



ANEE

**Newsletter of the Council of
Outdoor Educators of Ontario**

Volume 9 Number 4 April 1980

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ANEE, the newsletter of the Council of Outdoor Educators of Ontario is published seven 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

Dear friends,

It's about mid-way in my self-imposed three-year term as Anee editor, and as I sit with pen and paper, I look backwards and forwards with pleasure. From a somewhat stumbling beginning in September, 1978, I feel I've grown into a still not satisfied but definitely more capable and confident editor. The credit for this goes to the dozens of contributors who communicate with me so often, because without them I would have nothing to edit.

However, I would like to point out a few things that you can do to make my job easier and the magazine even better.

First, deadlines, as first published in Volume 8 #6, September 1979 and as reprinted here are crucial. I do not have the flexibility to extend deadlines, and still get the newsletter to the membership on time. Also, please note that these deadlines are the absolute final date for submissions, but that the magazine is actually laid out as soon as I have sufficient material. If you have something to contribute to a specific issue, please don't leave it till the last minute to send the material in. If it arrives after I've already started the make-up, you virtually double my work. In order to fit your material in, I have to take something else out, which is only an easy task if there is an article exactly the same size that is not urgent.

An occasional emergency does arise though, and I am usually able to hold space for a day or two if something that's urgent gets held up. I cannot do this, though, if I don't hear from you about the hold-up until on or after the deadline.

On that note, I want to thank all those of you who contribute to Anee, whether regularly or only occasionally, and to urge you to keep the following list of deadlines in a prominent place.

March 30	for	May	Volume 9 #5
April 30	for	June	Volume 9 #6
July 30	for	September	Volume 9 #7
October 5	for	November	Volume 10 #1
November 30	for	January 1981	Volume 10 #2
January 30	for	March 1981	Volume 10 #3
February 28	for	April 1981	Volume 10 #4
March 30	for	May 1981	Volume 10 #5
April 30	for	June 1981	Volume 10 #6
July 30	for	Sept 1981	Volume 10 #7

Sheila Mudge,
Editor.

BAFFIN ISLAND

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

EASTERN ARCTIC STUDY TOUR PROGRAM

APPLICATION FORM

NAME _____

ADDRESS _____ CITY _____

POSTAL CODE _____

PHONE NUMBERS Home () _____ Business () _____

EMERGENCY CONTACT PERSON

NAME _____

ADDRESS _____ CITY _____

PHONE NUMBERS Home () _____ Business () _____

DEPOSIT \$ 200.00 _____

REMAINDER SUBMITTED BY APRIL 30, 1980 \$1800.00 _____

C.O.E.O. MEMBERSHIP IF NEEDED \$15.00 _____

In making this application that I am in general good health, capable of performing the required exercise to participate, and that I accept as my personal risk the hazards of such participation and will not hold the Council of Outdoor Educators of Ontario or its representatives responsible. In consideration of The Council of Outdoor Educators of Ontario Study Tour Program accepting my application I hereby release and forever discharge the Council of Outdoor Educators of Ontario, its officers, directors, servants and agents from any liability whatsoever arising as a result of my participation in this trip and I declare that this release is binding upon me, my heirs, executors, administrators and assigned.

Signature _____ Date _____

Please return this application to: Mr. Brent Dysart,
Laurel Creek Field Centre,
R.R.#3, Waterloo, Ontario.

CANADIAN EASTERN ARCTIC STUDY TOUR PROGRAM

The Council of Outdoor Educators of Ontario is pleased to sponsor a Study Tour Program to the Canadian Eastern Arctic in the Summer of 1980.

This material is designed to answer your questions regarding the program and to encourage your participation.

BACKGROUND

For the past two years C.O.E.O. has, through its Professional Development Committee, sponsored workshops and Masters level credit courses for its members. These programs have been highly successful and now the Study Tour Program to Baffin Island is a further extension of the ongoing professional upgrading of its members.

PROGRAM EMPHASIS

Participants will be exposed to Canada's last frontier through direct personal contact with the Inuit and the non-native Northerners who inhabit a modern Arctic town, Pangnirtung. Through direct physical contact with the elements, the land, and the sea, participants will experience how the Arctic people have developed. Trips onto the Tundra to study the flora and fauna will also be an integral part of the trip.

In Pangnirtung, meetings will be held with local native and non-native groups. Through participation and observation of local arts and crafts, industry and government services, you will come in contact with day to day living conditions of this northern island community. Problems, issues and limitations of living in a harsh environment will be explored through hiking, boat travel and backpacking trips to spectacular locations on Baffin Island. Through maximum participation with the Inuit people, a reciprocal flavour of cultural exchange will be generated.

Some activities will be optional such as a seal hunt with the Inuit, flight to Broughton Island, float plane tour of the local area and Auyuituk National Park and fishing at Kingnait or Clearwater Fiord Fishing Camp.

PROGRAM LEADERS

1. Mr. Jim Melady - Outdoor Education Consultant, Grey-Bruce Separate School Board. Jim has spent the last two summers working at Peyton Lodge in Pangnirtung. During his stay there he has made many valuable contacts in Pangnirtung and surrounding area.
2. Mr. Brent Dysart - Outdoor Education Consultant, Waterloo County Separate School Board. Brent's involvement in the Program is the organization of pre-trip and post-trip aspects.

A series of special guest speakers will be making presentations to the group, prior to the trip and following the trip. These people are being selected for their direct experience with the issues and the problems of the Eastern Canadian Arctic.

TIME

1. Programs will be offered during late May and June. These will be meetings for organizational purposes, equipment checks, skill development and introduction to some of the issues and problems. These will be 3 to 4 hour sessions only.
2. The flight to Pangnirtung will depart on or about July 7 and return on or about July 23, 1980.
3. Follow up sessions will be held in September. The purpose of this will be to share information on researched areas, a general debriefing and evaluation of the program.

ADMISSION TO THE PROGRAM

The program will appeal to persons with a general interest in Outdoor Education, the Eastern Arctic, the Inuit and general problems and issues of the North.

This program is open to all interested C.O.E.O. members. Persons not C.O.E.O. members will be required to become a C.O.E.O. member. (\$15 additional)

Participants must have reached to age of majority according to Ontario law. (19 years old.)

