chute, Port Severn.

Photo - Courtesy of Ministry of Tourism

The Ontario Federation of ANGLERS & HUNTERS

INCORPORATED 1947

HEAD OFFICE — BOX 28

PETERBOROUGH, ONTARIO K9J 6Y5

PHONE 705-748-3115

PRIME MINISTER CLARK ASKED TO PROTECT ENVIRONMENT

Newly elected Prime Minister Joe Clark had barely taken office when the Ontario Federation of Anglers and Hunters, a conservation organization of over 18,000 sportsmen, called on him for strong environmental protection. The Federation wants a stop to winter shipping on the Great Lakes. The U.S. Army Corps of Engineers has been testing winter navigation for five years and has asked Congress for a permanent extension.

The O.F.A.H. has written to Mr. Clark citing damage to shorelines, spawning beds, fish, and wildlife as certain results of winter shipping. Major dredging and dams would also be necessary. Federation President Harvey Goldsmith stated further, "There is simply no way to effectively clean up oil spills under the ice. Fish would die, spawning beds would be destroyed, thousands of wintering ducks could be killed.

Although no oil spills have occurred during the five-year test period, the O.F.A.H. cites fish and wildlife already dead. Deer have drowned trying to swim the St. Mary's River because ice breakers are keeping the water open. Normally, they walk across the ice to their wintering yards. The Federation has photos of fish thrown onto the ice by the huge wave surge caused by the passage of the large freighters. The monstrous wave surge from large freighters dissipates on the surface during the open winter season. In winter, the surge moves under the ice. When it reaches the shore, the results are devastating. Blocks of ice, weeds, water and fish fly into the air.

Mr. Clark has an early opportunity to show his Government's concern for Canada's environment and the Great Lakes ecosystem in particular.

For more information, please contact R.G. (Rick) Morgan at 705-748-3115.



DATEBOOK

URGENT! URGENT! URGENT!

"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 education, - 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, includes sessions such as: "Selected School Site Activities," "Instant Nature Trails," "Curriculum Reinforcement from the Community," "Personal Growth Experiences in the Outdoors," "Outdoor Educators," and "Impact on the Outdoors."

The Seminar: An in-depth seminar aimed at those specifically interested in Residential Outdoor Education is also being offered on the day preceding the Annual Conference.

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, 8km. west of Huntsville, Ontario.

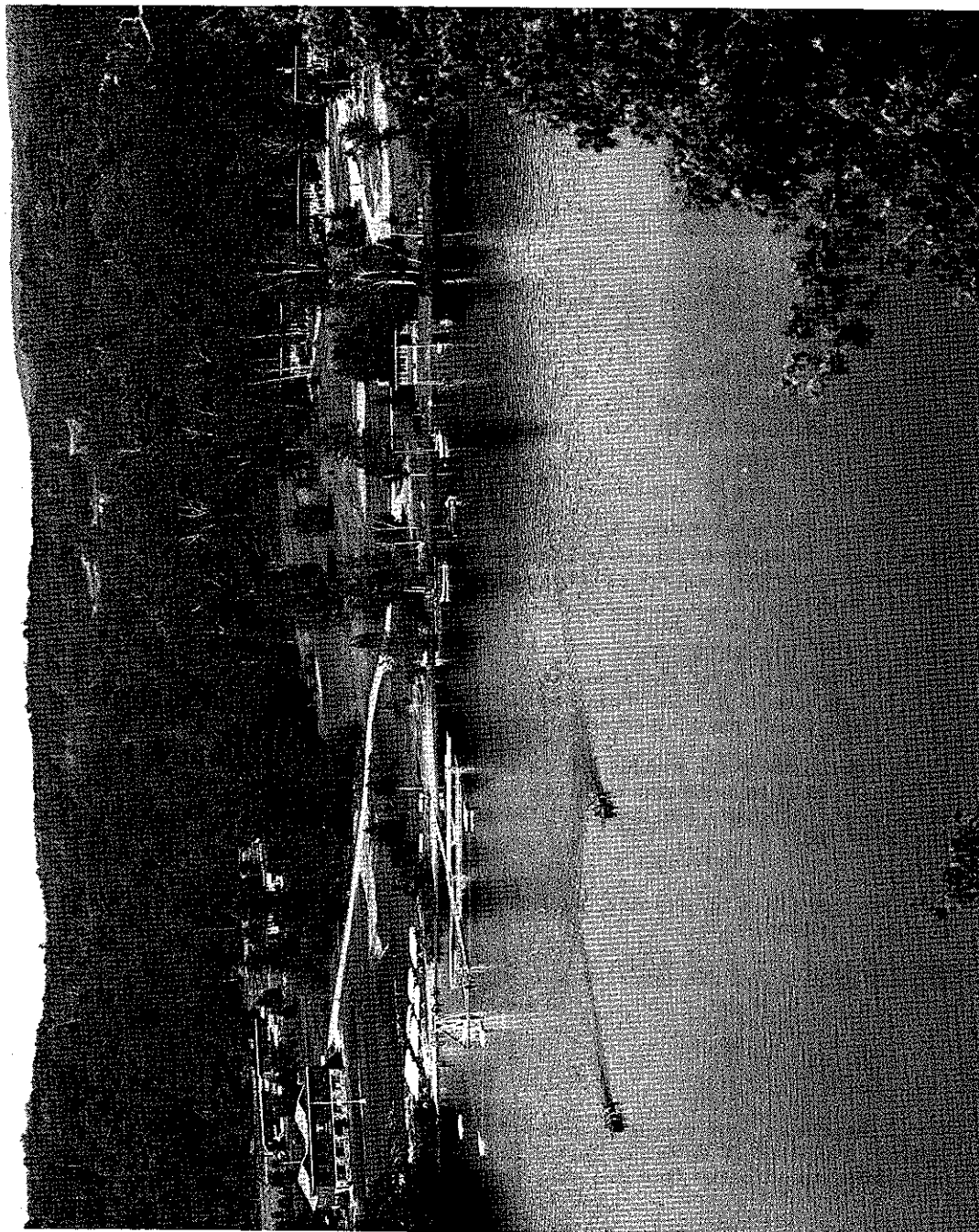
Operating as a four seasons camp, Tawingo has accommodation for up to 500 in cabins with complete inside facilities. The 220 acre site, organized for year-round educational and recreational use, offers a lot of opportunity for sessions which fit the theme. With its extensive waterfront, varied terrain and colourful mixed forests, it will be a beautiful site for the outdoor sessions being planned.

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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
Ms
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.
		2.	2.
pm -		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.

Anee, the newsletter of C.O.E.O. thanks the following people for their contributions to Volume 8 Numbers 1 through 6:

Sandy Leah	Stan Talesnick
Andy Wickens	Alice Casselman
Rick Morgan	Ralph Ingleton
David Love	John Measlip
Lloyd Fraser	Dorothy Walter
Thomas McAuley	Larry Bagnell
Mary Parulski	Dinny Biggs
John Aikman	George Laidlaw
Jonathan O'Mara	Clare Magee
John Logan	Barlow Patten
John Niddery	Craig Copland
George Roberts	George Farkas
James Richards	Bud Weiner
Bill Simons	Rod Bain
Bessel Vandenhazel	Brian Hibbert
Jan Stewart	Jane MacLachlan
Madeleine Sauve	Alan Hunter
Neil Mens	Ron Ritchie
Don Harben	G. W. Cadbury
John McRuer	K. G. Higgs
Robert Henderson	Judy Paul