



ANEE

Newsletter of the Council of
Outdoor Educators of Ontario

Volume 9 Number 2

January 1980

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IN THIS ISSUE

- 2 - Editorial
- 3 - The Nature of Adventure Education (cont'd)
- 9 - Annual Meeting and Conference
- 10 - Regional News
- 14 - Centres and Programs
- 17 - Datebook
- 20 - Books - Magazines - Films
- 25 - Pot Pourri

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Tourism.

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.

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FROM THE EDITOR'S DESK

To make the celebration of 1979 as the Year of the Child, Girl Guides of Canada declared October 17 as "a day without." Without what was not specified, except that it had to fall into the realm of one of the rights of the child. My initial reaction was that the day had the potential for being the most meaningful part of the entire year's celebration.

Now, with 1980 and winter firmly upon us, our federal and provincial governments can't quite decide whether or not this will indeed be a winter "without." I think that the concept is one that we as Canadians must begin to internalize. During the recent Iranian crisis when President Carter announced that the U.S. would "do without" Iranian oil, the media calculated that if each American drove 3 miles less each day, the Iranian oil would not be missed. I look at my own lifestyle and realize that 3 miles less each day would be no hardship.

Perhaps, this winter should be the one when we make a habit of "doing without" some aspect of our more than comfortable lifestyle. It would be a welcome relief and might possibly reduce much tension, if smokers could "do without" occasionally in staff rooms and ski chalets. Perhaps we could lower thermostats to 16oC instead of 18oC overnight, and compensate by using an extra blanket. Those of you who are teachers will find students an incredible source of suggestions of things to do without. I think we'll find life a little more healthy this way--we may even find that it's fun!

*Sheila**

Sheila Mudge,
Editor,
Anee

THE NATURE OF ADVENTURE EDUCATION

continued

The Challenge for Education

Youth demands adventure, adventure is part of the growing up process, and if adventure is not planned in our educational process youth will create his own adventure often in unacceptable or illegal ways.

Paul Petzoldt, Senior Advisor,
National Outdoor Leadership School.

We know that people engage in all sorts of adventure activities; these range from social adventure to wilderness adventure, from intellectual to criminal adventure, and from business to political adventure.

The challenge that is facing the educator is to "equip" people so that they can satisfy their need for adventure in meaningful and enriching ways. A person must be exposed during his school age to a variety of situations or activities in which the need for play, for risk and for adventure can be expressed. In the process and with proper counselling one should be able to discover what forms of adventure expression are most beneficial and what forms are most suited for his particular personality. Educators should not condemn or despise the less active form of adventure activities but, on the other hand, should encourage and provide opportunities for more "self-propelled" and self-directed types of activities. It is the role of education to provide constructive alternatives to the overwhelming ready-made passive entertainment that is being provided simply to be consumed. These ideas are in accordance with the principle of leisure education that tries to help the learner develop the necessary philosophy, attitude, and skill to make his leisure a source of enjoyment and enrichment.

Another challenge for the educator is to utilize the medium of adventure to achieve some of the objectives of education. Evidence of the positive impact of personal growth and development of adventure-oriented programs are mounting. (Iida, 1975.)

We know that the need and ability to venture, to risk, to try the unknown, can be learned and the need must be nurtured. (Meyersohn, 1970.)

Perhaps the greatest challenge for educators is to learn to adopt the theme of adventure in education, in other words, to make learning more adventurous. It takes a creative teacher to make the learning of biology, of history or language adventuresome. It is possible; some have done it quite successfully and lots of good reference material has been produced in the recent year on this type of pedagogy.

Adopting and adapting the concept of adventure in the school curriculum recognizes that experiencing adventure is not limited to climbing the highest mountain but that it starts right in the school yard of the school and logically progresses to more complex and diversified situations.

The Emergence of Adventure Education

Adventure Education, like so many other educational innovations, has not emerged in a vacuum. Basically it has been a reaction to a variety of unsatisfactory situations in educational milieus. For example we often hear: "School is a "drag," it is not relevant, it is not centered on the learner, and it is not conducive to personal growth." But there is "nothing new under the sun." For many years leading authorities in education have pointed out the potential of adventure, experience, self-directedness, and self-awareness.

Socrates (469-399B.C.) with his "Know Thyself" principle, laid the foundations of the Romantic movement in education and the notion that knowledge is not outside the person but is the person. If a man is to be the measure of all things, then, he must know his inner strengths and weaknesses, for only this can be considered as the wisdom within reach. (Meyer, 1975. p. 9.)

For Rabelais, informal learning, spontaneity of interest, natural exuberant activities and reason were ingredients in an ideal pattern of learning. (Wilds, 1965, p. 263.)

Jean-Jacques Rousseau proposed a philosophy of education which stresses physical activities in the natural environment where learning emanates from senses and experiences and where the natural needs of play and curiosity are put to use in learning. (Meyer, 1975, p. 215.)

For Parker, the "Father of Progressive Education," the most precious power of the individual is the power to make choices.

"Control from without the person to choose, for whatever reason, neglects the development of self-control from within. Control from within can develop only in situations in which the individual can make his own choices, act on them, and learn the consequences." (Weber, 1960, p. 292.)

The process of learning--not the thing learned--was the essence of John Locke's philosophy (1632-1704.) Locke, a progressivist, espoused a sound mind in a sound body. (Weber, 1960.)

John Dewey and many of his followers brought up the notion that learning is experiencing, it is the process of finding answers to human inquiries. He wishes education to be participatory and advocated that it was through direct experience that the child could relate to his world. (Dewey, 1900.)

William A. Kilpatrick, a student of Dewey, expanded on his master's theory by bringing into the school curriculum the activity-centered approach and the problem-solving style of teaching. He is remembered by his notion of "wholeheartedness" which suggests total involvement of the student in his proposed "project approach." In this approach the acts of judgment, choice and commitment are vital. (Broudy and Palmer, 1965.)