Each person is responsible for his/her physical conditioning. The program will be physically demanding and therefore a good thorough physical should be taken prior to departure.

Equipment is also the individual's responsibility. A complete list of recommended equipment will be forthcoming to all those who register. It is suggested that good stable equipment is needed to live out of doors in a potentially harsh and cold environment. One pre-trip session will be devoted solely to proper equipment, purchase and care of it.

ACADEMIC CREDIT

Presently negotiations are taking place with Northern Illinois University to have interested people receive academic credit for work on the Study Program. This aspect is optional and those wishing to receive credit will be provided with information when final arrangements have been made.

SCHOLARSHIP AND GRANTS

Through a variety of sources, educational research grants are made available to Ontario teachers, those interested in designing study units, curricula guides and other relevant resource material are encouraged to do so. Any assistance needed will be provided by the group leaders. Some funding has been applied for and participants will be notified as funds become available.

RESERVATIONS

1. Reservations will be taken on a first come - first served basis.
2. When trip capacity is reached (20 people) additional applicants will be notified and placed on a waiting list.
3. One registration form per person should be completed and must be accompanied by the deposit.
4. The deposit will hold the reservation until the deadline date when the total cost must be submitted.

TRAVEL AND ACCOMMODATIONS

At the outset one must realize the variation in climatic conditions in the Arctic. Where possible it is planned to strictly adhere to confirmed arrival and departure dates and times. Delays by weather or contracted subagents will not be the responsibility of the organizers or C.O.E.O.

Air flight will be made to Pangnirtung from a location in the Toronto-Hamilton region.

Accommodations will be, where possible, under canvas in the Pangnirtung area. Foul weather accommodations will be arranged. Costing of accommodations has been included in the overall cost of the trip. If these funds are not used then this will be refunded at the completion of the Program.

STUDY PROGRAM COSTS

Program costs include: meals, accommodations, flight in the Arctic and flight to and from Toronto-Hamilton area. Further pre-trip and post-trip speakers and program costs are included.

Items not included are pre-trip and post-trip food and accommodations (if needed,) unscheduled delays caused by climatic conditions, and costs for academic credit.

The cost per person is \$1800.00 with a \$200.00 deposit required with registration and the balance due April 30, 1980.

REFUNDS

The following refund rates apply.

Full refund if 1) the trip is cancelled by the leaders or C.O.E.O.
2) if you cancel from a waiting list
3) if you are not accepted

Full refund less a \$25.00 cancellation fee if cancellation is received in writing prior to April 30, 1980.

Full refund less deposit if cancellation is received in writing after April 30th but before June 1, 1980.

No refund after June 1, 1980 if a replacement cannot be found.

The Council of Outdoor Educators of Ontario (C.O.E.O.) or the Group Leaders reserves the right to alter or cancel this program as may be deemed necessary.

It is understood that all interest accumulated by monies for this trip will be applied directly back to the overall cost of the trip.

It is further understood that where monies have been saved and a surplus has been maintained that this money will be divided equally among the participants at the conclusion of the trip after all bills have been paid.

PROGRAM OUTLINE

MAY - JUNE

A series of three to four, 2-3 hour sessions, to begin preparation for the trip. Topics during these sessions will include the following:

- I. organization and administrative details
- II. equipment and personal fitness
- III. background reading and an introduction to some of the issues and problems
- IV. special guest speakers addressing some current topics in the North
- V. recording techniques - audio and video equipment and how to make the most effective use of your equipment

JULY 2 - 5

FINAL PRE-TRIP PREPARATION

Final and last minute instructions will be given, group dynamics and group process activities, and equipment checks. This time will also be used to bring in additional guest speakers where the time permits.

TENTATIVE ITINERARY

- JULY 7 - Flight to Pangnirtung
8 - Walking tour of Pangnirtung
9 - Discussion meetings with
a) Inuit Tapirisat - This is a powerful joint voice of the native people which represents the Inuit on concerns of rights and land claims.

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a) Inuit Tapirisat - This is a powerful joint voice of the native people which represents the Inuit on concerns of rights and land claims.

- b) Inuit Co-op - This is the method used by the Inuit to assist their control of their own economic destiny.
- c) Hunters and Trappers Assoc. - This will outline the economics and practices of the people. Hunting and trapping is the predominant industry on this land.
- JULY 10 - First contact with the Geology of the Tundra. A day hike out of town to observe the physiography of the area and see some of the local flora and fauna.
- JULY 11 - Education In Pangnirtung
Education in the Arctic is a Federal responsibility. A visit to the school and a discussion with the staff on curricula, supplies, staffing and students will be offered.
- JULY 12 - Urban Studies
 1. A tour of the services in the town with the Town foreman. This office is responsible for the water and oil storage and delivery; along with engineering and planning.
 2. Meeting with operator of the Northern Power Plant. This is the electrical power generation station for the town.
- JULY 13-15 - Auyuituk National Park
Meeting with the Supervisor and Chief Warden of the park. This is Canada's first Arctic park comprising 8000 sq. miles. Unique problems of visitors, administration, interpretation of flora and fauna, climate and transportation.
This will be a 3 day backpacking trip.
- JULY 16 Individual local activities
- JULY 17 Law Enforcement
 - A visit to and discussion with the local R.C.M.P. corporal and a tour of the original facilities.
 - Meeting with some of the local artists of soapstone, whalebone and ivory.
- JULY 18 Tours of the Print Shop, Weavers Shop and Sewing Shops.
 - further contact with local artisans
- JULY 19 Arctic Char - fishing for this famous gourmet fish along the Kolik River
- JULY 20 The Church in the Arctic
 - meeting with the Anglican missionary to discuss his role in the town
 - attendance at the service
- JULY 21-22 Cumberland Sound
 - a visit to several archaeological sites of the original and now extinct Thule Eskimos
 - Mullet Bay on Cumberland Sound - the calving ground of the Beluga Whale. Pangnirtung was a whaling ground for Europeans in the late 1800 and early 1900's. Some 700 beluga and some narwhales bear their young here.
- JULY 23 Depart Pangnirtung for Southern Ontario.
Please direct inquiries to: Brent Dysart,
Laurel Creek Field Centre,
R.R.#3, Waterloo, Ontario.

