

THE SOCIETY IN ACTION

This section of the newsletter will be an amplification of major items of executive business not adequately described in its minutes.

1. BOARD OF REGENTS

Although the Board of Regents is one of the most important and influential groups within the Society structure, we felt that further clarification of its purpose and function was necessary, particularly to organizations with whom we have liaison. The following is an outline of the purpose and function of the Board:

Within the framework of the Society of Directors of Municipal Recreation of Ontario, which was established by Private Bill (in February of 1958) of the Ontario Legislature, provision is made for the establishment of a Board of Regents. This Board is comprised of seven members, all of whom must be Fellows of the Society. Fellowship is bestowed over and above membership for significant contribution to the field, plus the presentation of a research paper which will contribute to the field of knowledge of the profession. This Board of Regents, while responsible to the Society executive, is charged with a number of responsibilities.

- a) The Examination of Candidates for Fellowship: Any full member may present himself, or herself, and apply for fellowship status and the prerequisites of obtaining fellowship are that the candidate have a minimum of five years successful experience in recreation, two of which must be as a graduate member of the Society, prepare an original research paper contributing to the body of the field, plus an examination which is held annually by the Board of Regents. Their decision on fellowship is mandatory and the executive, in effect, grant fellowships to those recommended by this Board of Regents.
- b) Vigilance: The Board's responsibilities in this regard are for a continual review of provincial legislation, trends and actions that the Society or any of its executives or committees may take that would reflect on the "professional" image of the Society.
- c) Papers: The Board's responsibilities are to approve fellowship papers for printing. A number of these have been printed and made available to members of the Society and those in the allied fields; this function is handled by the Public Relations Committee of the Society.

d) Legislative Study: The Board is charged with the responsibility of maintaining an ongoing and continuing study of the legislation affecting recreation in Ontario and the necessary preparation of briefs to the various legislative bodies with which the Society may be involved, e.g. Select Committee on Youth, Department of Agriculture, Department of Education, Department of Health.

e) Ethics: The Board shall investigate and enforce the ethical practices of recreation practitioners in the field and in this respect are the people to whom the Society would turn in terms of arbitration or the establishment of a review board in matters affecting a member of the Society and his principles where these are in conflict, and where this may be requested by either party.

As part of this situation, a professional registry is kept which is continually updated and every member of the Society is registered in this registry, together with his evaluation, his background, his work experiences and other pertinent data. For reference purposes, this is available only to the Board of Regents' members and to the Registrar of the Society who, in effect, is the executive secretary of the Society.

f) General: The council of the Board may accept assignments of an immediate nature on ad-hoc-basis as required by the executive and the Board may appoint its own committees and sub-committees to carry out responsibilities as described and as required.

So, in effect, while the executive of our Society is responsible for the carrying on of the day to day operations of the Society, the Board of Regents is the legislative and judiciary branch of the Society's operation concerning itself with ethics, professionalism, standards of conduct and a number of related matters.

2. RELATIONSHIP OF RECREATION PERSONNEL TO EDUCATION AUTHORITIES

Recently Assistant Deputy Minister of Education, Mr. L. M. Johnston, referred to recreationists working in a school setting as "non-professionals". Mr. Bill Hare, Chairman of the Board of Regents, wrote a letter to Mr. Johnston expressing the concern of the Society over such a statement, and pointed out the fact that the Department of Education does regard recreationists as "professionals". Our point was made.

3. The New Professional Organization

An active discussion was held concerning this new organization which is being referred to as the Ontario Recreation Society. At the request of the steering committee of this organization, the executive gave suggestions concerning the final name and election procedures.

Both Tom Riley and Laurie Branch are members of this steering committee and represent the SDMRO. Other organizations represented are: Ontario Department of Correctional Services; Recreation Educators; YMCA; Institute of Park Executives of Ontario; Ontario Department of Lands and Forests; Youth and Recreation Branch, Certified Arena Managers Association of Ontario and the Ontario Hospitals.