During the era of the war on methods in physical education in Europe, George Hebert left his mark with his concept of "natural" movement in the natural setting. He disclaimed the value of analytical and artificial exercises and the need of constructing elaborate gymnasiums when the "open air" offers so many attractive and challenging obstacles for natural and useful movements. His approach to teaching was global in solving locomotor problems. Although his influence was most felt in Europe, "hebertisme" is now a very common camp activity among the French speaking camps in the Province of Quebec. (Cousineau, 1975.)

The most articulated German-born educator who really set the pace of adventure education is Kurt Hahn. Hahn was at the origins of the Gordonstoun Schools and the Outward Bound Schools in the late forties in England. Because of some of the failures of modern industrial society, Hahn saw an ever more urgent imperative to provide youth with an urge for adventure. He strongly opposed the conventional view that "the crises and lethargy of adolescence are an inevitable stage in development.. Hahn, a follower of Rousseau and James, postulated the value of "experience therapy." He felt that youth needs to test and prove themselves if they are to discover and realize themselves. His educational schemes were comprised of four basic areas: (1) athletic (2) expedition (3) project, and (4) rescue service. He stressed the reach of outwardness in individuals by his insistence on voluntariness, service, risking for others, and international understanding. He sought a "Reverence for Life."

For Hahn, the acceptance of risk became a means of education, a way to make it possible for young people once again to feel wonder and astonishment. Education is a matter of "rapport;" Hahn's mission was to lead the students back to nature, his neighbour and himself. (Rohr, 1970.)

Naturally this brief inventory of world renowned educators is far from being exhaustive. Most educators, in one way or the other, have expressed in their own style or alluded to the need and the value of exposing the child to the real world, of getting him to take his learning into his own hands, and of exposing him to challenging learning experiences. The selected group of educators discussed above, laid the foundations of adventure education.

From a sociological point of view, the adventure education movement has evolved from a combination of certain institutionalised sectors of human endeavours.

1. Children's Camps: Perhaps the first structured adventure projects undertaken for education and recreational purpose took place in the summer programs for children. The summer camp movement began with this century and ever since thousands of children are taken each summer on overnight trips and have had the opportunity to experience adventurous activities.

2. Outdoor recreation movement: The 1961 voluminous data of the outdoor Recreation Resources Review Commission in the United States clearly identified the trend for people to recreate outdoors. This trend has not stopped since and the projections for the future are overwhelming. Many adult clubs have organized around a given outdoor activity and have helped their members through clinics and courses to learn the necessary skills for adventure experiences. It is through this process that good leadership has developed and spilled over into the school system. Adventure activities are not sponsored by a wide variety of recreational agencies which are just as educational as recreational. Perhaps the most influential institutions in adventure education has been the Outward Bound School, followed closely by the National Outdoor Leadership School. (Metcalfe, 1976.)

3. Physical Education curriculum: Some limited but rather significant numbers of school physical education programs have now realized that human motion does not have to be limited to either a gymnasium, a pool or a track-field, and that sports is not the only means to "physically educate" a student.

In some instances some of those programs were introduced out of panic because of the cry for relevancy by the students and because of the apparent decrease of interest in the traditional physical education class. However, some genuine outdoor adventure programs emerged through the departments of physical education of certain high schools. Perhaps the finest reported examples are the Outer Program of the Atikokan Board of Education in Ontario (1963,) followed by Project Adventure at the Hamilton-Wenham Regional High School in Massachusetts (1971.) These two programs were greatly influenced by the Outward Bound approach and successfully adopted the Outward Bound philosophy into a high school situation.

4. Outdoor education movement: Up until the seventies the efforts among the proponents of outdoor education, and environmental education, had been limited to extending subject matters into the real world settings such as a cemetery, a pond, or an urban center. The method aimed at a more direct approach in learning. The adventurous approach in learning outdoors and in developing a stewardness attitude toward the earth is more recent but is rapidly gaining momentum.

Among the promising developments in the growth of outdoor education are adventure kind programs, particularly appropriate for secondary schools, colleges and older youth....

Vigorous programs of action and adventure will be far more important in improving the physical world than all the verbiage of the prophets of gloom. (Smith, 1973.)

Many workshops for outdoor educators have been sponsored by teacher associations, government agencies, and colleges and universities all across the country. They have included such elements as survival technique, first aid, canoe tripping, white water canoeing, rock climbing, back packing, solo camping and winter camping.

5. The trend toward experiential education: Adventure education is one of the well-accepted components of the experiential education programs that are also gaining popularity. Experiential education attempts to provide practical experiences that are real rather than simulated: experiences that are challenging and which extend the capacities of the student as fully as possible while urging him to consider every limitation he perceives in himself as a barrier to be broken through. In addition the approach emphasizes challenges that have been chosen by the student, and goals which are not easily accessible but risky ones that will exercise the ability in making appropriate choices.

Gibbons (1975) presents the five basic challenges that are found in most experiential education programs.

- (a) Adventure: a challenge to the student's daring endurance, and skill in an unfamiliar environment.
- (b) Creativity: a challenge to explore, cultivate, and express his own imagination in some aesthetically pleasing form.
- (c) Service: a challenge to identify a human need for assistance and provide it; to express caring without expectation of reward.
- (d) Practical Skill a challenge to explore a utilitarian activity, to learn the knowledge and skill necessary to work in that field, and to produce something of use.
- (e) Logical Inquiry: a challenge to explore one's curiosity, to formulate a question or problem of personal importance, and to pursue an answer or solution systematically and wherever appropriate by investigation.

The Fox Fire Program has been a fine example of experiential education with minority groups in search of their own cultural identity. The search is undertaken by the means of direct experience and field research and the findings are expressed in journalistic form.

As one can see, the emergence of outdoor adventure education has its roots in many sectors of education and recreation. The idea is not new but its revitalization and operationalization into educational institutions is

rather recent.