REGIONAL NEWS

EASTERN REGION NEWS

COEO EASTERN REGION WINTER WORKSHOP

This year's record snowfalls (10m., 2 cm,) could not wipe out the enthusiasm of the die-hard participants at the Eastern Region's winter workshop held at Camp Cameron Outdoor Education Centre the weekend of February 1st.

Frozen ponds, brilliant blue skies and a hazy winter moon provided ample opportunity for a variety of activities.

Claude Cousineau set the tone for the weekend with his stimulating slide presentation of his Skiing Adventure in Labrador. His jovial manner and unlimited energy inspired all to bigger and better things.

Brian Richardson's presentation on Winter Survival appealed to both the interested beginner and the seasoned winter camper. It was packed with an abundance of very useful and practical tips, based on his own personal experiences. Participants put his instructions into practice immediately. After a short hike, lean-to's were erected, fires were blazing and a delicious meal was soon ready to be devoured.

A session on Astronomy was presented Saturday night by Mike Harrison from the Ottawa Board of Education. The weatherman co-operated periodically to let us observe Jupiter, Saturn and the ridges on the surface of the moon with the aid of his telescope.

Sunday morning found all enthusiasts involved in a game of Survival under Cathy Beach's capable direction. A friendly session of Inuit Games in the sun brought the workshop to a happy close.

Thanks are due to Gerry Greenslade for hosting this rewarding and memorable weekend. We will all cherish our COEO Eastern Region coffee mug given to us on our departure.

Carmel Hunt

Rideau Valley Conservation Authority

Outdoor Education

The Rideau Valley Conservation Authority has been providing Eastern Ontario school children and adults with a varied and ambitious outdoor education program since 1973 when it opened the Foley Mountain Conservation Area and Interpretive Centre near Westport. Foley Mountain, staffed by a full-time naturalist, serves the southern portion of the Rideau Valley.

In 1975, the wildlife management demonstration area, known as the Perth Wildlife Reserve was established by the Rideau Valley Conservation Authority. It is staffed by a full-time wildlife manager.

In 1976, the Baxter Conservation Area and Interpretive Centre near Kars was opened to serve the outdoor educational needs of students and parents in the northern part of the Rideau Valley, and is staffed by full-time bilingual biologists.

All three Conservation Areas offer extensive natural resources and year round assistance in planning, carrying out and following up the conservation education program established by the Rideau Valley Conservation Authority.

The purpose of the Conservation Education program in the Rideau Valley is first of all to provide enjoyment in an outdoor setting, and secondly to offer conservation education through real experiences. It is felt that only through repeat visits to natural areas will people, and particularly children, start to get a feeling of understanding and belonging to the natural world. First visits, like any new setting, can be a little frightening and overwhelming, and it is for this reason that enjoying nature and feeling at home in it are the prime goals of our program.

The Conservation Education program (combining lessons in basic ecology with those of resource management) is undertaken in a relaxed and friendly manner. Broad principles are encouraged rather than specific natural trivia.

Children who go home with a smile on their face and a wish to return in their minds are valuable future assets to a conserver society.

In 1979, the three Conservation Areas combined, attracted over 15,000 people including organized school groups, other organized groups such as Brownies and Cubs and the general public.

The major part of our time goes into organized group planning although special slide talks, film and hiking events during the summer and special winter outdoor events are also part of the Conservation Education program.

The Rideau Valley Conservation Authority is also undertaking, in cooperation with the Cataraqui and Mississippi Valley Conservation Authorities, a revision and solidification of outdoor education literature for Eastern Ontario. The first of the planned thirteen conservation education booklets should be available by the fall of 1980. Topics covered include "Snow Ecology," "Wildlife Ecology," "Field Ecology," "Forest Ecology," "Woodlot Management," "Succession," "Winter Organism Survival," "Maple Syrup," "Water Ecology," and "Flood Control and Water Conservation."

Each topic is directed to the beginning teacher of grades 4-6 with suggestions where possible for older students. Each volume follows the general format of Introduction, Background Information, Classroom Preparation (including concepts and new words,) three step-by-step Suggested Field Activities arranged by grade level with a Teacher's Guide and Student's Guide, Follow-up Suggestions, and Appendices including contact persons, places, bilingual common plant and animal lists for Eastern Ontario and a weather summary.

Outdoor Education at the
Perth Wildlife Reserve



These new booklets should be applicable over the whole of Eastern Ontario. This cooperative approach to providing support information is valuable to all the school boards and individual teachers who now may use the same program at any of five or six Conservation Areas. At the same time, Conservation Authority staff can standardize their approach and equipment inventory to meet the complete, yet smaller number of programs.

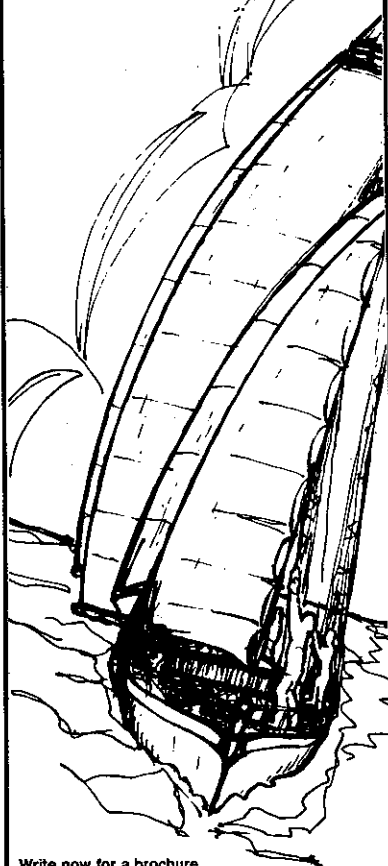
There are several special features which round out the Rideau Valley Conservation Authority Education program. Foley Mountain Conservation Area offers camping facilities and programs for organized groups (reservations required,) and beach facilities are available at both Foley Mountain and Baxter.

For more information on Conservation Education in the Rideau Valley call or write the Conservation Authority office at Box 599, Manotick, KOA 2N0, Phone 613-692-3571.