4. THE PROVINCIAL CERTIFICATION COMMITTEE

The Society is becoming more instrumental in the certification of recreationists, which is further indication of maturity within our profession. The following was written by George Kormos, a member of this committee, and explains its development and function:

"The Provincial Certification Committee, originally called the Certification Advisory Board, was formed in 1964. The Committee was composed of the Board of Regents of the Society and 3 representatives of Community Programs.

The purpose of the Committee was to study certification procedures and standards in light of the new educational programs; and to relate the new and old training programs with certification. This resulted in completely new criteria for certification being recommended to the Department of Education. These recommendations were approved and became the new Regulations 20/66, Municipal Recreation Directors' Certificates. These have recently been revised and the new regulations should be available shortly.

The important element in the new certification regulations, recommended by this Committee, is that certification is now based on academic training and experience, rather than the previous basis which was the candidate's position: ("A" for Director; "B" for Assistant Director.)

The other important elements are that certification has become more meaningful, not the almost automatic procedure it was before. Candidates are actually evaluated and recommended by this Committee. The Society's representatives have insisted on interviewing all candidates and this has been both a learning and rewarding experience for all concerned.

The composition of the Committee was changed about a year ago and now includes 3 members of the Society, 3 members of the Branch, and 2 Educators."

5. EDUCATIONAL TELEVISION

The North Western Ontario Recreation Directors Association asked the executive for support in approaching ETV regarding the involvement of recreation in their programming. The executive was appreciative that the

use of this medium would be most helpful to the recreation movement by giving emphasis to the needs of leisure education. On behalf of the executive, Tom Riley has replied in full support of this idea, and has asked for further details about the project.

6. SWIMMING POOL MANUAL

As indicated in the minutes, Pam Graham is moving from the province to the United States. This move has forced her to resign from active service in the Society and one of the services to which she devoted her time was the swimming pool manual and, in particular, its revision. The manual has been completely revised up to the point of the changes in the public health regulations. As soon as these changes have been finalized, which should be the case during this present sitting of the legislature, they will be incorporated into the revised manual by Doug Paton and shall then be printed. The executive gave some consideration to printing this manual as a hard covered resource book. This will be discussed further.

7. REGIONAL GOVERNMENT REPORT

The Board of Regents prepared a brief suggesting structure within which recreation services could be provided under a regional government system or a board of education system. Under the former it suggests that the regional recreation authority be in charge of recreation, parks and community centres with a director of recreation, assistant director of recreation, regional headquarters staff and area staff each responsible to a district superintendent who works out of a district office. The number of district offices would be as required.

Under the board of education, it suggests a superintendent of recreation services, superintendent of business affairs and a superintendent of academic affairs, each of whom are on an equal status and all of whom are responsible to the director of education. Under the superintendent of recreation services, will come an assistant superintendent, co-ordinators of programs and of facility management, program consultants, and each area would have a recreation supervisor with a number of assistants as required. The recreation supervisor might function as a community school director. The brief also lists strengths and weaknesses in these suggested structures.

8. "CAREERS OF THE FUTURE" EXHIBITION

The Youth and Recreation Branch asked the Society to participate in their booth at this exhibition, held at the Canadian National Exhibition grounds in Toronto on May 14, 15 and 16. The Public Relations Committee co-ordinated the efforts of the SDMRO and Youth and Recreation Branch.

9. PUBLICITY AND PUBLIC RELATIONS

Many of the groups with whom the Society has liaison are doing many things that are of interest to the Society's membership. "Hide not your candle under the bushel." As projects are planned and happenings happen, send the information to Mrs. Pat Artkin, Chairman, Public Relations Committee, SDMRO, 559 Jarvis Street, Toronto 285, Ontario.

10. TRAINING AND EDUCATION

Ian Thompson, Chairman, Training and Education Committee, reports that due to unsuitability of various sites investigated, that final arrangements have been made to hold the annual meeting and institute at the Skyline Hotel, Toronto, November 13 - 15. (See page 15 of newsletter.)

