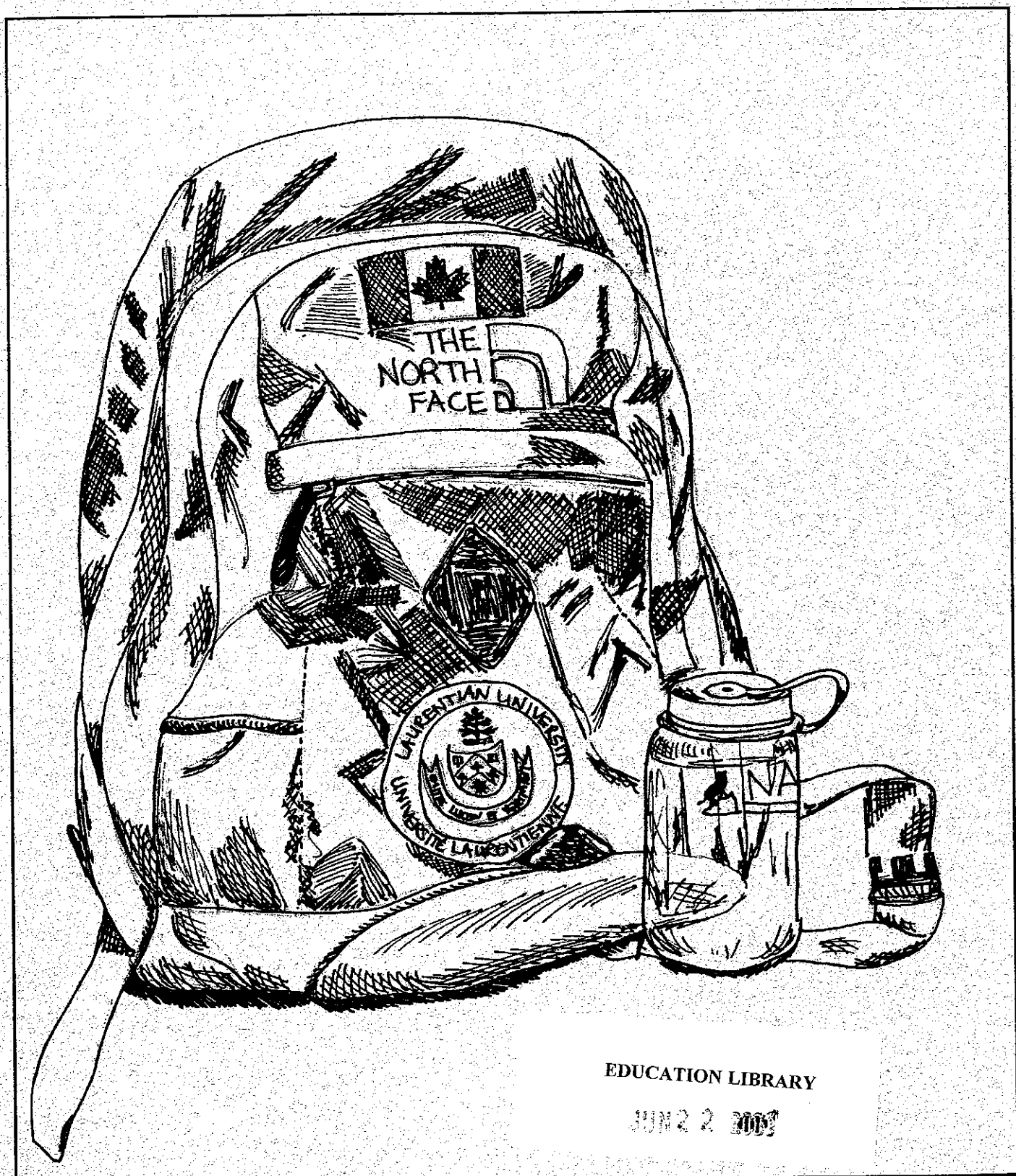
Pathways

The Ontario Journal of Outdoor Education

Spring 2001, 13 (2)



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Pathways

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CONTRIBUTIONS WELCOME

Pathways is always looking for contributions. If you are interested in making a submission, of either a written or illustrative nature, we would be happy to hear from you. For a copy of our submission guidelines, please contact Randee Holmes, Managing Editor.

If you interested in being a guest editor of an issue of *Pathways*, please request a copy of our guidelines for guest editors from Randee Holmes, Managing Editor.

If you have any questions regarding *Pathways*, please direct them to either of the *Pathways* Editorial Board Co-Chairs, Bob Henderson or Connie Russell. If you'd like more information about COEO and joining the organization, please refer to the inside back cover of this issue or contact a Board of Directors' member.

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Pathways
THE ONTARIO JOURNAL OF OUTDOOR EDUCATION
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ADVL Program

Feature

Columns

Pathways is published five times a year for the Council of Outdoor Educators of Ontario (COEO) and distributed to COEO members. Membership fees include a subscription to *Pathways*, as well as admittance to workshops, courses and conferences. A membership application form is included on the inside back cover of this issue of *Pathways*.

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Editors' Log Book

First off, we'd like to thank Roger Couture for collecting and editing the contributions from faculty and students at Laurentian University. It's great to have another school to profile and we always appreciate the efforts of guest editors!

Second, we'd like to provide Pathways readers with a brief update on what's happening with us. We are now into our second issue with Randee Holmes at the helm and have already benefited from her expertise. Randee has many good ideas for updating *Pathways* and would welcome any suggestions you may have to offer. (Her contact information is on the previous page.) In consultation with Randee, we will soon have an updated version of our "Guidelines for Submissions," which we hope will make the process easier for all of you would-be contributors. Speaking of which, we are always, always, always in need of the following columns: "Backpocket" (activities, lessons); "Reading the Trail" (resource reviews); and "In the Field" (news or reports from your centre, program, or school). We also welcome submissions of black-and-white art. If you've got something to share, contact Randee, Connie or Bob. We'd be happy to work with you.

Bob Henderson and Connie Russell
Co-Chairs, Editorial Board

The goal of the Outdoor Adventure Leadership (ADVL) program at Laurentian University is to educate, train and provide experiences to aspiring outdoor leaders in as many ways as possible. I think you will see that the stories that follow clearly reflect this goal.

We begin with an introduction to the Outdoor Adventure Leadership (ADVL) program, followed by a story on what some ADVL graduates are curtently doing. The next piece describes one of the many experiences the program offers — the opportunity to be involved in a student-based business entitled School for Outdoor Adventure Learning (SOAL). SOAL caters to many groups and provides customized outdoor programs.

Personal stories can provide valuable insights into the true nature of a program. Ian Ward, a fourth-year ADVL student, describes his experiences during the four years he has spent at Laurentian University. The personal accounts of two students — Rob Douglas (from Canada) and Nicola Bush (from Scotland) — give a taste of our international exchange program.

Another international account is given in a student instructor's narrative of experiences with students from Ibaraki University, Japan, one of the client groups that participates in SOAL on a bi-annual basis. The ADVL program section concludes with a student's personal reflection on the reasons why people take part in outdoor pursuits.

I hope that you will enjoy this small glimpse into our program. In closing, I would like to express my gratitude to Ian Ward for all the effort and hard work he invested in this project. Thanks also go to Corinna Fetter for providing the artwork. Corinna is entering her third year of the ADVL program and is currently enjoying a 4-month internship with Killarney Outfitters handling administration and leading canoe trips.

Roger T. Couture
Coordinator, Outdoor Adventure Leadership Program, Laurentian University

Art for this issue was provided by Corinna Fetter (cover and pages 2, 9, 13, 20, 21, 23, 24, 25 and 31), Paul Robinson (pages 26 and 28), Rebecca Wardle (pages 12, 15, 17 and 34) and Melissa Perras (page 11).

Outlook

Spring has come and the Board of Directors has been busily keeping up with the business of running the organization. The present constitution requires that there be a review of the existing constitution every three years. To meet that goal a committee was struck and a review completed. Very few changes have been proposed and, of those that have been, most are of the sort that serve to streamline the document. Each member will receive a copy of the proposed changes with their copy of *The Sounding Board*. The original wording, the proposed changes to the wording and the rationale for the proposed changes are all provided. Should anyone require a full copy of the existing constitution they should contact the Glen Hester (COEO Secretary).

The conference committee has been hard at work planning an exciting new program for September's conference at Bark Lake. Look for both familiar faces and new presenters at this year's event. Be prepared to walk away with "stuff" you can use on Monday when you head back to work after a wonderful fall weekend with colleagues. The committee would like to thank those who have already volunteered their services. They look forward to a weekend full of personal and professional growth. Doug Pedwell has volunteered to head up Conference 2002 and is looking for committee members to join him. Remember — many hands do make light work!

COEO has supported Green Teacher (Transforming School Grounds), The Ontario Camping Association Conference, OSEE, and the Eastern Ontario Model Forest with their Web listing of outdoor environmental programs through letter writing or shared resources. We will continue to look for opportunities to share in joint ventures for the mutual good of all involved.

Just a reminder that at last year's AGM the membership agreed to go with a September 1 to August 31 yearly membership. The rationale was that this would provide us with more accurate information for the planning of activities and budgeting of finances. Members will need to renew prior to September 1, 2001 to keep their membership active for the conference.

You will notice some visible changes in *Pathways*. The *Pathways* Editorial Board has been implementing the suggestions of the membership and the results are wonderful. The continued success of the journal is due to the hard work of the *Pathways* team as well as submissions from the membership. They are always looking for articles and artwork and would like the opportunity to highlight the work and adventures of COEO members. Lastly, we would like to extend an official welcome to Randee Holmes, the new Managing Editor of *Pathways*.

Yours in the out of doors . . .

Mary Gyemi-Schulze
COEO President

Board of Directors Meeting Dates

Thurs. June 14, 2001	Conference Call	7:30 pm	Mary	Constitution
Sat. Sept 15, 2001	Location TBA	9:30 am	Mary	Budget
Sat. Sept 29, 2001	AGM	TBA	—	Agenda

Outdoor Adventure Leadership Program at Laurentian University

by Dr. Roger T. Couture

Wise outdoor leaders pay respectful attention to their environment and to their participants' behaviours. If group participants feel comfortable with the leaders' competency, they will behave more openly and authentically. People learn most when they are open to everything that is real around them. Only then can an outdoor experience truly be memorable.

This is the philosophy behind the Outdoor Adventure Leadership (ADVL) program at Laurentian University. ADVL is a holistic program that promotes personal growth, develops leadership skills and trains individuals to be safety-minded in a variety of outdoor settings, including remote northern places.

The ADVL program is a demanding one. It typically requires a greater time commitment than other university degree programs, including four additional semester courses, weekend activities, and an additional month of summer school. To ensure that individuals entering the program are willing to invest the necessary time and effort in their future, applying students go through a thorough interview process before being admitted. Only 15 to 20 individuals are accepted into the program each year.

Those people who are admitted to the program come from varied academic backgrounds. While the majority come directly from secondary school, an increasing number are admitted as mature students or as students with previous degrees and diplomas.

The ADVL program aims to provide students with the following:

- knowledge of self-skills, people skills, and the natural environment, both ecological and cultural
- expertise in safety issues, including the ability to perform rescues in a variety of environments
- an environmental ethic that people must exist in harmony with nature
- the skills to lead a personal fitness lifestyle reflecting the portrait of a healthy leader
- the ability to lead people in a variety of environments and conditions
- the experience of planning, organizing and leading extended outdoor expeditions
- a high level of technical proficiency in many adventure activities

Program Design

The ADVL program is specifically designed to assist individuals in becoming competent, as well as employable, in adventure tourism and in many other fields of work related to the outdoors. In achieving this end, two components — nature and Native culture, as well as first aid and safety — are particularly emphasized.

Nature and Native culture

The outdoor environment and Native perspective are given considerable attention in this program. By the end of their second year students are required to have completed three Biology theory courses and one full-year course in Native Canadian traditions and culture. Providing students with both a scientific and a spiritual understanding of the outdoor environment enables them to develop an environmental ethic, which can then be shared with future clients. Native students are encouraged to enrol in this program to nurture within them, and to share with other students, an understanding and respect of their culture.

First aid and safety

First aid and safety are not to be taken lightly on remote outdoor trips. For this reason, students in the ADVL program graduate with an appreciable background in these areas. Within their first year, students are exposed to twenty-six weeks of instruction in Anatomy and Kinesiology. During their second year, students take a full-year course in human physiology. By the end of that year students are certified CPR/First Aid Instructors and have achieved an expected level

of proficiency in wilderness survival.

In their third year students take a full-year course in wilderness emergency management. This course includes casualty simulations as well as search and rescue drills held over two weekends, one each in fall and winter. When possible, arrangements are made for Theatre Arts students to act as the casualties. By the end of this course, students receive the Wilderness First Responder certificate.