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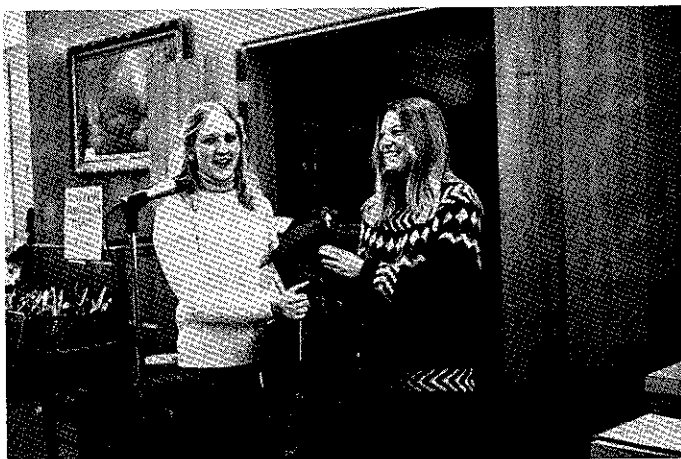
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(416) 834-3282

Central Region News -

From the Conference - "Make Peace With Winter"



A trapper demonstrates how to skin a beaver in
a session on Furbearing Wildlife Management. A
pelt he has recently mounted for drying is on
display in the background.



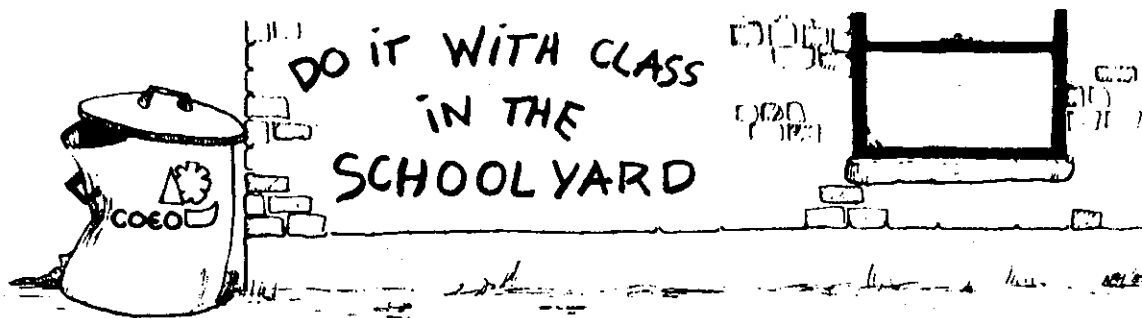
Eva Talvak, left, was the lucky winner of a
backpack donated by Black's Camping International.
The presentation was made by Jan Stewart, right,
Chairperson of COEO Central Region.



Phil Pavey of the Frost Centre Staff explains snowshoeing from its earliest development to modern applications while a group of teachers examine part of Frost Centre's snowshoe collection.



Cathy Scoenthier, right, and Judy Allaster, second from right, join other conference delegates at one of the delicious meals for which the Leslie M. Frost Natural Resources Centre is famous.



A "HANDS-ON" WORKSHOP FOR TEACHERS K-6

Sponsored by Central Region, Council of Outdoor Educators of Ontario.

This workshop will combine a series of practical outdoor sessions in the schoolyard, with some preparatory work and sharing indoors.

DATE: SATURDAY, APRIL 26th, 1980.

TIME: 9:00 a.m. - 4:00 p.m.

LOCATION: LORD DUFFERIN JUNIOR/SENIOR PUBLIC SCHOOL

--- A schoolyard in downtown Toronto.

FEE: \$6.00 includes registration and lunch.

Pre-registration - a must ----- registration limited.

FOR FURTHER INFORMATION, please contact Dinny Biggs.
200 Scarborough Road,
Toronto,
M4E 3M6

OR CALL: (416) 691-5070.

SCHOOLBoard of Education

HOME ADDRESS:(include postal code)

.....

MAKE CHEQUES PAYABLE TO: "CENTRAL REGION C. O. E. O." (non-refundable)

THE NATURE OF ADVENTURE EDUCATION

concluded

Pedagogical Considerations

Adventure education does not need teachers, it needs leaders capable of setting an appropriate learning atmosphere where the student will experience what learning is all about rather than be a spectator of the "art of teaching." So much effort has been placed on teaching methodology and so little on learning. Because something is taught does not mean that it is learned. Learning is not necessarily the outcome of teaching, it is a personal internalization of an experience learned by the learner.

Adventure education espouses the philosophy of experiential education. It supports the notion that the leader is a facilitator of learning; a person who accepts to step down from the podium and become an "administrator of learning experiences." This is a less glamorous role and perhaps a role that should not be suggested to the novice teacher who needs to "teach others" in order to build his own ego and who needs to feel good about having "covered" the subject.

But the real teacher is one who lets the subject be "uncovered" and "discovered." It takes a more secure person to play a more "behind the scene" role by allowing his students to learn without him, by allowing them to make mistakes and to fail. These two elements, incidentally, should be considered as rights for the learner.

In so many instances there is no need for teaching but the necessity of supply access to the opportunity and the challenge. The finest example of this is how we have all learned to peddle a bicycle without ever having taken "lessons." In the ancient words of Lao Tzu. (604-517 B.C.):

A teacher is best when people barely know he exists. Not so good when people obey and acclaim him, worst when they despise him...But of a good teacher, who talks little, when his work is done, his aim fulfilled, they will all say, "We did this ourselves." (Wilds, p. 29.)

Most outdoor adventure activities can be learned by a problem-solving approach. The participant is explained what he is expected to accomplish; the solution as to how to solve the problem is left up to him. Through trial and error, he should progress toward the best solution.

The next step used by the leader should be one of "guided discovery" where the learner is encouraged to try alternative ways, or to try the same thing with an added complication. For example, a person may have figured out the most efficient way to travel through a rope course, a next challenge would be to ask him if he could do it with his eyes closed.

A third step is with feedback on performance. This is a much neglected part of outdoor leadership. The feedback should be personal and honest, it should deal mostly with the good points of the students' performance and behaviour. It should also include comments to make the student feel good about himself. There should be an atmosphere of sympathetic understanding for the uncertainty felt by some students.