11. CANADIAN ASSOCIATION FOR MENTALLY RETARDED

In the latter part of March, the SDMRO was represented at a leadership clinic on physical education and recreation in Ottawa. Delegates discussed plans for the development of suitable programs in Ontario and Quebec, with pertinent recommendations being prepared for CAMR, provincial and local associations for the retarded, recreation agencies, government, universities and community colleges. Floor hockey teams consisting of trainable retarded boys will also be taking part in an international floor hockey tournament being conducted in Toronto at the coliseum, the Canadian National Exhibition, concurrently with the Canadian special olympics on June 12 and 13, 1969. For further information contact the Executive Director, OAMR, Suite 300, York St., Toronto, Ontario.

12. ONTARIO ASSOCIATION FOR CONTINUING EDUCATION

Dick Capling reports that the annual meeting of the Ontario Association for Continuing Education will be held at McMaster University, Friday, June 13 and Saturday, June 14. Topic under discussion involves the use of the community development process in adult education (e. g. informal evening classes, formal day classes). Membership or guest status can be secured by writing Arthur Bullied, 21 Sultan Street, Toronto 5, Ontario.

13. ANNUAL MEETING

Resolutions chairman for the 1969 annual meeting will be Mr. Dave Smith, Port Arthur. Society members should send notices of motions to him for presentation at the annual meeting.

14. SPECIAL PRESIDENT'S COMMITTEE

A special president's committee under the chairmanship of Blayne Rennick has been established to study the staff position of executive secretary. At the 1968 annual meeting, the executive secretary's report stated that he would "fill this position for one more year only", and our membership was challenged through the executive "to find the answer to this problem by the 1969 meeting".

To establish such a study committee, the work of the executive, the function of the Board of Regents, and the finances of the Society had to be considered. Thus, the chairman of the Board of Regents, William Hare, and treasurer of SDMRO, Frank Burch, were included in discussions and served on the study committee with the president and vice-president of the Society.

A cross-section of opinions and alternatives from the membership was obtained. Those contacted represented a good geographical and experiential sample. The full membership was kept informed through reports in the minutes.

From this it was determined that we cannot afford a full-time executive secretary at this time. We were left with several alternatives: to leave the position as it now functions; appoint a new person to carry on; hire a part-time person; appoint someone to gradually work into a full-time position; combine with some other organization; or separate the jobs of registrar and executive secretary, pay them in accordance with available funds and carry on. The committee is considering the latter method and a complete recommendation will be made to the executive including financing and possible names of appointees, with final ratification to be made at the 1969 annual meeting. A tentative break-down of duties would be:

Duties of Executive Secretary

1. To provide the general office of the Society
2. To be an ex-officio member of committees, and to function with these committees as appropriate and necessary
3. To act as a senior officer to the executive and, as such, to assume appropriate general administration duties, including the taking and issuing of minutes and areas of communication
4. To act as the Society's official officer respecting some record keeping and official action procedure on membership (as a follow-up to the actions of the membership committee)
5. To co-ordinate all procedure respecting annual and special general meetings including all election procedures and most ceremonial procedures (including the inducting of members, etc.)
6. To keep and record most of the Society's records as required
7. To act as the legal representative where necessary
8. To act (for the executive and membership) as a counsel and advisor on procedural and policy matters as appropriate.

Duties of Registrar

1. To act as an executive officer to the Council of Fellows and the Board of Regents
2. On behalf of the Board of Regents, to assume responsibility for all procedural matters related to and affecting application and receipt of fellowship
3. To advise, as required, the Council of Fellows and the Board of Regents as to areas of responsibility and duties
4. To act, as appropriate, with and on behalf of the Council of Fellows in all other areas of their regular or special responsibility as they may deem suitable
5. To keep the official registry of the Society.

The special committee has set a tentative maximum combined budget for the two positions at \$5,000 which may allow us to carry on with our present fee structure depending on increased membership. Our present budget allows for a reserve fund for this position, and together with monies already being spent over the year for honoraria, office expenses, administration, travel, we are spending \$3,800 annually.

The membership is again requested to correspond if they have any additional recommendations, opinions, or thoughts on this subject. Final report will not be made until the annual meeting this November.