Adventure education has many labels (the term itself is a label;) unfortunately people identify themselves with a label and therefore remain divided in their efforts for a pertinent service to youth. However, the underlying similarity of their goals and objectives serve as unifying forces.

BY

CLAUDE COUSINEAU

DEPARTMENT OF RECREOLOGY

UNIVERSITY OF OTTAWA

OTTAWA, ONTARIO

1978

to be continued in future issues.

ATTENTION TEACHERS

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PLEASE NOTE: Do not apply by telephone.

ANNUAL MEETING AND CONFERENCE

Photos by Mike Johnson



Local youngsters (11 year olds) giving a demonstration of their paddle making skills and techniques



Participants lead blind-folded partners around the grounds of Camp Tawingo

REGIONAL NEWS

EASTERN NEWS

After the 9th Annual COEO Conference at Camp Tawingo in October, the rather large Eastern Region (delegates from the Near-East, Mid-East and Far-East) decided to get acquainted by featuring a local Outdoor Education Programme or Facility in each upcoming issue of Anee.

This issue we'd like to introduce Gerry Greenslade's Camp Cameron and next issue will feature the Ottawa Board's Macskimming Natural Science School.



Camp Cameron Outdoor Learning Center is a year-round residential outdoor education center, located 18 km southwest of Perth, Ontario. It is privately owned and operated by Gerry Greenslade, formerly a Science Teacher and Outdoor Education Consultant with the Ottawa Board of Education.

Since the opening in 1974, the center has been operating a seven-day week, with Ottawa area school groups visiting Monday to Fridays, and Girl Guides and Brownies on weekends.

1000 acres of typical Rideau Lakes terrain on the Frontenac Axis offer a wide variety of communities -- from thriving beaver ponds, a sphagnum bog and mixed forest in the valleys, to rock outcroppings with clear glacial scrapings on the hilltops. A long-abandoned farm-site, felspar quarry and mica mine offer students a glimpse of the living history of the area.

Facilities include 2 rustically-designed buildings -- the main lodge consisting of the kitchen, dining area, common room and staff apartment, and the dormitories which house a maximum of 50 people in two separate male and female dorms, four to a room in comfortable pine bunks. Both buildings are completely winterized, although city students sometimes find year-round use of outhouses a new (and not entirely unpleasant) experience.

The Center is neither Government nor School Board sponsored, so that visiting classes must raise the money to cover camp fee, meals and transportation costs. With no maintenance or kitchen staff, taking care of household responsibilities such as menu-planning and meal preparation become an important and rewarding part of the student's experience.

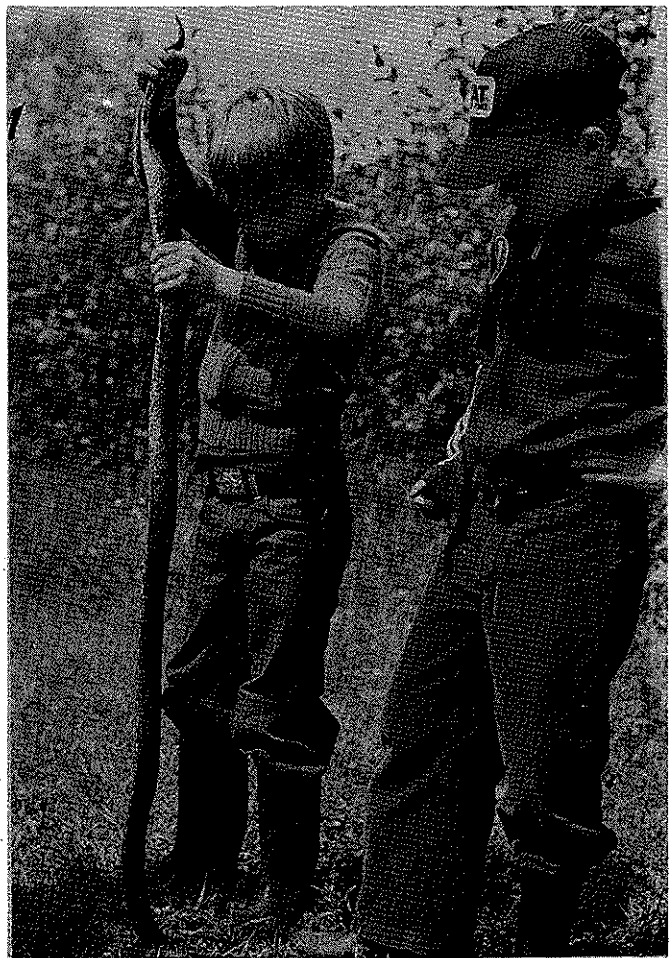


The home economics teacher might not approve, but students find there's more than one way to mash potatoes at Camp Cameron.

Camp Cameron offers a typically wide range of outdoor recreation and education activities year-round, in a relatively relaxed and personal atmosphere. But, without a doubt, the winter is the heaviest demand season--always well-booked a year in advance. Besides breaking the stretch between Christmas and Easter, a winter week allows a group plenty of time for money-raising events.

But, perhaps more importantly, winter weeks at Cameron are favoured for the high-impact potential of new experiences for students not accustomed to the natural winter environment. In learning to understand and enjoy it, students get personally acquainted with their Canadian heritage in the "Land of Ice and Snow."

The black rat snake,
noted for its gentleness,
is a common discovery
in June at Camp Cameron.



The Northern Region

The North is still buzzing with the afterglow of the 1979 COEO conference on Outdoors as a High Impact Resource, and has a large and active executive anxious not to lose any momentum from that conference. The executive represents a variety of interests and views one of its major roles as that of 'breaking in' to a large number of school boards and other educational bodies throughout the region, and increasing the level of their awareness of COEO.

In addition to the traditional winter workshop at Tawingo, and spring workshop at Pioneer Camp, the region hopes to host a number of day and half day ventures for members and non-members alike.