Adventure challenges are never compulsory for the students or at least the student should always feel that what he does is of his own choice. The student at the top of a cliff is never told that he has to rapel down but he is subtly challenged, encouraged, talked into doing it. By no means should he be made to feel guilty or ashamed for not trying. On the contrary, this is a student that needs more help than the others.

A good outdoor adventure leader is one who can judge his group in terms of the intensity of the challenge that they are ready to tackle. Too small a challenge will not bring the potential benefit of adventurism and too big of a challenge will result only in experiencing failure followed by a feeling of discouragement and incompetence.

Leadership style must vary with the many differing circumstances of an adventure program. A problem-solving and guided discovery approach has its limitations. In matters of safety and welfare of the participants, the leader must keep the ultimate authority and he is the one who must react and intervene in the case of an emergency. He may be required to be extremely directive even if it goes against his philosophy of learning. Safety of the participants cannot be second, even to learning.

One thing that any teacher must realize is that the experiential model of teaching is much more work than the traditional didactic model. The amount of planning necessary to "package" a challenge for the students is considerable. The actual activity is demanding with all its spontaneous unpredictabilities. The follow-up also requires a fair amount of work.

In any extended integrative experience the teachers are revealed as more complex human beings because they must assume a greater variety of roles than they would in the classroom. The teachers, therefore, risk personal vulnerability while they become involved with the students in a broad range of concerns; some of them important and dramatic, others much more trivial, some in which the teacher is expert, others in which the teacher is not.

(Project Adventure, 1976, p. 10.)

It takes a very special teacher to take the risk of leaving the comfortable classroom and the convenient nine-to-four schedule. It confronting the administration and exposing oneself to criticism and greater liability. In this era of apathy among teachers, it takes a very dedicated and convinced person to dare to care for his students, to wish them to experience the real world and to relate to them on a personal level. It takes a teacher who is committed to teach students rather than a subject matter.

If a minute portion of youth is able to taste the flavour of growing up in an experiential and adventurous manner, it is because there are still men and women who continue to believe that youth is the greatest renewable resource that this planet has produced.

Summary and Conclusion

This article attempted to demonstrate that the outdoor adventure education movement is not such a "far out" innovation; on the contrary, it is a process as old as mankind which today is probably even more relevant to the development of the person.

What is perhaps new is the ways in which man has expressed his adventurous spirit. This has created a great challenge for the educator who must respond to the apparent quest for first-hand new experiences that offer uncertainty and challenge. They also have to face the task of offering alternatives to the overwhelming emphasis on the television adventure consumption by youth.

The proponents of outdoor adventure are of the opinion that experiencing adventure is a source of growth for youth. Their opinion has been supported by the recent research studies which has demonstrated a passive gain in the participants' self-concept and selected personality traits. (Cousineau, 1978.)

However, the psychological, sociological and pedagogical foundations of outdoor adventure education deserve a greater understanding by the proponents of such educational experiences. Educators have to guard against promoting activities because they appear adventurous, but must learn how to create an adventurous climate for the participants. The fundamental intention of adventurous education programmes is not to learn about adventure but to learn through adventure. Risk taking is a necessary life skill that needs to be learned, and there is reason to believe that through adventure experiences one learns to calculate and to take risk in a safe and profitable manner. There is also the plausible assumption that what is learned through adventure is transferable and applicable in real life situations. As the old wisdom maxim goes: "L'avenir appartient aux audacieux."

MOVING?

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

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

Old Address _____

(postal code)

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

ONTARIO ROCK CLIMBING ASSOCIATION

WORKSHOP WEEKEND

DATE

Friday, April 11 (Eve)-13
Registration 5:00 p.m.-6:30 p.m.
Dinner 6:30-7:30. Discussion 7:45

DESCRIPTION

A theoretical and practical workshop for anyone involved in teaching, or the administration of rock climbing. It is also designed for interested beginners who wish a safe introduction to the activity. The workshop will focus on basic safety techniques, required skills and develop an awareness of objective dangers and strategies for minimizing inherent risks.

PLACE

Blue Springs Scout Camp (Acton)
and Rattlesnake Point Conservation
Area.

COST

\$90 (including accommodation,
meals, all equipment and
instruction.)

REGISTRATION

Course outlines and application
forms are available from:
Mr. D. Moore
Workshop Coordinator
162 Commercial Street
Milton L9T 2J2
Ontario
Phone (416) 878-7125



POT POURRI

'THROUGH THE KNOTHOLE'

THE HURONIA WOODLAND OWNERS ASSOCIATION
Box 129, Coldwater

Approaching its tenth birthday, this association of Private Woodland Owners still boasts a healthy, active membership and a keen interest in the outdoors.

Membership totals over 100 people - people of many interests - people of many ages and people of many stations of life. In fact member Howie Williams says this is a very unusual and varied group collection of people. They have so very little in common except this membership.

Annually, 5 meetings are held - one being an outdoors field trip. A variety of topics are explored in indoor and semi indoor sessions throughout the year for the other 4 meetings. All topics are meant to instill itself - help in a wide range of outdoor disciplines and crafts, and certainly our guest speakers have given fantastically of themselves. A few examples of very successful meetings will give an idea of diversity of ideas - honey bee culture, maple syrup production, selling timber, land use management, wildlife habitat, pond construction, recreation in woodlands and trapping.

Annual dues are \$5.00 - this helps us defer correspondence costs, transportation for field days, coffee breaks and other meeting costs, belonging to allied affiliations and promoting educational endeavours in school groups.

Directors are elected for 3 year terms and are responsible for programs and planning. Present slate of officers include - Chairman - Cam Hall, Vice - Max Wagg, Directors - John Copeland, Aage Lolk, Web Laking, Frank Price, Secretary - Randy Crawford, Treasurer - John Gaston, Past Chairman - Tom Phillips. Our address is box 129, Coldwater, Ontario. LOK 1EO. You are welcome to communicate - we are always ready to learn something new and to make new friends.