15. VICE-PRESIDENT'S REPORT

The main functions of the vice-president of SDMRO are to establish working committees, report regularly at executive meetings, and to act as executive liaison to the various committee chairmen. In 1969, over 70 appointments of chairmen or representatives were made and, in addition, many Society members have been asked to serve on committees by respective chairmen.

In our last executive meeting minutes, a report was included listing the status of work of each elected, standing, ad hoc or liaison committee, and the chairman of each was noted. The membership is urged to become involved by writing or communicating with the various chairmen to encourage, support or recommend in relation to the work of the various committees.

SYMPOSIUM ON OUTDOOR RECREATION AND EDUCATION — (Some Quotes and Facts)

The symposium held in Washington, D. C., February 26-28, indicated to one Canadian participant that the United States is not too far ahead of us in many respects, but we can learn a great deal from what they are doing and how they are doing it. No one was pushing the panic button but there was complete agreement that a great deal must be done by those who are in a position to do it and they had better start working together. "

A Few Quotes

- Senator Henry Jackson: "You had better start being less concerned with the inner city and the ghetto youth and pay more attention to the rich kids who are running loose, the product of a permissive and affluent society. "
- Dr. Clayne Jensen, Brigham Young University, Utah: "The outdoors is a lab for learning, a museum for study and a playground for fun. "
- John G. Mitchell, Open Space Action Institute, New York: "Are you content to lie back and be paved over, or will you stand up and fight?. This problem of environmental control is like pushing a wagon up a hill, with a rope! "
- Dr. Raymond F. Dasmann, The Conservation Foundation, Washington D. C.: "With environmental problems, the easy solution is usually the wrong one. We need some parks where people, not bears must go. "
- Dr. Ross Netherton, Bureau of Outdoor Recreation, Washington: "We seem to approach this problem (the use of land) with gun-barrel vision. "
- Wayne Miller, National Park Service, Washington: "Environmental awareness must relate me to the world around me. There is a web of life, of which I am a part; it is in trouble and there is something I can do about it. "
- Robert Nunn, National Park Service, Washington: "An outdoor experience should tell a disadvantaged child from the inner city that he can get 'out' if he wishes or he can change 'in' if he stays there. "
- Byron L. Ashbaugh, National Audubon Society, New York: "Interpretive programs in public parks do not cost money, they pay dividends through the prevention of destruction, spreading of debris and vandalism. Parks will be used no better and no worse than the school-yards and buildings in the community. An outdoor environment can be used to increase the creativity of a student. "
- Dr. Ted E. Gordon, Los Angeles City Board of Education: "We live in two worlds. We are beginning to learn we cannot live our total life in the world made by man. We must also relate to the world of nature. We are both philosophers and technicians. It was Whitehead who said 'a professional is one who reflects on the things he does and then modifies those things he does in light of these reflections'. "

Interesting Facts

- About 1 million acres per year are being bulldozed for urban growth.
- 30 families now use about 100 acres of land.
- There are 22,000 linear miles of city streets built each year.
- 50 acres are needed for each mile of throughway.
- If you packed all of the people expected to live in the United States in the year 2000 into the State of Texas, and left the rest of the country as a park, they would still be no more crowded than England. The challenge is not to control the population as much as it is the disposition of land.
- About half of all children have a camping experience, but few learn to appreciate the out-of-doors as they should.
- There are about 200 interpretive centres on public parkland in the United States.
- Atlanta, Georgia, has lost about 60% of its public parkland in the past 30 years.
- A park superintendent in Maryland says, "I have simply become a land holding agent for the State Highway Commission."
- In New York, over 100 encroachments have eaten into Central Park.
- + In New Jersey, about one-third of all schools have some type of interpretive program; 181 private camps are involved in some way with these programs.

NEW APPROACHES TO PLAYGROUND BEING USED IN BURLINGTON AND OSHAWA

Playgrounds have been a traditional part of summer recreation programs for many years. They have also been a traditional area of contention.