By the end of their third year students are trained in navigation, river rescue, rock climbing and vertical rescue. Students put their skills to the test for one month during the summer when they both lead and participate in an extended canoe trip (350 to 600 km) that includes eight to fourteen fellow students, two instructors, and two to four paying clients. The intent of the trip is three-fold: first, to learn more about canoe tripping while earning an ORCA Level 2 certification; two, to learn how to take care of clients (lead, cook, entertain, assist with tents) in a safe, controlled environment; and, three, to experience what could happen to clients or to themselves in a wilderness predicament. Students are evaluated on how well they deal with casualty simulations and lost people incidents. Following this experience, students are expected to lead their own expedition of no fewer than seven days.

By the end of their last year, students have completed courses related to the legalities involved in this type of work, and risk management and public relations. National Lifeguard Service (NLS) certification is also obtained. By graduation, students are well versed in first aid and rescue in many environmental situations.

Academic Certifications

The program allows students to direct a certain number of elective courses (the equivalence of one full academic year) toward a post-graduate certificate in one of several areas. This certificate may be completed either during or following the completion of the ADVL program.

1. Certificate in Environmental Biology
This certificate is a coherent set of under-graduate courses in Environmental Biology and deals with the interaction between animals, plants, trees and environmental factors.

2. Certificate in Basic Multi-lingual Competence
A growing number of Canadian employers look for skilled graduates who can provide language assistance to their international clients. This certificate informs the employer that a basic level of competency has been reached in three to five languages (from among French, English, Spanish, Italian, German, Ojibwa or Cree) at the university level.

3. Certificate in Gerontology
This certificate is designed to introduce students to the holistic field of gerontology with two intentions: to increase knowledge about old age and to improve quality of life in old age. This multi-disciplinary certificate utilizes a transactional model of learning that includes four areas: biomedical, psycho/social, environmental/cultural, and religious/ethical.

4. Certificate of Bilingualism
The achievement of this certificate signifies that students have the ability to communicate efficiently in both official languages. It is awarded following the successful completion of a written and oral examination in each official language. Students may apply for this certificate in their final year of the ADVL program.

5. Certificate in Entrepreneurship
(still under development) This certificate is aimed at providing students with the basic knowledge necessary to start their own business. It is intended that this certificate will be completed during the four years of ADVL program.

Technical Certifications

Although it is not required, students are encouraged to become certified in a number of activity courses during their four years in the program, especially while they are eligible to receive substantial certification discounts, ranging from 75 to 100 per cent. Although the program is more heavily weighted in warm weather land- and water-based activities,

certification is also available in such cold weather skills as dog sledding, winter camping, cross-country skiing, alpine skiing and snowboarding. Students can use their certifications to earn money while still attending school.

Work Experience

A number of opportunities exist for candidates to gain work experience in a particular area. These opportunities may be classified as practicum experiences (lasting a minimum of 40 hours), internships (lasting a minimum of 3 months), or paying and non-paying opportunities provided within the program.

Some popular experiences include outdoor adventure teaching for elementary/high school students and the public sector; management and supervision of the bouldering (climbing) room or outdoor equipment rental shop; outdoor activity instruction for international university students; and coordination of a yearly international film festival tour or a community-wide outdoor equipment sale. There are also opportunities to give workshops or provide services to the Sudbury area. Students may choose to work for the ADVL student-run business called School for Outdoor Adventure Learning (SOAL), offering outdoor experiences to secondary school students, teachers and corporate groups.

Students enjoy a third-year course called Business Basics for Professionals. It is intended to inform students about the business world. It is particularly helpful for those students wanting to pursue an entrepreneurial dream or wanting to undertake a current business (i.e., outfitter in adventure tourism, director of a summer camp, owner of an instructional/rental service, special events organiser).

Partnerships

Laurentian University's ADVL program and Strathclyde University's Outdoor Pursuits program (Glasgow, Scotland) have run a joint student exchange program for the past seven years. Another exchange program is currently being negotiated with Lahti Polytechnic, in Finland. Exchanges have also occurred on occasion with Japanese universities. Such international exchanges bring a breadth of academic and social enrichment, knowledge and fun.

In addition, the ADVL program is associated with a consortium of 35 outdoor businesses in North-Eastern Ontario called Partners in Eco-Adventure Tourism (PEAT). The goal of PEAT is to assist in promoting, marketing and selling the region at provincial, national and international levels. Association with this group enables the ADVL program to develop and grow in response to the needs of outfitters. It is also an ideal connection for promoting ADVL students.

In addition, a high and low ropes course will soon be erected on campus to assist in a team building facilitation process with employees of the Greater Sudbury Hospital. As part of this partnership, ADVL students will be offered opportunities to do practicums and internships in corporate team building.

The ADVL program also benefits from an affiliation with two community colleges: Cambrian College and Collège Boréal, both of which offer complementary outdoor-related diplomas. Together, the three programs attract interest in community-based outdoor pursuits focusing on adventure leadership, sustainable outdoor recreation and outdoor tourism management.

Summary

The Outdoor Adventure Leadership program at Laurentian University focuses on the environment and people's needs. When leaders are comfortable and competent in the areas of safety and leadership skills, they can focus on ensuring their clients pleasurable outdoor experiences that are both memorable and meaningful.

More information on Laurentian University's Outdoor Adventure Leadership program is available at www.laurentian.ca/phed/advl/.

Roger T. Couture, PhD, is a professor and the Coordinator of the Outdoor Adventure Leadership program. A father for the second time, his current hobbies include baby sitting, dog sitting and continuing the development of the ADVL program.

Outdoor Adventure Leadership (ADVL) Program

First year (33 credits)	Second year (34.5 credits)
• Aquatics • Outdoor School I • Human Movement • Exercise Programs I • Perspectives of Phys. Ed. and Sport • Anatomy and Kinesiology I • Anatomy and Kinesiology II • Human Movement Colloquium • Introduction to Psychology • 12 credits of non-PHED electives Students must have completed either Canadian Environmental Biology or Biology I and II (6 credits) by the end of second year.	• Adventure Leadership • Outdoor Education • Outdoor School II • Outdoor School III • Phys. Basis of Human Performance I • Phys. Basis of Human Performance II • White Water Canoeing • Wilderness Survival • Winter Camping • Outdoor Leadership Colloquium • Principles of Ecology • Native People; Tradition & Culture • 6 credits of theory electives
Third year (33 credits)	**Fourth year (25.5 credits)**
• Adventure Education • Wilderness Emergency Mgt • Outdoor Leadership Colloquium • Outdoor Leadership Internship • Outdoor Leadership Practicum • Rock Climbing and Rescue • Cross-Country Skiing • Business Basics for Professionals • 1.5 credits from a PHED activity course • 9 credits of non-PHED theory electives	• Certifications & Experiences • Adventure Education Research • Outdoor Recreation • Minor Games • Outdoor Leadership Colloquium • Legal Aspects of Physical Educ. • Independent Practicum I • 1.5 credits from a PHED activity course • 12 credits from non PHED theory courses
Special Session (between 3rd year and 4th year) • Advanced Canoe Tripping • Wilderness Camping • White Water Kayaking • Navigation and River Rescue	

Academic Certificates (optional)

1. Environmental Biology
2. Gerontology
3. Bilingualism (français/english)
4. Business (Entrepreneurship)
5. Basic Multi-lingual Competence (minimum 3 to 5 languages)

Additional Requirements for Graduation

- Attend a conference (2 days) of their choice in the field of outdoor education
- Organize and lead a 7-day expedition
- Participate in and lead a 350–600 km canoe tripping experience
- Be a certified CPR/First Aid Instructor by the end of second year
- Be National Lifeguard Swimming (NLS) certified
- Achieve a Wilderness First Responder certificate (Sirius Wilderness Medicine)
- Achieve a Wilderness Survival proficiency certificate (Survival in the Bush Inc.)

Optional Certifications

- Level 1 Moving Water Canoeing
- Level 1 Canoe Tripping
- Level 2 Canoe Tripping
- Level 1 Lake Water Canoeing
- Level 1 Swift Water Rescue Technician
- Level 1 White Water Kayak Instructor
- Level 1 Cross-Country Skiing, NCCP
- Level 1 Nordic Ski Instructor CANSI
- Level 1 CSIA Alpine Skiing Instructor
- Level 1 CASI Snowboarding Instructor
- Level 1 Orienteering, NCCP

What are ADVL Graduates Doing Now?

by Megan Parry and Ian Ward

The answers to this question are, much like the Outdoor Adventure Leadership (ADVL) students themselves, both varied and unique. Unlike some academic programs, ADVL graduate employment does not fall under specific classifications. It is not possible to say that, year after year, any given percentage of students ends up in any given field of work. However, there are some recurring themes as to where ADVL graduates tend to find employment.

Since ADVL is a specialty of the Bachelor of Physical and Health Education program at Laurentian University, it is no surprise that a number of ADVL graduates move on to become teachers. About 20% of ADVL graduates complete teachers' college before going on to teach at various levels all across the country. The majority of these teaching graduates remain involved in some facet of the outdoor leadership field by teaching at publicly and privately funded outdoor centres, whether in Canada or abroad (e.g., Nova Scotia, Ontario, Quebec, New Zealand, Japan and China). Approximately 10% of graduates continue on to complete graduate studies at the master's degree level. These graduates are studying in a variety of fields, including Environmental Biology, Human Development, Adventure Psychology and Social Work. These students demonstrate the strong academic backbone of the ADVL program.

Over 50% of ADVL graduates are involved in guiding, leading and instructing outdoor pursuits. Students work in such diverse fields as ski and snowboard instructing, dog sledding, snowmobile touring, river rafting, rock climbing, sea kayaking, and eco-tourism. ADVL graduates have held positions ranging from junior level guides up to and including directors of residential camps and provincial outdoor associations. Some students have even become owners and operators of their own businesses. As an example, two recent ADVL graduates are currently operating a sea-kayaking enterprise in Vancouver, British Columbia. While enrolled in the program, another student began what has become a successful business selling white water kayaks.

A small segment of outdoor adventure leadership graduates move on to become involved in more traditional business pursuits, often attending business colleges following graduation from Laurentian University.

The small number of outdoor adventure leadership graduates reflects the fact that students have been able to spend quality time as a member of a team; this is something of which the program is very proud. ADVL students graduate with multiple certifications that meet, and often exceed, industry standards. The academic nature of the program allows the study of a number of fields, including Environmental Biology, Business (Entrepreneurship), Gerontology, Bilingualism, Basic Multi-lingual Competency and Native Legal Education.

More than ever, graduating students leave the ADVL program prepared for employment in a wide variety of fields. Perhaps even more impressive, though, are the results of a recent survey of ADVL graduates that clearly revealed among these students an ability to find or create working environments that are suitable to them as individuals. Students are commonly asked, "What do you do with a degree in ADVL?" Apparently the answer is quite simple: "Whatever you want."

Megan Parry graduated from the ADVL program in the spring of 2001, with an Honours degree in Physical Education, specializing in Outdoor Adventure Leadership, along with a Certificate in Environmental Biology. She plans on attending teachers' college in the fall and continuing to spend as much time as possible with children of all ages.

Ian Ward is completing his final year in the ADVL program. He looks forward to travelling across the country, applying what he has learned, in an attempt to become gainfully employed.

School for Outdoor Adventure Learning (SOAL)

by Ian Ward

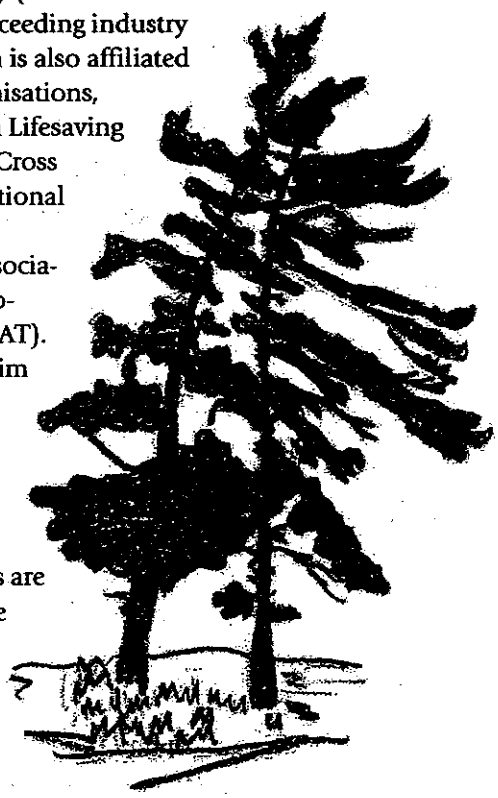
The School for Outdoor Adventure Learning (SOAL) is an initiative offered in partnership with the Outdoor Adventure Leadership (ADVL) program at Laurentian University. It assists ADVL students in finding work. The goal of SOAL is to offer students both practical business experience and financial assistance. The ADVL program itself also receives partial financial support from SOAL.