LESSON PLANS FOR SCHOOL YARD USE

This past fall, COEO sponsored a Northern Illinois University (N.I.U.) Master's course in Outdoor Teacher Education. The focus of this course was the improvement of the school site for outdoor education. The following are some key questions which were addressed:

1. Why does the school site deserve special attention in the total fabric of the education enterprise?
2. What teaching/learning resources presently exist on the site?

3. How can I more effectively plan for and utilize the school site?
4. Ideally, what should our school site become?

During the course, several opportunities arose for participants to take on the role of decision-maker and/or agent for improving site use and design. One such opportunity enabled the Professional Development Committee (P.D.C.) to collect lesson plans for a wide variety of activities appropriate for school yard areas. The P.D.C. would like to share this information with the entire COEO membership by placing some of these lesson plans in the Anee each month. The first two lesson plans are:

Preparing for Winter - Squirrels and
A Study on Pebbles for Multiply Handicapped Students.

PREPARING FOR WINTER - SQUIRRELS

Wayne Burk
 Tavistock, Ont.

FOR PARENT - TEACHER

In many regions, winter means subfreezing temperatures and food shortage for the local wildlife. Some animals avoid winter by migrating to warmer areas and plentiful food. The animals that remain survive by hibernating or by adapting in other ways.

Storing food in the fall is one way that some winter residents prepare for winter. Chipmunks and squirrels are the winter food hoarders. Fall is a time of busy preparation as these rodents gather large quantities of acorns, nuts and seeds.

Chipmunks and red squirrels tend to hoard their winter food supply in one place, while grey and fox squirrels bury their food in many places. Blue Jays also hide food in many places.

In this simulation exercise students will be either a red squirrel or a grey squirrel. They will find, store and then recover enough acorns to survive the winter.

MATERIALS: - acorns, plastic bags, marking device, masking tape, large paper bag, boundary markers (4), watch.

PREPARATION: - Choose a site near oak trees with plenty of acorns. Mark an area of 25 steps square. This is the boundary or territory for your squirrels.

ACTION

1. Ask students if they can think of any animal that stores food for winter and what kind of food.
2. Tell the group that many different animals have different ways of storing food. Mention that red squirrels bury all their food in one place and the grey squirrels hide food in many places.
3. Announce that each student is going to pretend to be either a red or grey squirrel. Have the students draw a card to determine species of squirrel.
4. Give a plastic bag to each student. These represent "cheek pouches" for carrying food.
5. Announce the arrival of Fall. Show the students an example of food (acorn). Point out the boundaries. Tell each student to gather as many acorns as possible in 2 minutes. Each should get at least 10 nuts.

6. Call them together and mark the acorns with their initials. Use a pencil and masking tape. No one should have more than 20.
7. Remind the students that they are either red or grey squirrels. Red squirrels must hide all nuts in one place and grey squirrels in many different places (no more than 3 in a cache). Give them 2 minutes to bury nuts.
8. Call together and announce that winter season lasts for about 3 months, (Dec., Jan., Feb.,) In Dec. each squirrel must recover at least 3 stored acorns (their own). Give them 2 minutes to do so.

GROUP # _____

LEADER _____

DATA SHEET

	DEC.	JAN.	FEB.
START			
END			red - grey -
STARVED			
<u>COMMENTS:</u>			

A STUDY ON PEBBLES FOR MULTIPLY HANDICAPPED STUDENTS

Audra Cesnulis
Brantford, Ontario.

- Objectives:
1. To develop observation skills in objects surrounding us.
 2. To distinguish between rough, smooth, hard, soft, bumpy, jagged, cold, warm, wet, dry, big, and little concepts.
 3. To recognize colours in small objects using a magnifying glass.
 4. To observe differences in weight in objects as they relate to size.
 5. To observe different odours on pebbles found in wet and dry locations.
 6. To observe and describe shape changes.

Materials: pebbles and rocks found in different locales, a small bucket of water, a magnifying glass, a set of small scales and a hammer.

- Method:
1. Have students begin by locating some pebbles in a gravel area. Discuss what a pebble is and name them. Gather a collection of pebbles and hold them. Count the pebbles collected and have each student touch each one.
 2. Get to know the pebbles by rolling them, jumping on them, banging them together, kicking them or piling them up. During this activity concepts such as bumpy, smooth, hard, and little can be brought out.
 3. Have students take some pebbles onto a piece of pavement and try to break them with a hammer. Why did some break while others didn't? Hard and soft concepts are brought out at this point. When broken are they a different colour inside than outside? Are they jagged or smooth? Are they bigger or smaller? Weigh the pebbles before and after they are broken. Are they lighter or heavier? Did some of them crumble?
 4. Put the pebbles in water. Did they change colour at all? Did their weight change in any way? How do they feel when wet? How do they feel when dry? Have the students weigh themselves.
 5. Take a magnifying glass and observe the colours in the pebbles. Are they different in colour when wet or dry? How many different colours can they find in one pebble? How many different textures can they find in one pebble?
 6. Find pebbles in a grassy area. Are they different in texture in any way? Take the magnifying glass and observe materials that cling to them. Are some hard and are some soft? Do they have an odour to them? Clean the objects and discuss changes in odour, shape, size, texture and colour.
 7. Collect a variety of pebbles and have the students create a pebble collection of as many different pebbles as possible.

8. Have students make a display of pebbles and show their collection to the class. Much verbal prompting will have to be given.
9. Have students make pebble people. Wash pebbles so they are clean. Paint a design or face on the pebbles; let them dry. Brush over completely with glue: let them dry. Glue the pebbles together. Display them for the school to enjoy.

This lesson will have to be done in a series rather than all at once. With blind students everything except colour can be observed through touch. Deaf students would only be limited when observing the sound made when two pebbles are struck together. Quadraplegics can discover textures by facial sensation and will have to be physically assisted in all other activities. Paraplegics have very few limitations - they will just have to work from a ground level rather than from their wheelchairs.

The concepts being developed are areas in which T.M.R. students tend to have difficulty and should be reinforced in all learning areas. A unit such as this would be done over a period of nine weeks and as each concept is introduced it must be reinforced throughout the week using classroom and non-classroom objects. Some concepts will have to be reinforced more than others and some may have to be eliminated entirely until that student is at a readiness level for it. All work in this unit will have to be done on a one to one basis. At times hand over hand assistance will be necessary.