A critical evaluation of past playgrounds programs has resulted in two new approaches being initiated in Burlington and Oshawa. Oshawa calls their approach a "two headed program" operating 29 neighbourhood junior play areas and ten community play areas. The junior play areas are located not more than half a mile from any home and will operate five days a week from 9 a. m. until noon. A study of attendance figures and program preferences from previous years indicated that younger children (age four to nine) seemed to attend chiefly in the morning and preferred a pot-pourri type of program. This information resulted in the initiation of the neighbourhood play areas.

Studies also indicated that older children (nine to fourteen) attended largely in the afternoon and seemed to require highly skilled leadership and more lightly organized activities and events. The community play areas are designed to meet these needs, operating in the afternoons in ten strategically located areas throughout the city in such a way that three geographic areas surrounding the neighbourhood junior play areas are served by each one.

It is hoped that this system will enable program opportunities impossible on 29 locations operated all day. A more specialized staff can be selected since each community play area will have a minimum of three staff people specializing in a specific area of summer programming. The Oshawa staff are hoping that by combining three areas into one during the afternoons, the attendance will warrant the provision of leadership and an organized program.

In many instances the locations selected as a community play area is in conjunction with education facilities allowing program opportunities during inclement weather.

The emphasis in Burlington's programs is on education and are all offered in co-sponsorship with the Halton County Board of Education. The content, staffing and publicity will be a joint effort of the Board and the Recreation Department. Three different opportunities will be available to children, all on a short-term basis, either for two-week periods or four-day sessions.

The recreation enrichment program is an adaptation of a program initiated in Pasadena, California, two years ago. It is a leisure education program featuring physical recreation, arts and crafts, music and dance, and creative dramatics. During the two-week period the children (in grades two to six) will be exposed to all four program areas. Similar in design is the athletic development program which will expose children from kindergarten to grade 13 to as many athletic activities as possible, including nature outings, during the two-week period. The third program features outdoor education. A group of thirty young people will be taken to a camping area for four days where they will be exposed to camp lore, nature lore, orienteering and other activities of an outdoor nature.

These three programs, along with two others presently operating, will form the nucleus of a program of leisure education in Burlington as a supplement to programs operating within the school system.

EDUCATING FOR THE NEW LEISURE

The following are capsulizations of three of the addresses given at the Educating for Leisure Conference in Riverside, California, February 2-5.

WHAT IS LEISURE?

Larry Decker, Director, Centre of Leisure Time Study and Community Service, University of Oregon, spoke on the general topic "What is Leisure?" Decker's main point was that North Americans are unwittingly facing a crisis in a fundamental matter of value allocation. The puritan, or protestant, work ethic is no longer a useful value — but no meaningful interpretation of life involving a full measure of leisure has yet been developed, much less sold to the average citizen.

Building on Decker's outline, the participants wrestled with a definition of "leisure". Our favourite term — "discretionary time", was scuttled; nor was the concept "free time" to be equated with leisure. Leisure is serious stuff. It is not time, free, discretionary or anything else. It is the nature of the activity that makes it "leisure". So leisure may be described as a creative achievement of personal and social goals using the free time.

RETIREMENT AND LEISURE

Rudolph C. Flothow, Manager of Educational Systems for the Lockheed Missiles and Space Company, spoke on the problem of "Retirement and Leisure".

Dr. Flothow regards leisure as a negative component in social life, precisely because our mode or life style cannot cope with it effectively, creatively, and meaningfully. The "world of work" and all that this suggests still informs our thinking, our self-consciousness our status, our prestige and our sense of worth. Dr. Flothow described the efforts his company is making to prepare persons for retirement and beyond retirement to give retirees "things to do". His program for retired persons, now in the formative stages, leans heavily on games theory. For example, a retired person who wants to know more about the Stock Market might rôle play a stock broker for a time in a simulated or game situation.

Dr. Flothow's justification for games for retired persons rests partly on his observation that since most persons do not make effective decisions during their working lives, the prospects of having to do this during retirement is both unnerving and somewhat dishonest.

The world for retirement is fear or at least apprehension. No one really wants to be deprived of that which makes life so meaningful, namely their work. Education for retirement, for a life of leisure is an obvious need. One question is whether or not society has an obligation to its older citizens to provide sufficient income for them to retire gracefully.