Though it wasn't formalized in name and function until 2000, SOAL has been hosting international study tours with the goal of promoting language, outdoor activities and Canadian culture since 1988, the year it was founded by Dr. Richard Danielson and Professor Bob Rogers. SOAL offers outdoor experiences to academic and non-academic international groups and provides experiential learning in either English or French as a second language. Experiences include participation in outdoor activities, co-operative learning and cultural interaction. The SOAL program can be customized to cater to clients' needs, whether challenging or relaxing. In the past, some groups have opted for a balance of classroom teaching and participation in outdoor activities. Other groups have preferred English language immersion mostly through experiential learning outdoors. Some of the activities offered by SOAL include eco-hikes, canoeing, kayaking, rock climbing, indoor bouldering, camping, primitive living, bush craft, native culture and horseback riding.

All participants in the program are provided with on-site accommodation and food at Laurentian University. A major draw for groups involved in the SOAL program has been the natural landscape in and around the Sudbury region. Participants have the opportunity to experience the beauty of the region's 30 lakes in the city and to visit some of the provincial parks in the area (e.g., Killarney, Windy Lake, Half-way Lake).

Visiting international students participating in the SOAL program enjoy a three-day cultural home stay during which they live with local families and are immersed in Canadian culture. Upon completion of the program, an official certificate from the ADVL program is awarded for having achieved a certain proficiency level. Normally, academic credits are appended to this certificate from other institutions.

Instructors at SOAL are certified in activity-specific fields at either provincial or national levels. SOAL instructors also have certifications in First Aid and Search/Rescue; Wilderness First Responder (85 hours), First Aid and CPR instructor, National Lifeguard Service (NLS), Wilderness Survival proficiency, and Rock and River Rescue proficiency (Swift Water Rescue Technician), thereby exceeding industry standards. The program is also affiliated with a number of organisations, including the Canadian Lifesaving Society, Canadian Red Cross Society, Ontario Recreational Canoeing Association, Ontario Wild Water Association and Partners in Eco-Adventure Tourism (PEAT).



While the current aim of SOAL is to provide experiential learning opportunities to international groups, this is not the limit of SOAL's focus. At present, efforts are underway to expand the number and nature of the programs being offered. Planned initiatives include both hard and soft skill development (e.g., computer skills development and team building proficiency). The goal is to provide a more diverse outdoor experience for a wide base of participants, including school groups, teachers and businesses.

Why I Chose ADVL at Laurentian

by Ian Ward

As I sit here writing this piece, I am able to look back and reflect on four of the most remarkable years of my life. These are four years that have been marked with significant personal growth, and in which I have met some incredible people. I have spent this time as a student in the Outdoor Adventure Leadership (ADVL) program at Laurentian University.

Perhaps a little personal background is in order. I am 22 years old and the middle child of three boys. I hail from the suburban confines of Richmond Hill, Ontario, where I have lived for all of my life. And, influenced by my family, I have developed a true love of individual, outdoor pursuits.

> *"My father always said, you don't go to university to get a job — you go to university to get an education."*

Throughout my childhood my parents took my brothers and me on camping trips instead of to Disneyland, and on ski trips instead of to hockey arenas. Our family also spent as much time as possible at the cottage during the summer months. For me as a young boy these family outings were more than just vacations: they were more like big adventures. Even playing in the neighbourhood, my brothers and I would often be found in the few ravines and forests near to our home. Outdoor activities were not a chosen path for escape; they were simply ways of having the most fun. There were no parents and no rules, and it was the cheapest entertainment you could find.

Another major influence on my passion for the outdoors was my mother's youngest sister, my late aunt Donna. Donna was a true naturalist at heart, and she took every opportunity to share that love with my brothers and I. She was much younger than my mother, and in our eyes that made her pretty cool. She brought us pet turtles and snakes that she obtained from her job at the Humber College arboretum. Donna was always taking my brothers and I on nature hikes, where we would explore different ponds and ravines. She loved catching frogs. I guess her love for the outdoors was infectious, because I caught the bug and I hope that I can influence my children, nieces and nephews as much as she influenced me.

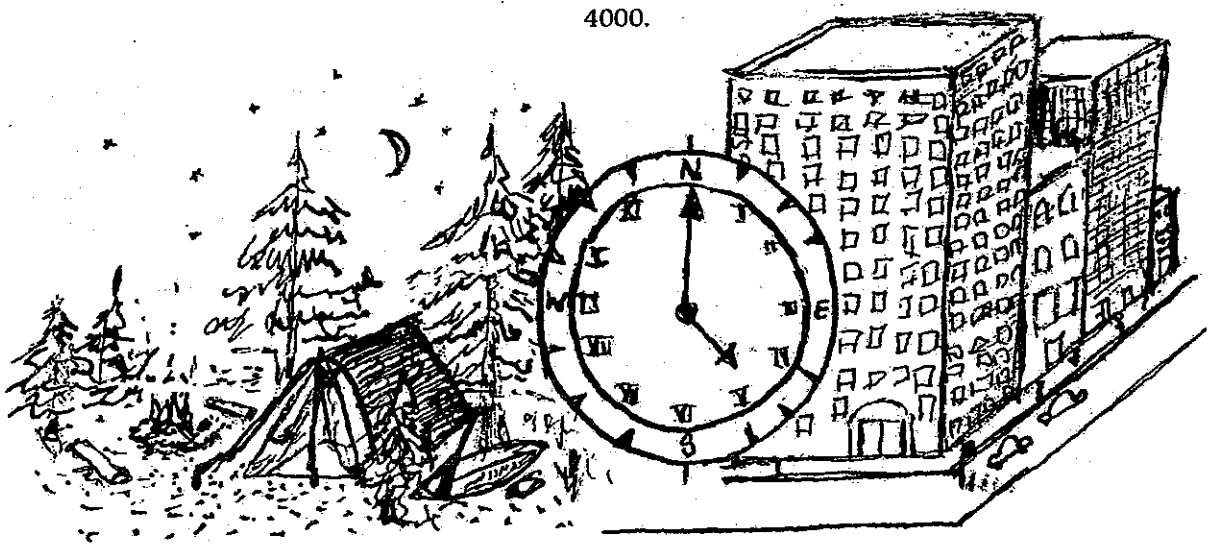
In addition to developing my love of the outdoors, my family also impacted on my desire to attend university, to which I applied directly following high school. My parents are both university graduates. Before moving to Canada, my father obtained a PhD in Physics from Queen's University in Belfast, North Ireland. My mother completed a degree from the University of Toronto as a physical and occupational therapist. I was never unduly forced into pursuing higher education; it was simply something that interested me and that I believed was important to complete.

My scholastic interests were widely varied. I enjoyed courses in English, Math, Science and Physical Education, as well as History and Geography. Having such a broad range of interests made choosing a single subject of study in university one of the most difficult decisions of my life. Though I honestly can't remember how, I somehow managed to settle on Physical Education as a main area of interest, with a focus on outdoor recreation.

Finding a career or profession has never been my main focus or principal reason for achieving a post-secondary education. My father always said, you don't go to university to get a job — you go to university to get an

education. He is a living example of this philosophy, not having been employed in a field remotely related to physics in almost twenty years. Armed with his words of wisdom, I set out to find a school that would meet my needs as a student and as an individual.

I had certain criteria that I used to decide on which schools were of interest to me. First, the university had to be outside the Toronto region, mostly because I didn't want to live at home. Second, the university had to be relatively small. I was definitely not interested in being one of a thousand students in a classroom.

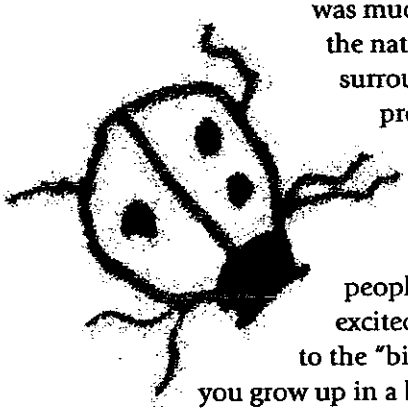


In terms of outdoor-based programs, there are not really that many choices in Ontario. This is either fortunate or unfortunate, depending on your point of view. For me, it made selecting a school somewhat less stressful, though making a final decision on where to go was still very difficult. Truth be told Laurentian's ADVL program had an advantage over other schools for me personally in that my older brother was already enrolled in it. For me he was a walking advertisement of the courses that were available, what the professors were like and where the best bars in town were to be found. In the end, I chose Laurentian for a number of reasons.

First was the ADVL program. As a person with a wide range of intellectual interests, the combination of theory courses, science courses and activity courses was attractive to me. As part of my degree, I have been able to take classroom courses in Human Anatomy and Physiology, European History, Winter and Animal Ecology, Climatology, and Adventure Education as well as activity courses ranging from white water canoeing and kayaking to winter camping and rock climbing.

The second major factor that influenced my decision to choose Laurentian was the school itself. Laurentian has a total student population of around 4000. Each year it admits only 100 students to the physical education program. Of these, a maximum of 20 are admitted to the ADVL program. For me this has meant that the largest class I have encountered has held roughly 100 students, with the average closer to between 12 and 40 students. This is fewer than most high school courses, and provides excellent opportunities for students to better know the professors, and for professors to better know the students.

The final important factor in my decision was the university's proximity to outdoor opportunities and relative wilderness. As I have never had any interest in urban environments or city life, when choosing a school I



was much more interested in the natural environment surrounding it, rather than its proximity to shopping malls or theatre complexes. (Even now, it still seems odd to me to hear people at school talking excitedly about weekend trips to the "big city." I guess when you grow up in a big city, going shopping is taken for granted and doesn't exactly qualify as a weekend's entertainment.) Not that Sudbury is devoid of entertainment or shopping facilities, but these were not reasons for me to choose this school. Its closeness to the natural environment was.

Some of the overnight experiences that are part of the ADVL program take place within a half hour's walk of the campus. Such a brief hike can take you deep into a conservation area or beyond any roads, trails or other signs of civilization. The only indication that you are close to a city is the occasional overhead passage of an air ambulance en route to the hospital. This closeness to the natural environment, with excellent hiking, canoeing, kayaking and rock climbing opportunities all within a short drive of the university campus, was definitely a major attraction for me to the school.

Aside from the university's closeness to the natural environment, the city of Sudbury is pretty nice too. Sudbury has an avid outdoor community that in my experience has been extremely warm and welcoming to new faces. The city also has all the amenities of larger cities, but without the crowding and overpopulation problems.

These are the reasons why I chose Laurentian. While other schools offered some of the same benefits, none could meet my needs as completely. Choosing the ADVL program has had a more significant impact on me than I anticipated. The program has allowed me to grow as a person, and has provided me with valuable insights into possible career paths, as well as possible life paths.

The people involved with the program are certainly among the influences that have impacted me. When I first started, Professor Bob Rogers was the program coordinator. While I was in my second year of the program, Dr. Roger Couture succeeded him. Since that succession I have witnessed some amazing changes in the program. Roger has added some valuable certifications and experiences to a program that was already very strong to begin with. Students now graduate with a number of wide ranging certifications that give them a strong start in the field of outdoor and adventure leadership.

Another of Roger's influences, made possible by the small size of the program, has been his open door policy. He is always open to students and does his best to help them and to offer suggestions; this serves to enrich the whole education process. Roger is also open to students' suggestions for improving the program. I don't know too many other places where the suggestions of the students are taken so seriously and acted upon so readily. In the ADVL program, students really do have a voice.

"Choosing the ADVL program has had a more significant impact on me than I anticipated."