The 'annual' winter workshop of COEO at the Tawingo Outdoor Centre is, this year, scheduled for Friday, January 11 to Sunday, January 13, 1980.

Sessions will include:

ski instruction - all levels

teaching instruction - tips and techniques to improve your
ski instruction

ski tours - ½ and full day tours

- special instruction tours on skiing terrain

schoolsite activities - winter studies

- nature interpretation

- SNEW (New Snow Games)

winter camping overnight option

PLUS:

equipment, films, social recreation and informal exchange
of a workshop

Accommodation is in heated, winterized cabins

Fee for the Friday snack through Sunday lunch is \$28.00

Registration is limited.

For more information and registration forms contact:

Tawingo Outdoor Centre

R.R.#1

Huntsville, Ontario

POA 1K1

705-789-5612 (Phone registration only
if necessary)

Centres and Programs

CENTRE STRESSES WISE USE OF OUR NATURAL RESOURCES By Mary Mastin

The official opening last June of the \$1.2 million Kortright Centre for Conservation, has added a new dimension to the educational programmes sponsored by the Metropolitan Toronto and Region Conservation Authority.

The centre, named in memory of the noted conservationist Dr. Francis H. Kortright, is a stunning building whose pyramidal design won the Canadian Architecture Magazine award in 1971.

An interior, resembling the open effect of Ontario's early barns, has been achieved by the framework structured from massive beams and columns of British Columbia Douglas Fir. In all 25,000 square feet of floor space is enclosed within broad expanses of glass and an exterior cladding of diagonally placed western red cedar.

Among the facilities are a 120-seat auditorium, lecture theatre, gift shop, cafeteria and a museum level containing a number of intriguing exhibits related to the centre's renewable natural resources themes.

Interpretive Nature Centre

Functioning as an interpretive nature centre, Kortright emphasizes the understanding, wise use, management and enjoyment of Southern Ontario's forests, wildlife, land and water.

Ideally located for utilizing this singular concept in conservation education programmes - 25 miles north of downtown Toronto, the 400 acre site is the focal point of the Boyd Conservation Area. Forested valleys and gently rolling fields, threaded by the upper branches of the East Humber River, provide the varied setting for illustrating the vital relationship between humans and renewable natural resources of the environment.

Conservation programmes practising the theory have been in operation since 1974 when the centre consisted of several temporary portable classrooms. Originally limited to a small number of school groups, the current expansion enables the centre to handle three or four visiting classes each week day, provides seminars for teachers and opens the facilities and programmes to the public on Sundays.

Sawmill attraction

Of immense appeal is the sawmill tour which attracted about 1,200 people during its six weekends of summer operations. Scheduled to resume in the fall, it is the only one of its type operated by MTRCA. Although it has been designed to show what happens to a log, the tour is much more than a practical demonstration.

Beginning at the Centre, with an audiovisual presentation, visitors receive an introduction to the forest, wood products and the sawmill. Following a hike along a nature trail leading to the sawmill, there is an opportunity to compare both managed and unmanaged woodlots.

Kortright has 123 acres of naturally occurring forests -- sugar maple, beech, hemlock, bitternut, ash, hop hornbeam, and white birch -- which are utilized in several ways to demonstrate specific forestry practices.

A 10-acre segment of mature hardwood bush is intensively managed for timber production as well as making provision for wildlife. By creating forest openings, deer are encouraged, while piles of slash provide cover for rabbits and pheasants.

Reforestation, occupying 36 acres, is another visible facet of our renewable natural resources. Also tied into the sawmill tour, it brings into focus the progression of land uses. The region, originally forest, was heavily timbered in the 1800s and is now mainly an agricultural area.

The story of why a field is ploughed lies in the succession plot -- a unique, on-going, 35 year project. For three successive years the plot has been mowed, but each year a smaller section is cut. The differing plant composition and size of the tree seedlings verify "nature's unstoppable urge to make a forest."

At the sawmill, under the supervision of one of the centre's four sawyers, Neil Shaw, Bruce Buckle, Jesse Bryson or Frank Wesley, spectators discover that the initial step is determining the type of log going through the mill and its destiny as a finished product -- 2 by 4's, planks or boards.

Surprisingly, the next step is inspecting the log for nails -- a necessary precaution since some of the locally harvested trees have been used as fence posts. The log then goes onto the carriage, is squared off by the 56-inch circular head saw and passes through the edger, cut-off saw, and planer. From there, the finished product goes outside to be stacked and dried for a year and is subsequently used by MTRCA for building purposes.

At the centre's museum level, an exhibit of large panels, supplied by the Ministry of Natural Resources, reinforces the importance of forests in our daily lives....their environmental impact on air temperatures, reduction of wind velocity, sound suppression and improvement of air quality. Management policies are explained. Operating over a 20-year period, the objective is to perpetuate the resource and the innumerable products flowing from our forests.

Forest products exhibit

Related to this theme are several of the centre's most intriguing displays. The forest products exhibit contains 24 commonly used items originating from trees. Ranging through wigs, records, diapers, wool, vanilla and anti-freeze, they hold a few additional surprises for anyone who is unfamiliar with the versatility of wood.

Linked closely to this is Abitibi's arresting display "From Newsprint to Newspapers." The daily newspaper is such an integral part of our lives that we are unlikely to think of its production in terms of an average tree supplying enough pulp for 5,000 newspaper pages.

Other programs with the forestry theme running through their content include the seasonal manufacture of maple syrup by both pioneer and modern

methods from the centre's five acres of managed sugar bush; seed study, which is similar to a nature hike; and stream improvement through the planting of shrubs and trees.

Bird feeding plot

A demonstration that homeowners may find unusually interesting is the five-acre bird feeding plot. Featuring a combination of food and shelter shrubs and plants -- sunflowers, millet, lilac, elderberry, dogwood, and multiflora rose -- there are paths running through the maze of growth which offer bird watching opportunities and lead to a special display of shrub plantings designed to encourage wildlife in suburban and townhouse backyards.