LEISURE AND THE FUTURE

Dr. Theodore Kreps of the Graduate School of Business, Stanford University in California, dealt with the topic "Leisure and the Future" in terms of the economy. Kreps and others in viewing the future, saw the distinct possibility that many persons would continue to be engaged in meaningless work, probably at relatively high salaries or wages. It seems very clear now, that American and presumably Canadian society as well, have a number of choices lying before it, in respect of the economy and its future.

Dr. Kreps pointed out that the major supportive prop of a leisure oriented society is money. Without large amounts of money, no matter what decisions are made as to how to parcel it out, no significant or serious leisure can develop. Kreps observed that the economy is not particularly efficient in an affluent society. It runs according to principles little understood by most and contrary to the simplistic economic beliefs of many. One of our choices is to continue as we do today. This may not work forever, but it does not disturb the world view that most people now have.

Another choice before us is to increase personal income so that people can do what they want to do, but this will of course be at the expense of the entire society. So a third choice is to invest in the community the huge resources available, to share the wealth so to speak. Everyone shares in the resources of the community and benefits from the community's enterprise, especially in things like parks, roads, housing, camp grounds, swimming pools, arenas, schools.

SOUND OFF

It is hoped that this section of the newsletter can become a regular feature providing an opportunity for individual members to say their piece to the membership. The editors will consider any article as long as it has some relevance to the profession. Items should be submitted to:

SDMRO Public Relations Committee, 559 Jarvis St., Toronto 285.

OH TO GET AN ANSWER — Bob Arnot, Kitchener

A Shakespeare I'm not, but a frustrated recreation professional I am, so here I go and if the shoe fits, be my guest. I am fed up with the lack of interest, the pure apathy shown by people employed in the recreation field. What makes you so high and mighty, what gives you the licence not to answer a letter or even acknowledge a piece of correspondence?

How often I have attended conferences or sat in on sessions and heard you people complain about one another. The south is so much better than the north, or why does the north think they are too good for the south or vice versa. Complain and criticize to no end, but there never seems to be enough time to help one another in a community fifty or five hundred miles away. Why do I feel this way? What are my reasons? Well I'll tell you!

A member of the Society's publicity and public relations committee, a student, wrote to five people employed in the recreation field. He requested information on plans for the summer playground program which they'll be operating this summer. These five letters were written on February 24, 1969 and a month later only one person had answered or even took the time to acknowledge the letter. You wonder why students think you act as if you can't be bothered with them.

About two months ago I received a long distance call to sit on a research committee. To this day I couldn't tell you if they have met, or disbanded, or are going to wait until next year to meet. As a matter of fact, I'm not sure if I am a member of the committee.

I wrote to a community and requested a copy of their 1969 budget and that was six weeks ago. I have yet to receive a reply. I'm certainly glad I didn't require this to assist me in making my budget presentation.

When was the last meeting of the NOMRA? If I'm not mistaken it was the end of January. I wrote about that time for a copy of the minutes of this meeting and still nothing. To be very honest I'm not even sure they met. Come, let's get off the high horses and help one another. The majority of recreation people are alone in the community and your help is depended upon. Very often the answer they are waiting for is important and the written information is needed. Why is it I always get letters asking for the answer or a copy of something by yesterday? Sure you are busy, but so is every other Tom, Dick and Harry in this racket. A little help goes a long way.

Editor's Note: Although no answers were received following the first letters, two useful playground program outlines were received after a second letter had been mailed and two communities indicated no major changes in their programs,

ONTARIO RECREATION STUDENTS ASSOCIATION FORMED

The recreation students of Ontario met March 26 to 28 at Hamilton and voted to form an association to be known as the Ontario Recreation Students Association. The aims and objectives of the association are: to unite all recreation students in Ontario into one organized body; to create better communications between colleges, universities and professionals in the field of recreation; and to promote professionalism among recreation students.

Institutions represented were Algonquin College, Ottawa; Centennial College, Toronto; Conestoga College, Kitchener; Fanshawe College, London; Humber College, Toronto; Mohawk College, Hamilton; University of Ottawa, Ottawa; and University of Waterloo, Waterloo.