The question I am most frequently asked is, "What are you going to do with a degree in Outdoor Adventure Leadership?" Unfortunately, the question is often not posed in a completely positive manner. It seems that for many people, unless your degree is in a well-respected art or science, they consider it to be of little or no value. Fortunately, I believe that this attitude, albeit slowly, is changing. The fact is that ADVL graduates have gone on to do some amazing things. Included are those who

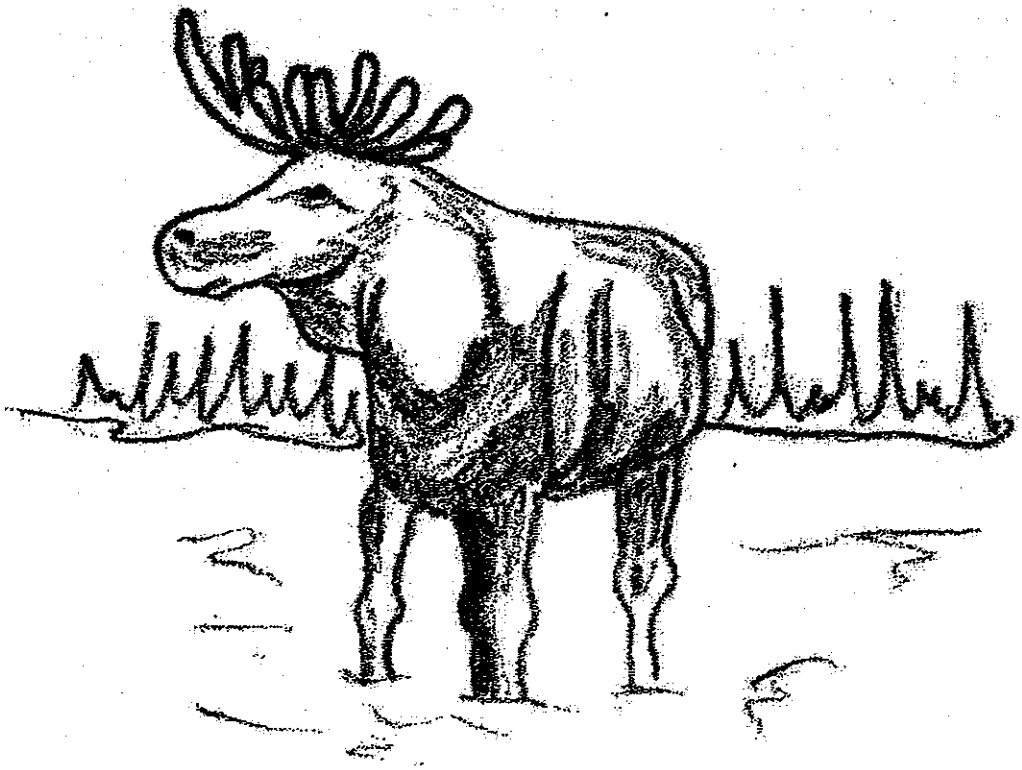
work as guides for outfitting companies, people who run residential camps, those who own their own business, others who have pursued master's degrees in a variety of fields, and more than few who have gone on to teachers' college.

With the preparation that I have received at school, the career choices available to me are many and varied, leaving me with a feeling of both excitement and slight fear. Realistically, upon leaving school I have the opportunity to do whatever I want. The program has allowed me to develop as a leader, as an individual and as a team player. I truly believe that my options are wide open, and my designated career path is simply waiting upon my final decision. My answer to the question of what I am going to do with this degree is typically "Anything I want."

With the end of my scholastic career on the horizon, and approaching at an alarming pace, I feel that I have taken more away with me from Laurentian than just an education. I have met some incredible people, and I have done some amazing things. I have been prepared for more than a simple career. This program has prepared me to meet a lifetime of challenges, and to help others in doing the same. My plans for the immediate future are not yet settled, but I hope to pursue a career path that involves aspects of outdoor adventure and that will allow me to utilize my leadership skills to help others in some capacity.

Laurentian's ADVL program was clearly the best fit for my interests and my needs as a student. Am I ready to take on the world? Who knows, but at the very least I feel that I am prepared and excited to meet the next challenges that life has hidden up her sleeve.

Ian Ward is completing his final year in the ADVL program. He looks forward to travelling across the country, applying what he has learned, in an attempt to become gainfully employed.



Laurentian—Strathclyde University Exchange

Laurentian University has an active partnership with Strathclyde University, located in Glasgow, Scotland. Every year, students from both schools travel across the Atlantic Ocean to experience university life in a completely new setting. Some students spend one semester on exchange; others spend a full year. A common thread amongst these students is an experience full of reward. The following are the stories of two ADVL students who participated in the exchange program.

Learning Abroad — My Experiences in Scotland

by Rob Douglas

The Outdoor Adventure Leadership Program at Laurentian University presented me with an amazing opportunity to travel overseas and study for eight months at Strathclyde University in Glasgow, Scotland.

I have benefited from the Laurentian/ Strathclyde exchange in a number of ways. The classes helped to increase my knowledge of facilitating and instructing outdoor programs. Participating in outdoor activities, such as rock climbing, hill walking, orienteering and kayaking, helped me develop and improve various skills, including navigation and leadership, as well as my level of physical fitness.

In addition, I was able to pursue new courses, especially as the academic focus at Strathclyde is a little different from that at Laurentian. While my first two years in the ADVL program had been spent studying Human Anatomy and Physiology, Biology, Outdoor Education, Adventure Leadership and environmental issues, at Strathclyde I was exposed to courses such as Financial Management and Experiential Learning.

One of the most beneficial aspects of studying abroad was the opportunity to view familiar topics in a new light. In contrast to the Canadian system, Scottish education puts a lot of emphasis on outdoor education and experiential learning. The course material involved aspects of leadership and facilitation to which I had not previously been introduced. I believe these courses will prove to be valuable in any of my future endeavours in the field of outdoor education.

Perhaps the biggest cultural difference that I observed between Canada and Scotland (apart from the diet) was the way the Scottish embrace outdoor activity. The whole culture seems to actively participate in the outdoors. I was fortunate enough to participate in a few of the many activities available, including kayaking, cycling, rock climbing, orienteering and mountaineering. During my stay I obtained kayaking certification from the British Canoe Union, and had the chance to experience the waters of Loch Lomond in November. That was an experience I will not soon forget.

One of my favourite discoveries while in Scotland was my own love for the hills and the highlands. At the time it was my first experience with any real mountain climbing, and I found the physical and mental thrill of climbing to be a breathtaking experience. While in Scotland I managed to climb eight Munros (mountains over 3000 feet high) — not the least of which was Ben Nevis, UK's highest peak at 4409 feet — and numerous Corbets (hills less than 3000 feet high).

One journey into the hills in particular stands clear in my memory: One weekend, I and three other ADVL students decided to hike a nearby hill. The plan was to meet at the bus station, take the bus to the hill and together the four of us would climb the peak. Three of us waited at the bus station for the fourth student to arrive. When he didn't, we assumed he had perhaps spent too long enjoying Scottish hospitality the previous evening; we three decided to go ahead without him. The rest of the day unfolded as planned and we enjoyed a good

hike that day. On the return bus trip we spotted a familiar face on the road. When our missing friend boarded the bus we naturally inquired as to where he had been all day. We were surprised to learn that, having missed the bus, our friend had been offered a lift to the hills by a passing motorist. He had climbed the peak on his own, and our paths had even crossed on the hill — but somehow we had completely missed one another!

Hill climbing is a popular pastime in this part of the world. It is not uncommon for Scottish residents to board a bus in town and travel into the foothills. From there it is only a short hike up into the mountains of Scotland. I found this access to relative wilderness on public transport to be quite amazing.

A common source of humour in Scotland, at least amongst students, is the threat of falling off Ben Nevis. This is due to the steep grade that exists on either side of the ridge to be climbed on the way to the top. Apparently it is quite a long slide to the bottom. I am glad to say that I never had the experience of either personally falling, or seeing someone take the plunge. Further, I lead several unskilled visitors into the hills and successfully returned each one of them to safety.

Another great learning experience for me was a result of a placement I arranged through Strathclyde University with Outward Bound Scotland. I shadowed a qualified Outward Bound instructor and assisted with various groups of students at the school. I was fascinated to be involved firsthand with this form of experiential learning, something I had never done before. I was also able to work with students with learning difficulties. This was some of the most rewarding work I have ever done.

All in all, learning abroad was an incredible experience for me. I learned and did things I never imagined myself capable of doing. The eight months I spent in Scotland have enriched my university experience immensely. The people and landscape of Scotland will remain with me forever, although, in all honesty, I cannot say I will miss the Scottish weather.

Rob Douglas is graduating from the ADVL program in the spring of 2001. While his future plans are not yet set in stone, he does hope to someday return to Ben Nevis, in Scotland.

Laurentian—Strathclyde University Exchange

Learning Abroad — My Experiences in Canada

by Nicola Bush

When a person is asked to identify an amazing experience, the answer is invariably of a personal nature. The importance of the experience is based on a variety of factors, including past personal history, personal values and the perceived meaning of the experience for the individual. The one common thread among all such experiences is that individuals had to go out and seize opportunities — opportunities that often offer chances to learn new things, experience new cultures and make new friends. When students are encouraged to seize opportunities, doors are opened for them that wouldn't have been otherwise. And as a result the student is better prepared for life and its challenges.

As a visiting student from Strathclyde University, Scotland studying adventure leadership at Laurentian University, I have been exposed to a variety of new experiences and challenges. Taking various activity-based courses has allowed me to experience firsthand some of the natural beauty of the Sudbury region, and has left me with one of the amazing experiences I have had while in Canada and that I will relate here.

> *"Whenever it came time to try something new, my fears returned, but each time I managed to find a way to overcome them."*

Last June, while on placement in England, I was involved in a flat water kayaking incident. Since that time I had not been near a kayak. The experience had left me extremely frightened, and I was determined not to expose myself again to anything that would come close to the kind of danger I had experienced that June. So, when I discovered I had been registered for an activity course titled "White Water Kayaking," you can imagine my response! I tried every imaginable method to get out of the course. But over and over I was told the same thing: "Just go along. You don't have to do anything you don't want to."

So I went to the first meeting and met the instructor. He knew exactly who I was. This made me feel a little more relaxed as it meant that he knew of both my fear and my lack of desire to be there. This was an important part of the 're-introduction' process: to be sympathetic to my fears and apprehensions. The instructor's intention was to build trust so that, as a result, the teaching process would be a bit easier for both him as the instructor and me as the student. Somehow he convinced me to go to the next session, which was in the pool.

The terror that went through my body from actually being in a kayak again was indescribable. Even the fact that I was in a controlled environment didn't make me feel any better. I practiced a few strokes but otherwise held on to the side of the pool as much as possible. At the first opportunity, I was out of that kayak.

We were to go kayaking the next day on a river, and I was terrified. I am at a loss to describe the feelings that I experienced that evening, but I was very emotional. Truth be told, I was nearly in tears. There was no denying the fact that I would soon be challenged to face my fears head on!

The following day I experienced a whirlwind of emotions. While in the morning I didn't want to be on the river, by afternoon I was actually pleased to be there. I had done a lot of flat water work and regained some of my confidence. Each time I thought I had reached my limit, I was pushed a little bit further and each time I accomplished that little bit more. Over the next few weeks my confidence was raised more and more. Every pool session I

attended seemed to be a step forward. Whenever it came time to try something new, my fears returned, but each time I managed to find a way to overcome them.

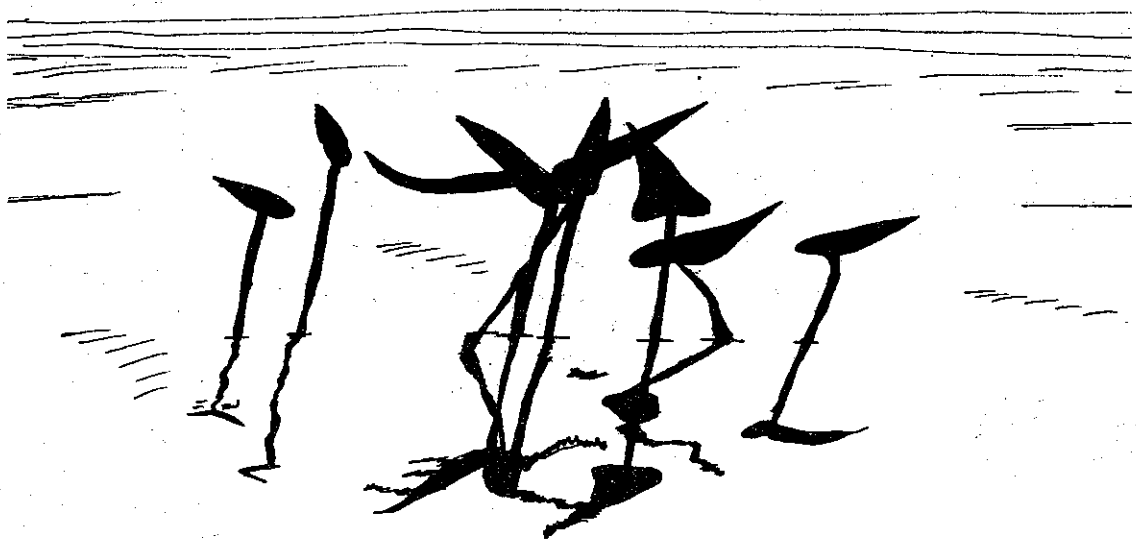
The most important factors of this experience were getting back onto a river, overcoming my fear of being underwater in a kayak and acquiring the ability to roll (something I had never dreamed of being able to do). Often, one does not realize what one has to achieve until after the actual event has occurred. Gaining experience and skills encourages the student to feel more comfortable trying new things. The overall quality of their experience is enhanced.