An activity of unusual interest is the bee program, in which beekeeper and Kortright curator Allan Foster explains bee biology which provides a bona fide glimpse of the secret world within the hives. Visitors need have no fear of being stung -- they view the hives from behind the windowed safety of the bee house.

The innovative radio telemetry hike is filled with expectation and excitement as one of the centre's biologists guides visitors in a search for two radio-collared raccoons. Although the hike promotes an understanding of the way in which an animal uses its habitat, it also demonstrates a wildlife research technique which is being used in the province's battle against rabies.

The Kortright Centre for Conservation is located two miles west of Highway 400, just south of Major Mackenzie Drive, on Pine Valley Drive. A conservation centre that is undoubtedly different, its Supervisor, Kenneth Strasser, feels that it is certain to become one of the outstanding conservation education facilities in North America.

Mary Mastin is a freelance writer from Willowdale, Ont.

Reprinted from "The Forest Scene"

Volume 18, #8

Sept. 1979.

OFA ANNUAL MEETING FEB. 9, 1980

Forests: Myth, Money and Recreation

Inn on the Park

\$30 per person

Topics include the Honour Roll of Ontario Trees, Forests in Canadian Film, taxation of tree farms, and the importance of Ontario's Forests.
Call (416) 493-4565 for more information.

DATEBOOK

C.O.E.O. Professional Development Committee

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EXPEDITION TO THE ARCTIC

CANADIAN EASTERN ARCTIC - BAFFIN ISLAND

Here is your opportunity to visit and study in one of Canada's last frontiers.

Approval has been granted to take our next courses to Pangnirtung on Baffin Island. A full itinerary has been planned to enable students to learn and experience the problems and issues of the Arctic. Meetings with the Inuit, local governing and law enforcement officers, artists and artisans as well as the families and children are planned. Trips into the fiords, Auyuituk National Park, the school, local historic sites, fishing and hunting grounds are all part of the itinerary.

The courses will include preparation time and follow-up time in Ontario at one of the Field Centres.

Group leaders are Jim Melady and Brent Dysart. You are invited to contact either one for more detailed information.

Application forms can be obtained by writing

Brent Dysart,
Laurel Creek Field Centre,
R.R. #3, Waterloo, Ontario.
N2J 3Z4

PROGRAM - COURSE HIGHLIGHTS

1. Preparation and follow-up sessions by "experts" of the North - People who have lived, worked, studied or governed in the North.
2. 14 days in the Canadian Eastern Arctic on Baffin Island - Pangnirtung and vicinity.
3. A unique opportunity of a lifetime - to visit a part of the last Canadian frontier. To meet and talk with the people who live, work and govern in the Arctic.
4. Trip costs are \$1800. Fees to be paid in full by April 1, 1980.
5. Limited enrollment to 18.
6. N.I.U. Credit available upon request and registration.

OTF/FEO

"MAKE PEACE WITH WINTER"



A Winter Conference/Workshop for Teachers of K-13
Sponsored by the Council of Outdoor Educators of Ontario
in cooperation with
Ontario Teachers' Federation

TOPICS

OUTDOORS

Cross Country Skiing
Snowshoeing
Survival in Winter
Snow Studies
Wildlife Management
Ice Fishing
Winter Photography
Visual Arts
Winter Carnival

INDOORS

Energy Education
Planning a Camping Program
Liability and Legal Constraints
Moving Out with Math
Outdoor Films
Book Display

DATES: 7:00 p.m. Friday, February 1 until 1:00 p.m. Sunday, February 3, 1980

LOCATION: The Leslie M. Frost Natural Resources Centre, Dorset, Ontario
(140 miles north of Toronto)

FEE: \$52.00 This covers registration, accommodation, Friday evening wine and cheese party, 3 meals and evening snack on Saturday, 2 meals on Sunday and social activities.

PRE-REGISTRATION A MUST - REGISTRATION LIMITED

REGISTRATION FORM: COEO CONFERENCE - "MAKE PEACE WITH WINTER"

NAME

SCHOOL

HOME ADDRESS

(include postal code)

TELEPHONE

School/Business Home

ROOMS: Accommodation is 2 per room. If you wish to be booked in a room with another delegate you know, please indicate the name of the other delegate

PLEASE ENCLOSE YOUR \$52.00 FEE (non-refundable) WITH THIS FORM AND MAIL TO:

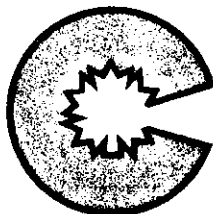
OTF Curriculum Project, 1260 Bay Street, Toronto, Ontario M5R 2B5
(Cheques should be made payable to the Ontario Teachers' Federation.)

7980/15

A ROCKY

MOUNTAIN

"HI"



CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS-INTRAMUROS

2nd NATIONAL CONFERENCE

MAY 16 - 19, 1980

THE BANFF CENTRE
BANFF, ALBERTA

- Elementary, Junior High, Senior High and Post-Secondary sessions
- Keynote Address: Dr. Stuart Houston
- Theoretical and Practical sessions
- New Games Foundation
- Speakers from across Canada
- French Presentations
- Alberta Steak Barbeque
- Ideas Exchange Forum
- Western-style Hospitality
- Registration Fee - \$35.00

Be sure to be included on the mailing list for this important conference.

Complete the form below and return to:

Rob Stinson
Campus Recreation Manager
University of Calgary
2920 - 24th Avenue N.W.
Calgary, Alberta
T2N 1N4

Please include me on the mailing list for information concerning the 2nd National CIRA Conference.

NAME: _____

INSTITUTION: _____

ADDRESS: _____
(Institution)



BOOKS - MAGAZINES - FILMS

To all those people who requested a Foxfire Publications List, Anee has agreed to publish the list below in order to save Foxfire the cost of making individual mailings.