Elected as president of the association was Murray Minshall of Fanshawe College. Other officers include Janice Steele (University of Waterloo) as vice-president, Terry Gibeau (Algonquin College) as treasurer, Ellie Parry (Algonquin College) as corresponding secretary, and Karen Jennings (Fanshawe College) as recording secretary.

MORAL DEVELOPMENT AND LEISURE EDUCATION — Pat Ashwin

Moral development and leisure education may be parallel programs in school system. As a United Church minister and a consultant, Youth and Recreation, Pat Ashwin has the background to relate 'moral' and 'leisure' and does so in this article. He sees certain similarities in approach between the moral development program suggested in the Mackay Report and a desirable leisure education program for the public school system.

Some of you may have taught religion in our public schools; others will have been on the receiving end of such instruction. Either way it has been pretty much an unsatisfactory arrangement since 1944 when the present legislation on religious education in the public schools was passed. I well remember the day, when in a

religious education class, I delivered a monologue, paused and asked for questions. A bright lad put up his hand and asked, "How long is this going to last?" Many people have asked the same question. If the Mackay Report is adopted, the present system is not going to last very much longer.

In 1966 the Hon. W. G. Davis named a committee to study religious education in the public schools of the province. The committee, under the chairmanship of the Hon. Keiller Mackay, reported its findings to legislature February 3, 1969. The report is entitled "Religious Information and Moral Development", and it is an extremely important document for those of us concerned for leisure education.

As you may be aware, the report recommends that the present system of religious education in the schools be scrapped and replaced with a "universal program of moral development pervading every curricular and extra-curricular activity in the public school system from the beginning of elementary to the close of secondary education". (See Recommendation No. 6, page 93.)

Perhaps the first question to ask is "Will the new program be put into effect?" The question can be answered only obliquely, but the following evidence supports the early adoption of the Mackay Report:

1. No major protestant denomination has opposed the report and/or its recommendations.
2. Press coverage was ample and public reaction has been, if anything negligible.

It appears that the chances for implementation are therefore reasonably good. Significant to us is the fact that the new moral development program, if it can be called that, will of necessity be closely aligned with any program of leisure education.

The Mackay committee's use of the term "moral development" should not be confused with moral indoctrination. Frequently people get the impression that teaching morals and teaching doctrinaire, denominational religion are the same thing. Moral development in the Mackay Report refers not to the awareness of good and bad in the traditional moralistic sense. It refers more to learning how to be creative, rather than uncreative, discerning rather than undiscerning, concerned not unconcerned.

Our children's moral development takes place within the context of an increasingly leisure-oriented society. So leisure education and moral development go hand in hand. Quoting Ellis Hartford on the nature of the program of moral development, the Mackay committee states that "this kind of program would comprehend the organization of the school; the academic program of instruction; the student activities; the play in sports life; the guidance and counselling programs; the fine arts and creative experiences; the quality of human relations; and the use of symbols and planned program". (page 58). It would perhaps be overstating the case to suggest that leisure education and moral development are one and the same thing. But it is not too much to say that leisure education is value oriented, and that therefore the program of moral development as recommended by the Mackay committee and any program of leisure education are going to be very closely allied.

The Mackay Report suggests that moral development be an approach, not a curriculum subject; similarly have leisure educators suggested that leisure education be introduced throughout the curriculum and not be specifically a subject area.

The philosophy of moral development put forth by the Mackay committee is, then, also the basis for the program of leisure education.

SDMRO TRAINING INSTITUTE

November 13th and 14th, 1969
Skyline Hotel, Toronto

Recreation at the Crossroads — a Challenge to Change

Dr. Paul Goodwin, Ph.D. in Humanities

Dr. Goodwin was born in New York and attended the Universities of Chicago, New York University and Black Mountain College. He is a fellow and teacher at New York and the Cleveland Institute of Gestalt Therapy. Dr. Goodwin has written a number of books including *Communitas*; *Growing up Absurd*; *People or Personnel*.