The white-water kayaking course entails a 3-day river trip at the conclusion of the course. This provides the students with an opportunity to utilize the skills they have acquired over the previous several weeks of the course. Actually being on the river that weekend was for me such a big experience that it will probably remain imbedded in my mind for a long time to come. It was a great learning experience, and I can't help but feel that, without encouragement to take the class, to this day I would still be scared of kayaking, and I would have missed out on both the fun of the course and, more importantly, the lifelong lessons learned. I felt that I had really achieved something and I can't explain how good that made me feel. To others this experience may simply seem like another day in an adventure course, but to me it was something more, something special, a truly amazing experience.

Along with experiencing personal success, I have also come to some realizations about the nature of those who teach adventure activity. The best instructors are those who continue to learn from each new experience and therefore are better able to teach from experience, and also encourage students to try something new. If you have experienced something, learned a lot from it and then went on to teach it, you are able to understand the fears and apprehensions that people go through and are therefore able to communicate better the subject you are teaching.

My advice to anyone, whether they are an outdoor educator, potential teacher or student, is to go out and grab the opportunities that life offers, and encourage others to do the same. Had I not come to Canada and attended the Outdoor Adventure Leadership Program at Laurentian, I would probably still be frightened of kayaking. In fact, chances are good that I would never have gotten back into a kayak. Remember that encouragement goes a long way. Never give up on a student and always be prepared to draw on previous experience to help others achieve what they may think is impossible!

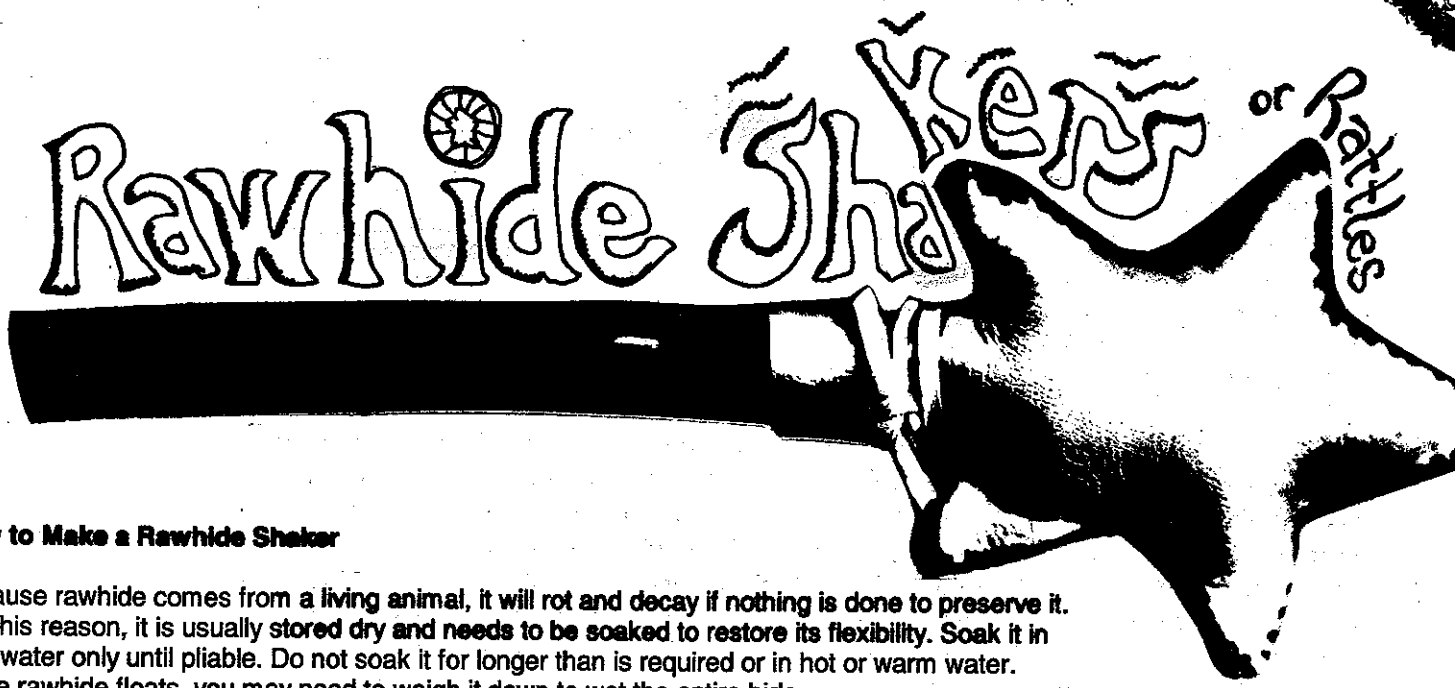
Nicola Bush is a 2nd year student from Strathclyde University in Glasgow, Scotland. She came to Laurentian University on exchange for a year and has found it to be one of the best years of her life. In the future she hopes to pursue more experiences by traveling with the Armed Forces.



"I have never worked with a material like this before. It reminds me so much of my own skin," said a student as she stitched a rawhide shaker. Working with rawhide, leather and fur is about touching and coming to know the most sensitive organ of another creature—its skin. This is one of the reasons that I love making rawhide shakers and working with leather and fur so much. For me, it has encouraged a more intrinsic understanding that other animals have skin that perhaps senses things just as my own body does and that therefore these other animals need to be respected and valued like any human.

We touch the world and it touches us back through our skin.

Rawhide Shakers or Rattles

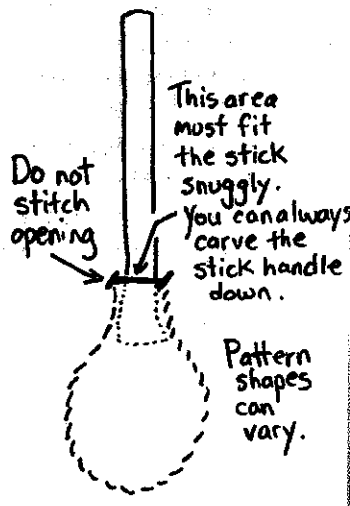


How to Make a Rawhide Shaker

Because rawhide comes from a living animal, it will rot and decay if nothing is done to preserve it. For this reason, it is usually stored dry and needs to be soaked to restore its flexibility. Soak it in cool water only until pliable. Do not soak it for longer than is required or in hot or warm water. Since rawhide floats, you may need to weigh it down to wet the entire hide.

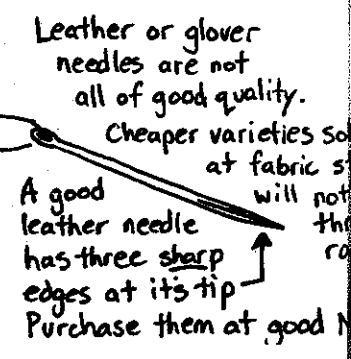
Decide upon a shaker pattern, being sure to include a place for the stick handle. The width of the place where the handle is to be attached should measure just over half the circumference of the chosen handle. Handles can come from things like antlers or special sticks that "call" out to individuals on a walk in the forest.

Using a pencil or light-coloured pen to avoid permanent or visible markings, lightly trace the shape of the pattern onto the rawhide. Next, cut out the shape. Take the rawhide piece you have cut and turn it over. Use the flipped cut piece as the pattern for tracing the second rawhide shaker piece. Cut out this second piece.



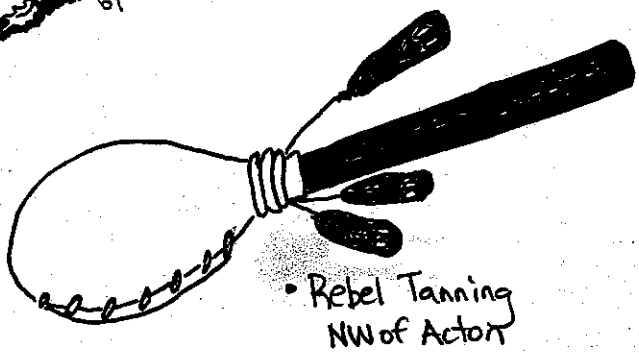
Rawhide comes with a 'right ' and 'wrong' side, which corresponds to the external and internal sides of the skin. You need to remember the basic sewing principle of keeping the "same sides together" when stitching. In the case of rawhide, this means putting both the internal (rough) sides of the skin together so that the good (smooth) sides are on the outside.

Rawhide is generally not sewn up inside out and then reversed as cloth often is. In fact, in many indigenous cultures to do this would be disrespectful to the animal. Great care is often taken to properly place the parts of the animal hide over corresponding human body parts as a sign of reverence and honour for the animal's offering. Neither is a hide stored in a sealed container or hung upside down. This is because the hide still contains some of the animal's spirit and, like a human, should not be humiliated by being caged, confined or hung upside down.



Sources of Rawhide

- Music / Drum stores often sell goat skins to repair African drum heads.
- Web sites
- Native Art + Craft supply stores / Pow-Wow events



- Rebel Tanning
NW of Actor
519-856-1098

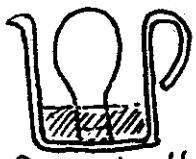
Additional Sensing Activity

Have students form pairs. Give each pair some paper and a single strand of hair. Ask one of the pair to close their eyes while the second places the hair somewhere beneath one sheet of the paper. Using a light touch (palmation), ask the first person to locate the hair under the page. Have the partners switch roles, increasingly adding layers of paper until each partner has determined the number of pages through which they can no longer consistently locate the hair. This exercise comes from a body practitioner's book, which reports that some people can consistently sense a single hair under 20 pages of paper—Wow! Consider how touch can become like reading auras or possessing magical skills: What is the human body able to come to know through touching? Discuss what it would be like to live in a world without the sense of touch: What things can be known through touch, but not easily expressed through words—for instance, when you are bending a stick and sense that it is about to break?

Blanket or Binding Stitch

Leave knot on inside. Wrap around first stitch.

Long strands can be left and used later to attach beads and feathers.



Resoaking the hide.

The shaker can be sewn using a cross or binding stitch. Double-thread a leather needle with sinew and knot the ends. Leave plenty of thread beyond the knot to attach feathers or other items.

If you need to attach more sinew partway through your sewing, insert the needle so that it comes out in the centre of the shaker and tie off with a knot. Attach more thread to the needle, tie a knot in it and insert the needle through the hide from the shaker's centre aiming outward. This manner of stitching will hide all the knots on the inside and keep the outside stitching even.

Stitch all the way around the outside of the pattern, leaving open the place where the handle is to be inserted. Tie a knot in the sinew on the inside of the shaker. Fill the shaker with dry sand, beans or grains. The dry material will cause the shaker to expand like a balloon. Now let the air and sun 'weather' the skin until it is dry and hard and holds its shape. This can take from 20 minutes to a full day, depending on the thickness of the hide and the humidity of the air.

In deciding on what you will put in your shaker to make sound, carefully choose a material that has significance for you. You may want to find special little pebbles for your shaker. Or, you may prefer to fill your shaker with mysterious 'seeds' such as popcorn. Next, decide upon a significant number of items to place in your shaker, for example, 13 stones like the 13 shells on a snapping turtle's back, or 8 seeds, one for each of your close family members and best friends.

Before you fill your shaker, you need to check the fit of your handle. You may need to moisten the rawhide a bit to get the handle to fit properly. Do this by submerging the opening of the shaker in a bit of water in a cup. Once the edge of the rawhide is soft and pliable, remove the shaker and fill it with your chosen material. Securely attach the handle to the shaker by tightly wrapping it with sinew or a strip of moistened rawhide. Let this dry.

Your musical instrument is complete! Gather some friends, put on some good music, and together chant away the boundaries of the self. Shakers can help us to resonate with the rhythms of the world until the boundaries of our selves become extended into the world that rests beyond the skin.