Here are some basic sources for people interested in starting a cultural journalism project in their community. We suggest that you get hold of these sources, read through them, and then get back in touch with us if you have further questions. We are very interested in every group that starts a cultural journalism project, especially in an unusual situation. So keep in touch with us, preferably through the newsletter, and let us know how it works for you.

Moments: The Foxfire Experience

by B. Eliot Wigginton

\$4.75

This book is designed for teachers and gives the philosophy behind Foxfire. Full of inspiration, guaranteed to bring tears to your eyes and hope to your heart.

You and Aunt Arie

by Pamela Wood

\$6.75

This book was written as a practical guide to the "how to" of cultural journalism. A valuable resource book for beginners. There are plans to revise this book next year.

Both books are available through:
IDEAS, Inc.
Magnolia Star Route
Nederland, CO 80466
Add .52¢ postage

HANDS ON: The newsletter for Cultural Journalism

The Foxfire Fund, Inc.

Rabun Gap, GA 30568

\$3.00 subscription fee

Back issues available for .75¢ each.
(Started in 1977, six issues the first year. Quarterly after that.)

HANDS ON is designed specifically for the many cultural journalism projects located around the country. It serves as a source of information, a network of communication, and a way to keep in touch with the "family". If you're serious about starting a project, this publication is a must.

Any workshops that are held, either state-wide, regional or national, are advertised through the newsletter. There are no regular workshops held. If, after reading the suggested material, you have specific questions, please feel free to address them to Sherrod T. Reynolds, The Foxfire Fund, Rabun Gap, GA 30568. She is the editor of HANDS ON and takes care of questions from other projects.

Best of luck, we're with you all the way.

HOW LEADERSHIP?

Leading to Share---Sharing to Lead by Bob Rogers; COEO; 38 pages; \$4.00

Red Bay, 1977. Remember? Nice place. Great food. Good parties. Certification, more certification ad nauseum. At Red Bay, the issue which had been rumbling around COEO for two years came to a head. After a lot of talk the COEO task force which was supposed to examine the areas of certification and high-risk activities was requested to continue its work and give direction to COEO on the action that should be taken in response to these issues.

Under Alice Casselman's direction, that Task Force worked out a model for the training, growth and recognition of professional leadership in outdoor adventure experiences. The model, primarily created by Bob Rogers, was expanded by him into a short book which has now been published by COEO. Rogers is an associate prof at Laurentian U., is highly qualified personally in outdoor adventure activities, and actively involved in propagating future leadership. His considerable research and reflection, his personal concern for leadership development, establish him as an authority whose views must be listened to.

We need effective leadership in outdoor adventure activities, begins Rogers, and he sets out to describe a way to produce that leadership. Effective leaders are those who are capable of leading activities in such a way as to cause to happen those things which the people participating want to happen ('participant desired objectives.') Rogers uses the list of components of outdoor adventure experiences developed by COEO's task force -- environmentally appropriate behaviour, personal growth, technical skills and safety -- as a summary of participant desired objectives. To make them happen, a leader needs both technical motor skill ability and leadership ability and the two should not be confused. You may be great at climbing mountains, but it doesn't follow that you're also great at leading the expedition. Leadership includes having the technical skill but it also includes knowledge and ability in several other key areas which Rogers terms 'Building Blocks.' They are: 1) Physiological Forces (weather affects, first aid, hypothermia, fitness...2) Social-psychological Forces (behaviour, interaction, valuing...;) 3) Environmental Forces (climate, ecology, attitudes;) 4) Safety (emergency procedures, search and rescue...;) and 5) Technical Forces (navigation, travel, equipment, legal liabilities.) But all of these building blocks would count for nought if a leader does not possess and use 'objective judgment' in applying skill and knowledge of the building blocks to the multitude of situations which arise in an outdoor adventure.

To ensure the continued supply of professional level outdoor adventure leaders, Rogers suggests a four-stage developmental model which would extend over several years and would include age, experience and skill prerequisites, residential courses, evaluated out trips and the continued counsel and criticism of peers and experienced leaders.

Leading to Share, Sharing to Lead has made a strong contribution to the outdoor adventure field. The previously confused state of affairs has been classified by identifying what we were arguing about when we used to argue about certification. The components of leadership which Rogers offers are hard to argue with and the developmental model, if it were to be put into widespread practice, would likely ensure the needed supply of high calibre leadership. COEO and indeed the entire outdoor adventure field are indebted to Rogers and the task force for these contributions.

It would be nice to conclude a book review on such a positive note. But we can't. Unfortunately, the book also contains numerous flaws, some serious.

Perhaps the greatest danger in privately publishing a book is the loss of the services of a professional editor. Very few people write well enough to put their material directly into print. Hemingway, Fitzgerald and T. S. Elliot were all severely edited and all admitted they couldn't have done without it. An editor should take what we have written and rework it so it is precise, stylish and forceful prose and COEO should have used one; since with due respect to Bob Rogers, he's not a professional writer. In fact he's not even a good writer.

Of the book's thirty-eight pages only about twenty contain worthwhile material. The rest is padding. 'Objective judgment' is explained three times when once would have done. The appended schematic models repeat verbatim some material covered elsewhere and then repeat themselves. The introductory material and the appendices read as if they were tacked on afterwards merely to extend a paper which wasn't long enough to be a book.

Outdoor adventure activity is not in itself all that difficult a topic. Its issues and concerns are not on the same plane of inherent difficulty as linguistic philosophy or foundation mathematics. So when re-reading a paragraph is necessary in order to figure out what the writer is saying, the difficulty is not because of the subject but because of the writer. All too often, Rogers lapses into the rule of thumb of academic prose, "Why be difficult when with a little effort you can be impossible?" Jargon, obscure vocabulary and convoluted run-on sentences abound. The following assaults on clear English prose were all gleaned from the first few pages:

Need I mention that the efficient and effective production of end products will usually have associated with it efficient and effective by-producting.