Emphasis of Institute: Challenge of philosophy — as our departments grow larger how do we stay in touch with the community?

Mark the date on your calendar now!



AT GUELPH



the university reports

VOLUME 2, No. 3, WINTER, 1969



Students discussing an urban landscape design problem.

Headquarters for Landscape Architecture

IN 1858, two New York men won a competition established by their city for the design of what was to be a major park within the heart of the city. Frederick Law Olmstead and Calvert Vaux won the competition and when the New York parks commission accepted their design for what later became Central Park, the civic body designated the winning design as having been executed, to use their own words, by "landscape architects."

In 1969, in the month of May, a handful of young men will become graduates of Canada's first School of Landscape Architecture, established four years ago at the University of Guelph. The School's permanent head-



Professor V. Chanasyk, Director of the School, in front of the new Landscape Architecture building.

The Career and The Course

WHEREAS the design of parks such as undertaken more than a century ago by Olmstead and Vaux still is done by modern landscape architects, the scope of their design services now ranges from arboreta to zoos.

Projects range in size from land use analyses and design recommendations for "vest-pocket" sites of a few acres to the design of entire new towns and regions. One current study underway in the United States encompasses 168,000 square miles and the value of projects designed by landscape architects runs into millions of dollars.

Landscape architecture, in short, is concerned where the development and redevelopment of land is needed for human use and enjoyment.

The close relationship the School of Landscape Architecture enjoys with its sister specialties in the biological and social sciences and the fine arts at the University of Guelph provides it with the broad curriculum base that is required in the multidisciplinary approach used by landscape architects to solve the problems with which they are confronted.

Numbered among these specialties are engineering, architecture, urban and regional planning, horticulture, soil and wildlife conservation, economics and sociology. A full time faculty of six is augmented frequently with guest lecturers and the School uses eight part time lecturers from a variety of fields.

The School's strong ties with the biological, agricultural and social sciences are useful in providing a rounded curriculum which looks upon man as a biological and social being. Also students are given a first-hand

look at the problems which affect the rural community, particularly those which deal with the encroachment of urban development on farm land.

Moreover, the need for more landscape architects becomes readily apparent when one considers the growing public concern over the use of its natural resources.

A prospective landscape architect should like nature and art and be interested in people and their environment. A lively sense of imagination is also an essential attribute. During his training at Guelph, a landscape architecture student learns how to analyze land uses, and to devise new and imaginative solutions for problems involving land, water, plantings, roads and people.

While in fact a practising landscape architect also must try to be economical in his design proposals, scrimping is not stressed in the courses, because faculty members think this tends to stifle a student's imagination. Rather, they emphasize the appropriateness of the designs and their suitability to the land.

This doesn't mean, however, that practical problems aren't studied. Students are assigned projects that deal with a wide range of possibilities for land use and must prepare reports containing recommendations and designs that would be acceptable to an actual client.

Many of these projects naturally centre around problems facing the Guelph area. Since the School began, students have produced designs for redevelopment of a neglected river front, showed how the city's cross-

roads, St. George's Square, could be pedestrian and not vehicle-oriented, designed a community centre and offered alternatives to a town housing proposal.

One of the biggest projects was the preparation of detailed plans for land uses around the proposed Guelph dam and reservoir.

The city of Guelph had considered buying additional land in the area and the students were asked by the School's faculty to show how such things as camping sites, a wildfowl preserve, arboretum, playgrounds, visitors' service centre and a parkway could be fitted on the land.

"The project reflected the social requirements of its potential users and the biotic potential of the land," says Professor Chanasyk.

THE Ontario Association of Landscape Architects has approved the draft of an Act it hopes to put before the Ontario Legislature for approval this year. The Act will give landscape architects the status of a professional association in much the same way as engineers or architects.

"At present, there is a gap between city and regional planning and the level where projects are constructed. Landscape architecture attempts to bridge this gap by planning projects on a specific project level," says Professor Chanasyk.

Landscape architects are as concerned as many other disciplines with air, water and soil pollution. They also feel, however, that they have a prime responsibility for the problem of what they call "visual pollution," which is the concern of everyone.