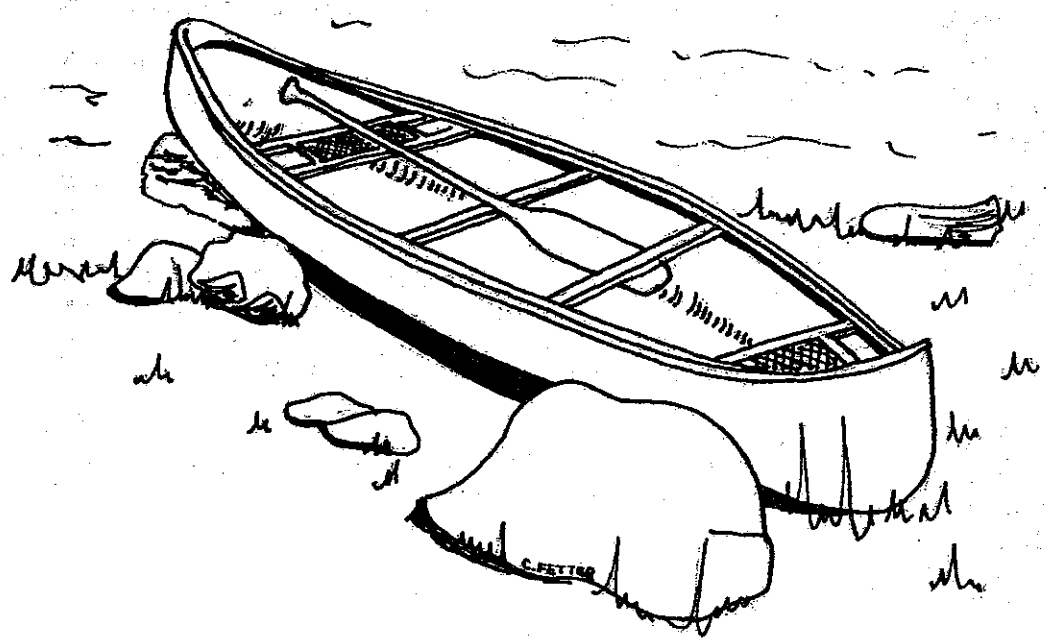
Lessons from a Japanese Cultural Exchange

by Ian Ward

"Konnichiwa" ["Hello"] was the first word spoken by the students from Mito, Japan's Ibaraki University upon their arrival at Laurentian University in 1999. They were there to participate in what turned out to be a very successful adventure at the School for Outdoor Adventure Learning (SOAL). For many of the Japanese students this visit to Canada was literally a once-in-a-lifetime experience. Students were able to spend quality time participating in outdoor pursuits to which many had never been previously exposed. This exchange left an impression not only on the visiting students, but also upon the Laurentian Outdoor Adventure Leadership (ADVL) students who had the good fortune to host these guests.

Arriving on a Saturday at the end of July, the Japanese students embarked on what would be three weeks of sheer fun and exhaustion spent in and around the city of Sudbury. The main focus of this trip was to learn about Canadian culture and the English language through experiential learning in the outdoors. Due to the nature of their society and culture, as well as the environmental limitations in their country, the Japanese students were completely in awe of the scope and accessibility of natural terrain in Canada. The students participated in a wide variety of activities, including hiking, rock climbing, bush craft, canoeing and kayaking. Most of the visiting students were exhausted at the end of each day, unaccustomed as they were to not only the number of outdoor activities but also the frequency and intensity in which we engaged in them. This exhaustion did not dampen their enthusiasm for learning new outdoor skills and experiencing new gustatory adventures, such as snacking on wild blueberries, wintergreen berries, strawberries and raspberries. *Oichi!* [That's good!]

Instructors and students alike were amazed by the ways that language and cultural barriers could be overcome through outdoor pursuits. Some of the most memorable moments for instructors were those that took place outside of the teaching environment.



One such moment occurred on a visit to Science North, a large science centre in Sudbury. While relaxing outside the centre, on the shores of Ramsey Lake, some Japanese students decided that catching a Canada goose would be fun. As he had never known anyone to be successful in such an endeavour and did not think it possible, one of the instructors, Rob Douglas, decided to join in. Well, apparently the Japanese are more adept at bird catching than are Canadians. Before Rob could intervene, one of the Japanese students had indeed captured a goose. A look of amazement on the student's face was mixed with one of fear. He seemed to be asking Rob, "Now what do I do?" Having no other answer, Rob suggested that the bird be released before it had a chance to peck the student's finger off. Everyone survived the incident and, after a few pictures, no one, including the bird, was any worse for the wear.

Another memorable moment occurred on an evening canoe trip. All 28 students and instructors paddled from a bus drop-off point to the home of Dr. Roger Couture (Coordinator, ADVL program) for an evening barbecue. The short 20-minute paddle to Dr. Couture's house was scenic and uneventful. The return paddle much later that night, however, was a slightly different story. Although the Japanese students had spent over a week practicing their canoeing skills, the combination of nightfall and a strong breeze was perhaps more than they had anticipated. The instructors still talk about having to corral 15 wayward canoes in the dark before delivering the Japanese students to the door of their awaiting bus.

Throughout the three-week visit, an amazing exchange took place. Not only did the visiting students experience all that the Canadian outdoors had to offer, they also taught their hosts some valuable lessons. During the last week of their stay, the visiting students participated in a three-day canoe trip to Halfway Lake Provincial Park. It was on one of those evenings, sitting under the stars, that our visitors shared a revelation on the trip. The students were amazed at the beauty of this environment to which they had never previously been exposed. The instructors, to whom these types of overnight excursions were fairly common, also bore witness to a realization. They discovered that, regardless of who we are and where we are from, it is possible for the outdoors to bring us together, to unite us in a common bond of love and appreciation for being outdoors.

> *"The instructors discovered that, regardless of who we are and where we are from, it is possible for the outdoors to bring us together."*

On the last day of their Canadian experience, a busload of teary-eyed friends prepared to return to Japan with a wealth of fond memories. Many promises were made of someday returning to Canada to visit the beautiful environment taken for granted by so many Canadians and to reconnect with newly found friends.

Ja ne [Until next time].

Ian Ward is completing his final year in the ADVL program and looks forward to applying his outdoors skills and knowledge while travelling across Canada and being gainfully employed.

Just Another Night Outside

by Ian Ward

He must be kidding me. The sheet of plastic I hold in my hands is maybe 2' x 6', and this is a generous estimate. I have to construct a shelter tonight using only this small sheet as "protection"? It is Friday afternoon in the middle of a Sudbury October. As an assignment for a Wilderness Camping course I and the other students are going to construct a minimalist shelter and spend an evening beneath the results of our labour.

As I scan the room where the class has gathered for the distribution of materials, my classmates do not seem overly concerned. This is either because they spent their summers working in the construction industry, or they are comforted by the somewhat more substantial plastic sheets they have been assigned. As I make a few polite inquiries it becomes evident that the standard assigned plastic sheet size is somewhat larger than the one I hold in my hands, in the range, in fact, of 6' x 10'. I ask Pat, our instructor, if perhaps there might be some larger groundsheets available. He looks around the supply room and informs me that all the sheets are taken and we have to use whatever is available. When I show him the size of my sheet he feigns concern and offers little consolation. Even some of my classmates offer their condolences, though they are made somewhat ingenuous by the big "glad I'm not that guy" smile on their faces. Since I do not seem to be making a strong case for myself here, I decide there is no use in complaining. After a few more preparations we head off to the bush to build our homes for the night. I figure, as long as it doesn't rain I should be okay, right?

As students in the Outdoor Adventure Leadership program at Laurentian University, we are fortunate to have a 780-acre campus encircled by five lakes and a large conservation area. This area provides access to real wilderness within a short hike on campus. The plan for the afternoon is to head out and build shelters using only a limited supply of provided material. This seems like a simple enough task, until we discover that Pat's idea of adequate shelter is slightly different from our own. In fact, the plastic ground sheet is the only material we are afforded to construct our own personal Taj Majals.

"Though I remind myself that as long as it doesn't rain I should be all right, the calming influence of these words is admittedly starting to wane."

The plan is to spend the afternoon constructing our shelters before heading back to campus for dinner. Afterwards we are to meet for a night hike to our shelters, where we will spend the remainder of the night. Not a typical day for most university students, but, after two months in the program, I am starting to become used to these adventures. The truth of the matter is that I am even starting to relish them a bit.

The goal of the exercise is to spend an evening, solo, in a shelter that we build for ourselves. We will not truly be on our own, but we are to be out of sight of one another. During previous classes we have learned much of what we need to know for building appropriate shelter; drainage, wind blocks and how to use natural terrain features to maximum benefit are factors to consider. I scope out a nice area that is halfway down a gentle slope. Some natural deadfall will provide me with some additional protection, or so I hope. Though I remind myself that as long as it doesn't rain I should be all right, the calming influence of these words is admittedly starting to wane.

In the end I build myself a shelter that is partly a lean-to and partly a cocoon. I can crawl in feet first and, if I bend my knees a little, can squeeze my 6-foot-tall frame completely beneath the ground sheet positioned above me. I have used branches to build a wall on one side, and the hill provides the wall for the other. The roof of this shelter isn't more than twenty-four inches off the ground. It's a good thing I'm not claustrophobic. As part of our equipment list, we have been permitted to bring a foam pad and sleeping bag. After a couple of hours of work I feel pretty good about my chances of surviving the evening. I'm starting to think that I may even enjoy the experience. It's only one night after all.

Checking out the other shelters, I come to the conclusion that this might have been easier if I could have done as the others have and built an A-frame shelter with the groundsheet. Their luxuriant shelters provide enough room to actually sit up or roll over inside. As some wise person once said, if the things we did were always easy, then they would not be worth doing. Pat checks out all of the shelters and seems to believe that the class is prepared for the evening. We head back to central campus for some dinner and our last look at civilisation for the night. I'm starting to feel pretty good about this. As long as it doesn't rain, right?

Around 8 p.m. the class gathers at the school and heads off to spend an evening in the bush. When we arrive at camp some 20 minutes later we are a bit damp from a light rain shower. The rain has subsided for the moment; we hope that will be all the rain we will see for the remainder of the evening. The temperature is averaging 5 °C, and I am glad that I brought some extra warm clothes. We have a group campfire, which involves some informal instruction from Pat in addition to lots of joking around.

This ADVL group is fairly tight-knit after only a couple of months together. Everyone

gets along well and helps each other out. Still, no one has offered to trade places with me for the night. I can't say I blame them though; I wouldn't trade places with me either.
Sometime after 10:00 pm. a light drizzle starts. As we all have rain gear, the weather doesn't affect our mood too much. I notice how enjoyable it is to spend a night with a group of like-minded individuals. These are the type of people who can see the bright side of sitting in the rain and cold, even when they are less than half-an-hour away from their warm, dry beds.

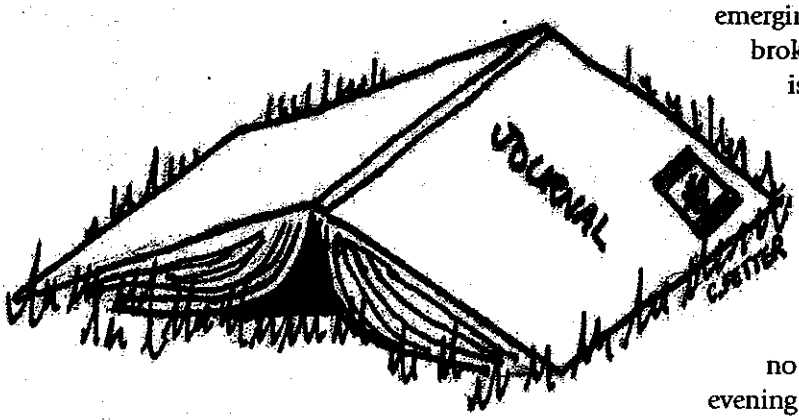
Another hour or so later, the last of us decide to call it a night. We head off to our respective living quarters. I try to sound upbeat as I head off for my little cocoon, though I really hadn't counted on the rain. I figure that things could always be worse. Positive thinking does wonders for the soul!

The struggle to get into my little 'cave' is perhaps best not recounted here, as the language was a little blue. After a half-hour of arranging and rearranging, trying not to let any part of my body or equipment come into contact with the by-now genuinely wet ground, I manage to wiggle feet first into my home for the night. I take comfort in the fact that I seem to have maintained the water-resistant integrity of the shelter. I am less comforted by the discovery that there is not enough room to lay on my side without rubbing the roof of the shelter with my shoulders. On top of this, the rain seems to be coming down with increasing force, and the air temperature has dropped to 0°C. I cannot help but think that this could be the longest night of my life.