By referring to such things as by-products simply places them in their proper context for this instance. (sic) To answer this question we must make a digression in order to establish an attitudinal context in which to provide a factual response. If this is not done, we run the danger of not being able to see the forest because of the trees; of violating the principle that form follows function; of being easily distracted from our basic goal by the glitter and attractiveness of an exciting medium.

But, if the reader has a well-developed sense of irony, Leading to Share, does provide a few fine examples of inadvertent humour. How else could you react to:

But the acquisition of technical skills by the leader is essential to the realization of the end-product. Technical motor skill is necessary, but not sufficient for the exercising of objective judgment. Thus the dichotomy, thus the simplicity, thus the clarity.

Personalized style is a welcome break from the sterile passive-tense prose which is typical of the sciences and social sciences. But Rogers takes the process a little too far with his constant self-intrusions of "I.....I will be damned sure I know.....Need I mention.....I am convinced.... I would go farther.....I strongly suggest.....I believe.....Need I remind you.....I would accept.....indeed I would say.....But I do not wish....." If an idea is worthwhile, it will stand on its own, unaided by ceaseless personal testimonials.

Finally, a concern must be expressed about the artwork. Spacious layouts and numerous illustrations make the book more visually attractive, but the drawings are of an uneven quality with some looking as if they were done by a high school student earnestly copying models of store-window mannequins. The figure on the catamaran has all the energy of a cocktail party guest holding his dacquiri, and the couple skiing are frozen still with every hair in place and the woman's head well out of proportion to her body. Perhaps the artist donated his services to COEO. Well, thanks, but maybe a professional commercial artist might have been in order.

So much for the short-comings of the form of the book. Now, what about the content?

Is there any point in offering a model for leadership development with no consideration given to whether it could ever be implemented? Who would control it? Which reigning authority would bestow the title, 'objective leader?' who would run the courses? and who in the world would recognize it as being worth anything? It's all very well for the author to claim that implementation is not the topic of his monograph, but some defense should be made for thinking that this particular model could in fact, be effectively put into practice, otherwise, both the writing and reading of it are merely academic exercises.

Can the COEO Task Force list of essential components be construed as 'participant desired objectives?' They were not formulated by participants at all, but by a small group of highly qualified experienced leaders of outdoor adventure activities -- the COEO Task Force -- and agreed upon by a group of professionals who are actively involved in leading outdoor activities -- the Council of Outdoor Educators of Ontario. No attempt was ever made to survey any group of students or adults who sign up for such activities to discover what they want. Had there been, we should likely see a list headed by "kicks/fun/excitement," and followed closely by "serenity/tranquility/peace," and "new friends/ social interaction."

Environmentally appropriate behaviour is an unknown concept to most novice participants and safety is assumed. This is not to argue with the Task Force list but only with Rogers' claim that the components come from participants. They don't. They are our desires for them.

The entire brouhaha, of course, began as an argument within COEO about certification. The yeas claimed that in an era of an outdoor recreation boom, when people who had no business doing so were not only engaging in high-risk activities, but also leading others into them, then certification was the only responsible course to follow if we were to ensure safe high-quality experiences. The nays, many of whom has led outdoor adventures for years, were irked by the impertinence of those who demanded that they now possess a piece of paper to do so, and viewed the process as at best a passive arrogance, and at worst a self-serving closed shop empire-building by the would-be certifiers. To some extent they were, as Rogers points out, talking about apples and oranges. But many, however, clearly understood the distinction between technical motor skill and overall leadership ability and clearly argued about the need for certification in technical motor skills and the methods of implementation. Rogers side-steps this issue completely. He simply assumes a priori that "Technical motor skill certification is essential...." and makes no attempt to argue, or even review the arguments for its being essential or to refer to any way of instituting skill certification. Most of us may now agree on 'why certification?' but given the unlimited access of the population to outdoor adventure activities and the vast array of courses and certificates now on the market, the question of 'how certification?' is still very much open. In Rogers' overall leadership development model, technical motor skill certification is a necessary step, but the machinery for that step is far from being in place and it is somewhat pointless to think about instituting a holistic model until it is.

So, Leading to Share, Sharing to Lead is ultimately both a success and a failure. COEO and Rogers have made a real contribution to outdoor adventure leadership. Would we had done it better.

Craig Copland,
Peel Field Centres

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

POT POURRI

STUDENT RECORDS OF OUTDOOR EDUCATION EXPERIENCES

Opinions vary greatly on the issue of whether or not students should take notes, complete assignments, etc. during outdoor education experiences. Some say a very definite "No!" It is the experience that counts or "No! It makes it seem too much like regular school." Some say "By all means! Students must recognize that outdoor experiences are integral parts of on-going school programs and must have good records for meaningful follow-up work."

As in most educational issues there can be no simple "yes" or "no" answer and no general policies can be made that work in all situations. Final decisions must be made by each teacher (often in consultation with outdoor education staff) taking into account such factors as the purpose and nature of the outing, the work habits and maturity of the students, the time available and the weather.

In Bruce County, we have found the following guidelines to be of assistance and pass them on to Anee and other outdoor educators and classroom teachers for use, comment or reaction.

All Levels: Where physical fitness, recreation skills, observation skills, sensory awareness, perception or appreciation and enjoyment are the main objectives of an experience, record making is not necessary. Indeed, it may very well interfere with the accomplishment of such objectives. However, various forms of creative expression after the experience may be motivated by such outings.

Primary Level: The teacher might conduct a discussion in advance of an outing, recording on the board or on chart paper the answers to such headings as "What we want to see," "What we want to find out," or "What we want to remember." At the end of the outing period a review of the highlights recorded again by the teacher will be a valuable summary of the experience.

Primary and Junior Levels: For student use in the field, a pocket-sized informal nature or field notebook with a few blank pages to be used for notes, sketches, rubbings, etc. seems to work well.