BEATING THE DOOMSDAY BLUES

The voices of today's ecologists and environmentalists are eloquent, stirring, valid. The content of their message is clear: understand ecology, embrace conservation, voluntarily simplify. All too often, though, the theme behind their message is so very pessimistic - full of chastisements, threats and laced with "doom and gloom." We are told, as we hang our heads in shame, of the devastating impact humanity has wreaked upon the natural earth. We are warned, as we glance searchingly ahead, that if we don't clean up our act now future catastrophes surely await us all. We are chastized for supporting and perpetrating an ego centric, consumeristic, push-button society which damages and diverts the finer qualities of the human spirit. No wonder so few people really listen. No wonder the plea for ecological measures, environmental politics, ecological lifestyles is regarded by many as just another pollutant as the wind. Where is the optimism? What motivation is there to join a movement that breeds such guilt, fear and shame?

We wouldn't be fooling anyone to pretend that serious energy and environment and social problems do not exist throughout the world. It is true that present lifestyles, trends and practices of the majority of the developed world could destroy the inhabitable earth as we know it within 50, 100 or with luck, 200 years. Changes will be necessary to ensure the survival of the human species and the healthy continuance of any natural resource. No one will willingly be brought to change by being dragged down and beaten over the head by their guilt and folly. Educators know that guilt, shame and fear are most often extremely non-motivating forces. What child - and what adult - will willingly seek out and follow a message laced with such negativity?

In looking at environmental and ecological problems, first of all we all have a personal choice to make. We can decide to ignore the problems, assume they will fade away with time and pretend that all is well - as many vote-conscious politicians and bureaucrats would have us do, thereby continuing the over-consumptive, environmentally destructive lifestyle of the past. Alternatively, we can survey the problems, sit back and commiserate over their eventual doomsday outcome - as too often we are encouraged to do by the depressing daily barrages of mass media, but a third choice exists. We can instead choose to focus our informed energies toward the education, political action, scientific research and personal lifestyle changes that will make day-to-day lives much more constructive and perhaps also make a brighter future come to be.

In the educational focus, certainly one of the most motivating forces for any idea, theme or message is pleasure, enjoyment and fun. Why conserve? Why protect? Why be ecological? Why simplify? How can it be pleasurable, enjoyable, fun? How can learning about it be pleasurable, enjoyable, fun?

There are many people already exploring new frontiers and living environmentally appropriate alternatives right now - some communities, political action groups or research teams; others simply on their own, as individuals. Those who are living, educating toward or attempting to grow toward a conscious appropriate lifestyle realize that it can be extremely rewarding, pleasurable and satisfying - carrying its own daily validations, as well as a promise for the future. Why not be passing this message on - as an alternative to the fear and pessimism of doomsday?

History has had its fill of doomsday criers. What is needed is more individuals brave enough to look to the new possibilities and new frontiers - to work together to explore them and to live them; to emphasize and express our positive possibilities - present and future.

Catherine Fletcher

Many of you have enquired about the new edition of the Catalogue of Progress and Personnel in Outdoor Education in Ontario, revised November, 1979.

Copies are available for the cost of \$1.00 (postage and handling) for COEO members and \$2.00 for non-members. Please forward requests including a cheque or money order payable to the Council of Outdoor Educators of Ontario, to John H. Aikman, Membership Secretary, 14 Lorraine Drive, Hamilton, Ontario. L8T 3R7

SCIENCE TEST

GENERAL INSTRUCTIONS - In the space before the numbered statement circle T or F. Read each statement carefully before answering. Any question answered will count as one mark. Guessing will cost you marks. Wrong answers till be subtracted from the total correct.

- | | | | |
|---|---|-----|--|
| T | F | 1. | A grasshopper has 3 pairs of wings, anterior, posterior and bacterior. |
| T | F | 2. | The Law of Gravity was enacted by the Federal Government of Canada. |
| T | F | 3. | Rhubarb is a kind of celery gone bloodshot. |
| T | F | 4. | Gravity was discovered by Isaac Walton and is chiefly noticeable in the autumn, when the apples are falling off trees. |
| T | F | 5. | A litre is a nest of young rabbits. |
| T | F | 6. | The earth makes a resolution every 24 hours. |
| T | F | 7. | Parallel lines never meet unless you bend one or both of them. |
| T | F | 8. | A circle is a round line with no kinks in it joined up so as not to show where it began. |
| T | F | 9. | Algebra was the wife of Euclid. |
| T | F | 10. | A polygon is a dead parrot. |
| T | F | 11. | The flower has five parts, sepals, pedals, antlers, pistol and trigger. |
| T | F | 12. | The pistol of a flower is its only protection against insects. |
| T | F | 13. | H-2-O is the formula for hot water and CO-2 is the formula for cold water. |
| T | F | 14. | The two kinds of thermometers are the Foofenheif and the Centipede. |
| T | F | 15. | The four seasons are salt, pepper, mustard and vinegar. |
| T | F | 16. | The SI or Metric system refers to kilograms, centigrams and telegrams, etc. |
| T | F | 17. | A circle is a line of no depth running around a dot forever. |
| T | F | 18. | The group of mammals that monkeys and man belong to is the pirates. |
| T | F | 19. | The process of turning steam into water is called conversation. |
| T | F | 20. | Our school is ventilated by hot currants. |
| T | F | 21. | The cat is a quadruped or four-legged mammal with the four legs being at the four corners. |
| T | F | 22. | To keep milk from turning sour you should keep it in the cow. |
| T | F | 23. | To pinch a butterfly you locate its borax. |
| T | F | 24. | A sure-footed animal is an animal that when it kicks it rarely misses. |
| T | F | 25. | Water is composed of two gins, Hydrogin and Oxygin. |
| T | F | 26. | The difference between air and water is that air can be made water, but water cannot. |
| T | F | 27. | The three states of water are, high water, low water and breakwater. |

- T F 28. By self-pollination a farmer may get a flock of long-haired sheep.
- T F 29. A man has x miles to travel. He goes a miles by train, b miles by boat, and c miles by walking. The rest he bicycles. Therefore, he cycles - d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, miles.
- T F 30. In the spring salmon ascend fresh water streams to spoon.
- T F 31. Amphibia lead a double life.
- T F 32. Bacteria reproduce by multiplying then dividing.
- T F 33. Sea water has the chemical formula CH-2-O.
- T F 34. An example of hard water is ice.
- T F 35. The moon is a planet just like the earth only dead.
- T F 36. Rin-tin-tin is the dogstar in the constellations.
- T F 37. Iron was discovered because someone smelt it.
- T F 38. Mercury was the God of weather, because it is in thermometers.
- T F 39. Digestion is carried on in the stomach with the aid of acrobatic juices.
- T F 40. The four principle occupations of Homo Sapiens (Man) are addition, subtraction, multiplication and division.