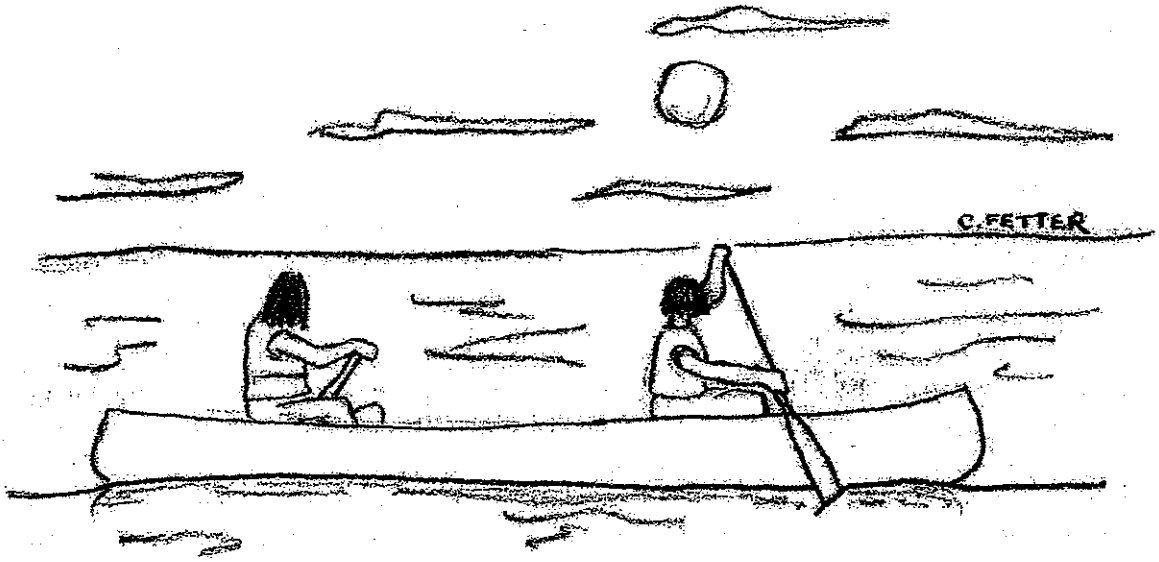
Sometime around 2:00 am, as best as I can determine since I can't move my arms out of my sleeping bag to check my watch, I find myself burdened by the call of nature. But it's tough luck for nature, because there is no way in the world that I am getting out of this shelter before dawn. As I roll over I am stabbed in the shoulder by a branch. Maybe this is the branches' idea of punishment for my pulling them down and involving them in this disaster. This really might be the longest night of my life.

Somehow I fall back into a restless sleep. The next time I open my eyes I can just barely make out the faint outline of my little cave. The rain has stopped, but I can still see my breath. The call of nature is now demanding, none too politely, to be answered. I manage to check my watch: 5:00 am. Maybe it is still a little too early for greeting the day. The group decided that "wake-up" would be around 8:00 am and, as uncomfortable as I am, at the very least I am dry and warm inside my sleeping bag. Rolling over, the branches again remind me of their presence.

It is now 5:45 am. I can ignore the call no longer; I'm going to have to get up. Climbing out of my shelter is only slightly easier than squirming into it. By lifting off some of the roof, I free myself and greet the early morning dawn. The relief of this moment is nothing less than magnificent. I can move freely, and on some level I think I can relate to a butterfly emerging from its cocoon. Morning has broken and it appears that my body is really no worse for the wear.



Within an hour or so most students are stirring and we all seem to have had at least some sleep. We proceed to break camp, cleaning up any trace of our presence. By the time we turn to leave, there is no physical evidence of our evening passed. The true reminders,



however, are within each of us, marked upon our persons in a unique and individual way.

There is no great message or moral to this story. It is simply one account of what I hope will be a lifelong series of nights spent living outside. Some of these will be part of a course, while others will be simply for the pure enjoyment of being out of doors. Nights and days spent exploring and experiencing the natural world that surrounds us all put life stresses into perspective. Whether the trip takes weeks, days or merely hours, whether the adventure takes place thousands of kilometres away or within a stone's throw of our homes, each becomes part of a collection of experiences from which to draw. Some nights may be spent at -30°C, living in a quinzhee with room for two but occupied by three; others may be spent camping in marshes at the height of mosquito season. Some will be spent under a tiny plastic sheet in the rain; others will be passed without any shelter except the bright stars of the night sky.

With the passage of time these nights lose their individuality and become part of a greater collage of memories and experiences. Living and learning outside provides an opportunity to examine things in a new light, and lends new perspective to commonplace events. Who would have thought that just getting into bed could be so difficult? These adventures become part of a series of memories that come to occupy a special place in our lives. These are memories on which we can call when we find ourselves overwhelmed with the mundane aspects of day-to-day life. As I write this, exam season is approaching, and those daily demands are becoming increasingly pressing. I take solace in the fact that sometime soon I might get to try my hand again at building a shelter and living outside.

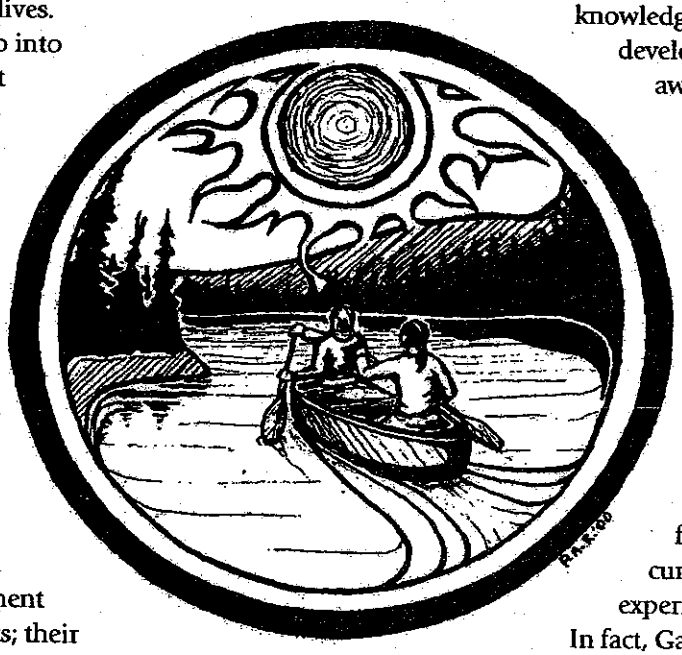
Ian Ward is completing his final year in the ADVL program. He looks forward to travelling across the country, applying what he has learned, in an attempt to become gainfully employed.

The Transference from Wilderness to the Home Environment

by Steph Miller

We are all potential agents in social change (Fay, 1987). We must recognize the capacity for change that we have in our role as potential facilitators of social cohesion within the field of outdoor education. This study was initiated to explore this capacity, and specifically to investigate whether social values nurtured and celebrated on extended expeditions (35 days) can be transferred into the home environments of participants. It was also designed to consider whether wilderness leaders, bringing together a group of youth participants from diverse sectors of society to travel in a remote wilderness area, are able to further the participants' societal awareness and aid in the transference of this newfound consciousness into their everyday lives.

Leading a group into a wilderness context enhances the exploration of personal identities, as the youth are physically removed from the immediate influences of their urban environment. On such trips few pre-existing ideas and meanings are transferred into the wilderness environment by youth participants; their existing cultural rules, values and norms must be renegotiated for the new context. If facilitated as such, the wilderness can be a socially ambiguous and undifferentiated environment where humans are unprotected by status and other social phenomena. In such an environment, participants can learn about their own identities (namely their cultural rules, values and norms) as they explore the identities of others (Hendee & Brown, 1988).



A consciousness-raising atmosphere can be nurtured in the wilderness, especially if the group is relatively small, egalitarian, free of recrimination between members and committed to rational discussion of the common experience with each individual taking responsibility for their actions (Fay, 1987). The wilderness instructor can create an atmosphere where members of the group can act and speak on their own behalf, thus creating a deeper understanding between group members (Lather, 1991). Essentially, purposeful learning for youth participants can be initiated on wilderness expeditions, where a sharing of knowledge is a driving force in developing a societal awareness and understanding of human difference.

Methodologies to foster transference from the wilderness to the home environment should be used to excite the participants and show them the future value of their current learning experiences (Gass, 1990). In fact, Gass believes that the true effectiveness of a wilderness program lies in learning how experiences that occur during the activity will serve the learner in the future. Most outdoor educators aspire to teach their students something useable, as this provides a personal validation for the value of their programs. However, unless students are assisted in providing their own linkages,

bridges, and connections to their learning, much of the education received, and the fundamental value of the program, is left on the trip and not carried back to the home environment (Gass). This is the case with many of today's outdoor programs.

The danger of this lack of transference is distressing since, at present, there are plentiful and obvious gaps in our education system in instilling within youth a societal awareness (Apple, 1996; Connel, 1993; Freinet, 1990; Katz, 1989). Davis-Berman and Berman (1994) believe that wilderness programs can conceptually be seen as an alternative to family, school and community systems, as the pro-social and highly adaptive behaviours reinforced in wilderness groups are not directly reinforced in these other systems. I fear the underlying power we are being handed when wilderness experiences are conceptualized as an alternative to family, school and community systems. Our field is presently rooted in technical instruction, and rarely do we ensure the transference of pro-social, adaptive or socially conscious behaviours at the completion of our programs. It is time for us to collectively trek in from wilderness areas to commit to a united reconstruction of wilderness experiences. Instead of only insulating our youth from their urban environments by removing them from their home communities, we must also support them during the transition time after the wilderness program, within their urban landscape (Gray & Flynn, 1992).

Methods

A qualitative case study approach was selected in this study as it is particularly valuable in experiential settings, where each participant has a unique position in and outlook on their wilderness journey (Kolb, 1991). It also helps the researcher to understand the social realities of the participant by attempting to grasp the meaning that her/his actions have, thereby reconstructing the way in which individuals interpret their daily lives around them (Natanson, 1973).

Five participants in a 35-day wilderness expedition along the Missinaibi River in Northern Ontario during the summer of 1996, of which I was the instructor, agreed to participate in this study. The three males and two females were between the ages of 17 and 20 and from diverse, yet distinct, social backgrounds. Three years after the expedition, each of the participants voluntarily completed an individual reflective journal in November 1999 and participated in a follow-up one-on-one interview process in December 1999. The interview led the youth through a critical analysis of what "societal" lessons were learned and practised on the trip, and, of those lessons, which were transferred to their home environment, without the support of the wilderness leaders. Analysis was centred upon the effectiveness of transference without continuing the relationships between group members and wilderness leaders in each participant's home environment. The end result of this study was to explore the themes that emerged while on an extended trip and following the completion of an extended trip in relation to social consciousness.

Results and Discussion

During the analysis of the application of the social consciousness learned on the Missinaibi River, the participants provided cogent insight that, when analyzed, alluded to some very powerful themes. The compilation of the individual reflections and narratives illustrated the common opportunities the participants enjoyed: escape from life at home, simplification of lifestyle, personal growth, reflection and critique of life at home, connection with the group, and emergence of new thoughts about both the natural environment and society.

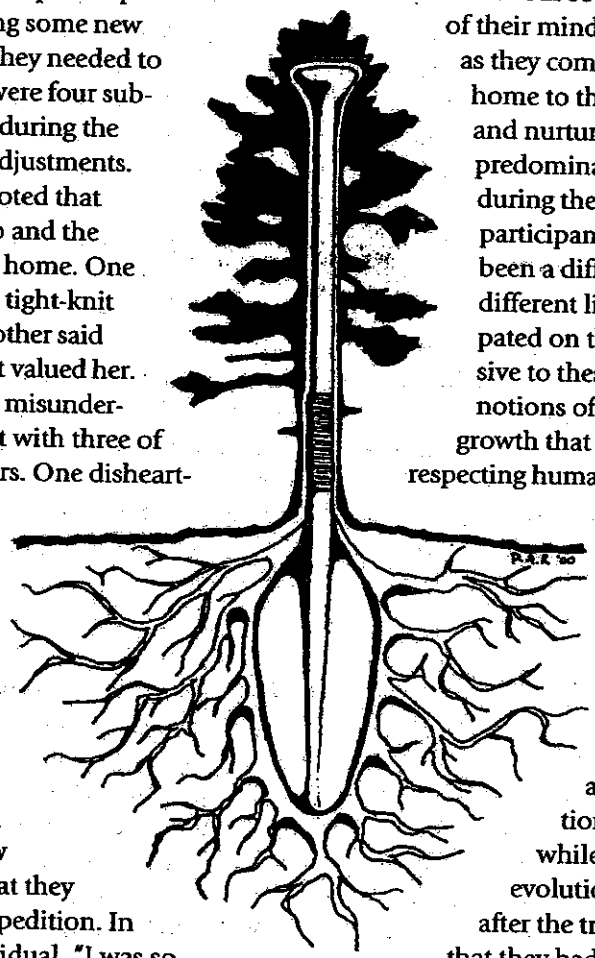
A thematic analysis of the application of social awareness into each participant's home environment at the end of the trip was then conducted. The following common themes were identified and shall be discussed: post-trip adjustments/new views of society, lessons learned on the trip/transferred into life at home, and lessons not applicable to life at home/ requests for support in the home environment.

Post-trip Adjustments: New Views of Society

Upon the immediate completion of the expedition, each participant felt that they were faced with definite post-trip adjustments, including some new views of society that they needed to acknowledge. There were four sub-themes that emerged during the analysis of post-trip adjustments. All five participants noted that they missed the group and the trip upon their return home. One individual missed the tight-knit community, while another said she missed people that valued her.