Junior Level: As maturity increases and recording skills develop the informal field notebook might contain a few more specific questions or assignments on the topics of study for the day.

Intermediate Level: From grade 6 to about grade 10 or 11 students should learn, develop and practise more formal techniques of record making and data collection. They should have opportunities to use the data collecting and recording methods characteristic of the various disciplines or outdoor purposes.

- e.g. Biology - charts, graphs, scientific illustrations
- Geography - maps, profiles, field sketching
- Arts - sketching, photography, writing of prose or poetry.
- Tripping - logs, diaries or journals (One of our students was overheard saying "Girls keep diaries, boys keep journals.")

Senior Level: Formal data collecting and recording techniques should continue with emphasis shifting to having students develop the forms, graphs, charts, etc. that are appropriate to the nature of the data being collected.

Bad Weather: Record sheets and reference books must often be left behind in the classroom and completed after the outing by way of review and consolidation.

Creativity: Should always be encouraged in record-making. The use of cameras, field sketching, illustration and artistic expression may be appropriate for many students.

The above guidelines and recommendation are provided as general suggestions only and by no means will fit the circumstances of all classes and programs using the outdoors for educational purposes.

Clarke Birchard
Supervisor of Outdoor Education
Bruce County Board of Education

REPORT ON THE FIRST MEETING OF A PROPOSED ASSOCIATION OF WILDERNESS GUIDES
HELD AT DORSET, NOVEMBER 23 - 25, 1979 by S.L. RICHARDSON, COEO VICE-CHAIRMAN

They came from all parts of the province, Toronto and Atikokan, Hamilton and Thunder Bay. They came looking to get started in the field or to protect their long-established reputation there. They came from college with crisp new certification in hand and they came with their dog right out of the bush with only a lifetime to show. But they all came, in beards, wool and pipes, by pick-up or four wheel drive, to deal with a common issue: the need for recognition of wilderness guiding as a profession.

As John McRuer, a long time advocate and successful activist for this gathering, came to state at one time in the meeting, "It's one thing to advocate motherhood, but it's another thing to do something about it." So for three days and two nights they agonized with labour pains until Sunday afternoon came birth of an as yet unnamed bouncing baby organization; an association of wilderness guides.

A Friday night brainstorming session revealed that despite differences, some issues and needs were commonly felt; education of ourselves and the public, legal rights, protective needs, safety standards, public relations, communications, even lobbying. But first two contentious issues had to be resolved in order to reduce anxieties to a comfortable level; the question of membership and the question of certification. The latter seemed resolved by a clear majority vote not to have standards or certificates of various levels for its members, although a later motion called for serious consideration of some. Such consideration should be given, possibly only to be later rejected, for there are many possible alternatives and the significance and ramifications of each should be most clearly thought out, articulated and debated before a final decision is made.

The other issue was membership. Should it be tiered? Should there be commercial membership? What are the criteria for a professional guide? Do we want related association such as CANSI, ORCA, or COEO, etc, as members, or merely on an advisory board? After a clear indication that membership was to be as an individual only, this overwhelming issue was left for the first slate of directors Jim Blair, (Chairman,) Bruce Rogers, Mike Exall, Peter Ward, and Bruce Hyer to tussle with and report on at the next meeting likely next April.

Sunday noon, exhausted from late night debates and parliamentary gymnastics, individuals paid a \$10 inter-membership fee, packed and left. At this point it was easily felt "Ho-hum another membership, another mailing list, another newsletter," or as another delegate put it, "We've delivered another toothless tiger."

But have we? Somewhere on each sign-up list for various committees maybe the tongue, the spittle, even the fangs of a formidable lion with the nerve to advance, the power to pounce, and a voice to roar. If professional wilderness guides ever need to make themselves heard the time is now. If professional wilderness guides ever need to clean house and improve their image, the time is now. If wilderness guides are to come of anything, they must establish their professionalism now by dedicating their time and talents to following-up this their first faltering footstep.

FROM THE ADVISORY BOARD

In June of this year, the Advisory Board decided that clearer definition, clarification of the goals and objectives and, on the whole, a "stronger" COEO could exist. Too, the annual changeover of personalities on the Advisory Board has sometimes resulted in a significant loss of momentum from one year to the next.

As a result, Lloyd Fraser, Clare Magee, Brian Richardson and Dorothy Walters invested some time and energy into arranging for the 'old timers' ('79 Ad. Bd) and the new 1980 Advisory Board to gather together at Ganoraska Forest Reserve on November 9-10 past.

The turnout, although not complete, saw representation from all regions and most executive positions on the Board. The weekend's productivity was expertly directed by Dorothy Walters. Her diligent work in keeping those present at their tasks is, in retrospect, much appreciated.

Friday evening opened with some full introductions, activities and some interesting discoveries in the field of heraldry (ask Peter Middleton about his coat of arms the next time you see him.) Saturday saw the Board in small groups addressing one by one the existing and the desired status of COEO in reference to its goals and objectives. They then examined the reasons for this disparity and detailed plans of actions for reaching the preferred position and finally for evaluating their success.

Later on in the day members assembled detailed job descriptions of each member of the Advisory Board. (It was urged at that time that the regions look to defining their role in COEO as well.)

With the why's and what's of COEO addressed, the Board looked to asking how the Board itself can function more effectively. What blocks to smooth operation exist and can these personal and administrative obstacles be removed? They were unsuccessful in discovering a source of unlimited funding but some other important considerations were aired.

COEO's written mandate is an impressive one. People leaving the weekend meeting felt that to be true. They feel energized, assured of each other's support and optimistic for significant and necessary developments in the growth of COEO as a professional organization. Hard work and commitment from all COEO members (I just saw everybody wince) is essential if we are to see the profit of this weekend's generation of ideas nurtured into full programs and direction for COEO.

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.