Brian Richardson

DATEBOOK

Pitch-In Day

Here are details on an exciting program to take place on June 7. All Ontario Pitch-In Day will be one day in every year when citizens and groups are asked to get out and actively clean up local areas where litter has gathered. This year is the first.

The Ontario Federation of Anglers and Hunters and the Ontario Ministry of the Environment are most anxious to see year-one be successful. It will be the building block on which future years will be constructed. The value of an All Ontario Pitch-In Day is limitless. Hopefully all participants will not only clean up existing debris but will be much more thoughtful in the future.

We would very much like to see C.O.E.O. get involved by encouraging your members to pick local projects and participate.

R.G. Morgan
Executive Director
O.F.A.H.

Special Education Workshop
Bolton Outdoor Education Centre
May 9 - 11, 1980

Outdoor environmental education is one of the best available tools for adding true meaning and understanding to the thinking, reading and computing skills of the classroom; for stimulating new interests; for encouraging creativity; for increasing sensory awareness; and for providing opportunities for social interaction.

Yet few Ontario teachers, especially those working with the handicapped children, have had an opportunity to receive any training in the use of nature's classroom, as part of their regular lesson plans.

The Ontario Ministry of the Environment is again sponsoring a special education workshop for teachers of the deaf, vision-impaired, educable retarded, emotionally-disturbed and physically handicapped, which stresses outdoor activities. An agenda outline is attached.

Dates:	Friday, May 9 to Sunday, May 11
Starting time:	7:00 p.m. Friday
Location	Bolton Outdoor Education Centre (approximately 30 miles northwest of Toronto)
Cost:	\$65 (includes evening snack on Friday, three meals Saturday and breakfast and lunch Sunday -- accommodation is based on four to a bunkroom)

The discussion leaders and interpreters are recognized specialists actively engaged in outdoor education and interpretation throughout the Province. As a friendly experience-sharing atmosphere is one of the prime objectives of the workshop, the number of participants will be limited to sixty on a first registered, first accepted basis.

CONFERENCE 1980 September 26 - 27 - 28th. Sudbury, Ontario.

The planning for the 1980 Conference is well under way. Our expectations are that it will be a very good gathering. The hosts are the Far Northern Region and the Conference will be located in Sudbury.

Many of the planned workshops will be similar to those which have proved to be popular in the past. We are also planning workshops which are naturals for the Sudbury area. Would a mine tour interest you? How about seeing an underground vegetable garden? The mining industry is trying:- come and see the land reclamation projects. A tour of the famous Sudbury mineral basin is being planned. The geologists among us might be interested in seeing the meeting place of the Great Lakes Lowlands and the Canadian Shield on a tour of the Little Current and Manitoulin Island area. For those of you who have not seen the beautiful Killarney Provincial Park area; you may wish to choose a day long canoe trip there. Would you like to improve your white water canoeing and kayaking skills? We shall try to accommodate you.

"The Y.M.C.A. is for the seventh year offering its annual canoe instruction course to teachers on May 30-31 and June 1st at Camp Pine Crest. The Director is again C.O.E.O. member Larry Bagnell and the special guest is Emile Maschek who held the highest standing in history for a Canadian in the downriver event at the World Championships.

As this event is annually filled several months in advance we suggest if interested you obtain a more detailed program and schedule from the Y.M.C.A. Camping Service, 36 College Street, Toronto, Ontario. M5G 1K8, telephone-922-7474."

Larry Bagnell
Director, Canoe '80

Northern Illinois University
Oregon, Illinois 61061
Lorado Taft Field Campus
Department of Outdoor
Teacher Education

July 28 through August 8 are the dates set for the 1980 National/International Outdoor Education Workshop at Taft Field Campus, Oregon, Illinois. This annual event, sponsored by the Faculty of Outdoor Teacher Education, Northern Illinois University, will have as its focus: "Program Development and Implementation."

Dr. Morris Wiener, workshop director, stated that "in an era of more and more specialization and compartmentalization, the Taft Campus Workshop stands committed to a broad, holistic interpretation of outdoor education." Persons in general education, experimental education, environmental education and adventure education at all levels have a stake in the outdoors and are invited to come together for this intensive twelve day experience.

Field experience, activities, discussion groups and presentations are being planned for the following thematic areas: curriculum implementation, environmental and energy concerns, adventure and leisure programming, nature awareness and field techniques, crafts and pioneer skills, and outdoor education administration.

Two previous workshops attracted participants from some thirty states, five Canadian provinces, Australia and Taiwan. The 1980 workshop is expected to bring together another diverse group of persons. Enrollment will be limited to fifty persons.

For a description of program, format, personnel, accommodations, fees, and graduate credit write to: Dr. Morris "Bud" Wiener, Lorado Taft Field Campus, Box 299, Oregon, Illinois, 61061 - or call 815/732-2111.

MEMBERSHIP APPLICATION FORM

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

P L E A S E P R I N T

NAME: (Mr.) (Mrs.) (Miss) (Ms.) _____

HOME ADDRESS _____ TELEPHONE NUMBER (where you can be most easily reached) () _____

Postal Code _____

MAILING ADDRESS _____ If applying for a Family Membership
(if different from above) _____ please list persons who will be using the membership

POSITION _____

EMPLOYER _____

UNIVERSITY OR COLLEGE ATTENDING FULLTIME IF A STUDENT _____

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

FAR NORTHERN Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark

OUT OF PROVINCE Any area in Canada outside of Ontario

OUT OF CANADA Any area in the United States

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

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