A feeling of being misunderstood was also evident with three of the five group members. One disheartened individual stated that, "it was nice that I was accepted for who I was on the trip, but in the city people just aren't accepting of that." These three participants felt that this misunderstanding stemmed from the new thoughts and ideals that they had adopted on the expedition. In the words of one individual, "I was so amazed that I had discovered all of these new things and tried to share them. But no one [at home] thought they were very good ideas. People really attacked them when I came back to the city, my parents included."

Every participant also disclosed that they had found a heightened awareness of society within themselves. One individual explicitly remembers noticing the large number of homeless individuals in her community: "But you see, before trip, I wouldn't have noticed. The trip made me realize all that I have, and it also made me think that I want to help others . . . [and], at the very least, always have respect for them."



Lessons Transferred to Life at Home

The participants felt that, although the Missinaibi River trip occurred over three years prior to this research initiative, their changed view of our society stayed in the forefront of their mind, and continued to evolve as they compared their society at home to the society we had formed and nurtured on the Missinaibi. A predominant theme emerged quickly during the interview process: every participant felt that they would have been a different person, living a different life, if they had not participated on the Missinaibi trip. Inclusive to these differences were the notions of maintaining the personal growth that occurred on the river; respecting human differences/moving to understand different approaches to life; nurturing self awareness; and committing to personal activism.

It was extremely hopeful to find that every participant was able to identify an evolution of their personal growth while on the river, and see this evolution continue in their lives after the trip. Each participant felt that they had been empowered to change and confront challenges in their home environments. "If I could portage through mud, I could do anything," recounted one participant.

Each participant also suggested that they had found respect for human differences while travelling with such a diverse and unique group of people. This discovery led them to try and respect human differences in their home communities as well, and move toward an ethic of acceptance and understanding. In the words of one individual, "the trip gave me insight into different backgrounds [of people] and gave me a less judgmental outlook on people."

Most participants continue today to focus on their own self-awareness of the issues and discussions that occurred on the Missinaibi River, "because really the most you're going to effect is you. It's pretty hard to change other people." One individual reflected, "I tried to take everything from trip and apply it to my life, because when I was on trip I felt I was a better person."

In conjunction with focusing on their own self-awareness, three participants tried to share their trip experiences and new social and environmental ethics within their community. Two participants specifically went on to lead trips in order to help provide similar experiences for youth, as their own form of personal activism. This enabled them to "share the consciousness that we had gained as a group with other youth."

Lessons Not Transferred to Life at Home

Each participant reflected upon specific lessons that they received while travelling along the Missinaibi River, which simply could not be applied back into their home environments. Some people felt that these lessons just did not relate to life at home, and could only apply to extended river trips. Some participants tried to continue carrying these lessons with them, but were overcome by the strong social influences of their families, peers and institutions that devalued their ideals and newfound beliefs.

In concluding their interview, each participant noted that they would have benefited from continued group contact in their urban environment. Some participants needed the support from group leaders while readjusting to life at home and attempting to stay away from destructive personal habits. Other participants were able to adjust well and slip back into their daily routines, but lost some of the lessons they had learned on the expedition during this process.

Conclusions

I am not proposing that a single trip can teach our youth about all the social injustices that are occurring in the world. Instead, as the statements of the participants have explicitly shown, extended trips can be an excellent venue for discussing social issues of which they otherwise may remain unaware. When bringing a group of youth together, and separating them from outside social influences for an extended period of time, discussions and revelations can be profound. In fact, these revelations can act as a validation of the importance of our field. We, as practitioners, propose that the field of outdoor education excels at increased personal responsibility (Davis-Berman & Berman, 1994), personal accountability, personal change and increased self-concept (Schoel, Prouty & Radcliff, 1988), development of interpersonal relationship capabilities (Priest, 1986), and enhanced societal dealings (Ewert, 1983). It is every trip leader's hope that they have adequately prepared their participants to be able to transfer these newfound values into their lives at home. Throughout the analysis of the Missinaibi River trip, there are many examples of the transference of social consciousness outside of the river context.

Unfortunately, the social institutions and norms into which the participants were reintegrated upon their return were powerful in dismantling many of the values practiced on the trip. Perhaps if outdoor leaders who facilitate extended trips for youth were empowered by their organizations to maintain contact with the youth, and provide support in the respective urban centres, these lessons may not be lost during the reintegration of each participant into their home environment.

All five participants suggested that upon the completion of the trip, further contact with the outdoor facilitators, and continued connection with the entire group in the home environment, may have been beneficial in ensuring the transference of such lessons in social consciousness. Methods for continued support may include group outings, community initiatives, weekend wilderness trips and one-on-one counselling sessions. This corresponds with Gass' (1990) suggestion that, unless students are assisted in providing their

own linkages, bridges, and connections to their learning, much of the education received is left on the trip and not carried into the home environment. Durgin and McEwen (1991), Gollins (1980) and Kaplan (1979) also advocate follow-up programs to ensure that the individual accomplishments by youth are integrated into their home environments. The participants themselves felt that their request for further support is representative of most youth who complete extended expeditions and struggle with the application of the social consciousness learned and practiced while on the trip. It is time for our field to respond to this request in a way that is both receptive to and responsible for the youth who participate in extended expeditions. We, as outdoor practitioners, are the ones with the greatest potential for making changes.

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Steph Miller is a recent graduate of the School of Outdoor Recreation, Parks and Tourism (ORPT) at Lakehead University. She can be reached at steph_miller5@yahoo.com. Art for this article was provided by Paul Robinson, also a recent graduate of ORPT.

Keepers of the Trail

Linda McKenzie

by Jillian Henderson

At COEO we have been very lucky to have in our midst a number of members who have been steady and tireless in their efforts to contribute and make COEO a great organization. One such member is Linda McKenzie.

Linda first encountered COEO in 1978 when she attended the fall conference. Once she got a taste of the organization, there was no holding Linda back. She went from COEO rookie to Northern Region Representative, workshop presenter, fall conference organizer, vice-president and, finally, president for three years. Linda also made the time to initiate and organize, along with John Etches, the "Spring Celebration" conferences for ten years.

I asked Linda how her involvement in COEO has added to her life. After some thought, she said, "COEO has allowed me to meet some great people, to see role models, to be inspired by others. Especially at the beginning, I was in awe of how these people were so good at everything they did."

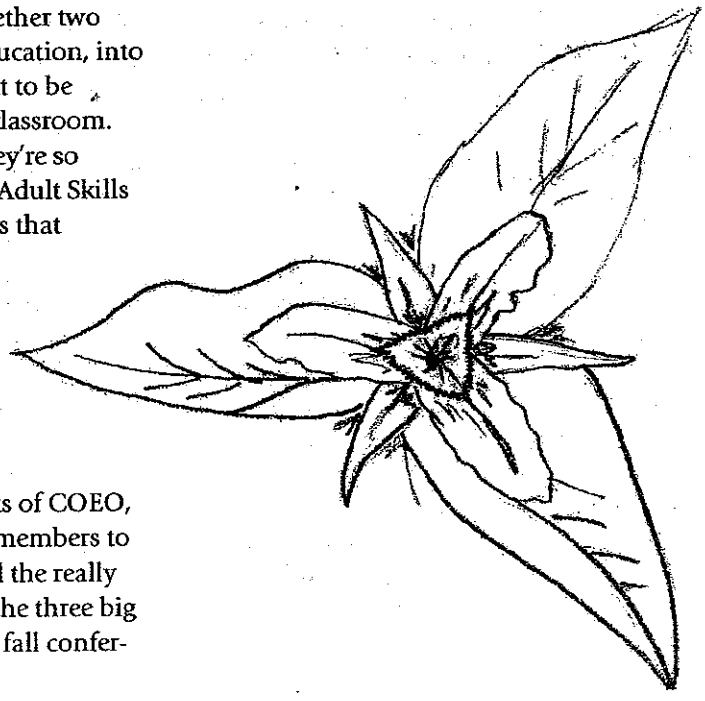
After fifteen years of involvement, Linda began to see herself as someone who also had experience to share. With a BEd in Outdoor and Experiential Education from Queen's University, Linda had brought together two worlds, outdoor recreation and education, into one career path. She said, "It's great to be exposed to education outside the classroom. It's a treat to have kids outside. They're so excited." Through her work in the Adult Skills Program at Bark Lake, Linda knows that grown-ups get excited too. She has also motivated teenagers at the Scarborough school board's Outdoor Education School and currently teaches in South River at Project DARE, a program for young offenders.

Asked to describe the best parts of COEO, Linda replied, "the willingness of members to share experiences and expertise, all the really good times, and, most definitely, the three big weekends—the winter, spring and fall conferences." For Linda, those weekends are booked off on her calendar long in advance and are *not* negotiable. She added, "COEO is an ongoing network of resources and friends, and a source of inspiration."

One of Linda's favourite COEO memories is of the Spring Celebration conference that was held at the Frost Centre. Linda and the group assembled at the waterfront, ready for the planned kayaking trip on Lake St. Nora. But the winter ice floes had not fully melted yet. Not easily deterred, the group went out anyway, wearing wetsuits just in case. She added, "I also love cross-country skiing at the Frost Centre in my shorts." Anyone who has skied with Linda, myself included, knows she's telling the truth.

Linda says COEO has helped her to learn more about her field and kept her tied in with outdoor education. "Outdoor recreation and education combined in one career path–," Linda concludes, "Lucky me gets to live the dream."

Jillian Henderson sits on the editorial board of Pathways.



Speaking Up for What Really Matters

by Grant Linney

I had it all planned: I would track down the name of David Suzuki's executive assistant. I would phone the Vancouver office of the David Suzuki Foundation and ask for this person. I would explain that, several years ago, I had participated in an episode of *The Nature of Things* entitled "Down to Earth." It was about the fundamental need for children to have direct contact with nature and it included a segment concerning the Peel District School Board's deliberations over the future of its day use outdoor and environmental education centres where, at the time, I was employed. (The Peel centres were closed within six months of those meetings.)

I would then explain how I am currently a long-term occasional (LTO) teacher for the Toronto District School Board (TDSB) at the Sheldon Centre for Outdoor Education, that this board is currently going through a budget cutting process, and that cutbacks to its marvellous outdoor programs are imminent. "We are asking for David's support," I would say, "in whatever form he can offer it."

When I made my phone call, a man answered with a simple "Hello." I was surprised at the lack of formal greeting. I asked for the executive assistant by name. The man replied that she was out to lunch. I asked when she would return. He answered that she would be back in half an hour.

And then, having heard three brief sentences from this man, I asked, "Is that David?"

The reply came, "Yes, who is this?"

And so, I introduced myself and presented my case. I explained how the Toronto Board, as the last public board in the country with an extensive outdoor and environmental education program, was increasingly caught between a rock and hard place because our provincial government was increasing its control over how and where education dollars were being spent. Despite being overwhelmed with all manner of requests, David agreed to write a letter of support that we could use in whatever way we saw fit (reprinted on the next page).

David's letter is noteworthy because of its compelling arguments for outdoor and environmental education, because of the respected and authoritative voice behind it, and because it is a crucial reminder to outdoor and environmental education practitioners of why we are in this vocation: we are doing far more than simply providing experiential connections to a wide cross-section of mandated provincial curricula.

Unfortunately, despite David's support to the contrary, the board has decided to drop 22 of 48 teaching positions at its outdoor centres. It has also terminated its contract with the Toronto and Region Conservation Authority (TRCA) for the use of TRCA conservation field centres. The good news is that all Toronto Outdoor Education Schools (TOES) facilities (five day centres and eight residential sites) remain open and that an additional 19 program specialists will be hired. Every elementary student now has opportunities for two day centre visits and one residential experience of four or five days in duration.

Toronto has a more than 50-year tradition of providing outdoor and environmental education for its students. It will be crucial for program advocates to strategically increase awareness of and support for these programs so as to enable TDSB decision makers to continue funding this essential preparation for environmental citizenship and stewardship.

Over the course of his career, Grant Linney has taught outdoor and environmental education with the Peel District School Board, the Bark Lake Leadership Centre, and the Toronto and Region Conservation Authority. After a stint of classroom teaching, Grant currently feels like he is back home as he continues his LTO at Sheldon until the end of June.

APRIL 2, 2001

To Whom It May Concern:

As we enter the 21st century, most Canadians live in large urban centres. We have undergone a remarkable transition in a century from a nation of rural villagers to one of large city dwellers. In urban settings, we are surrounded with the technology and architecture of human beings, a few domesticated plants and animals and a few pests we can't eliminate. In short, we live in a biologically impoverished world surrounded mainly by our own kind. It is easy in such a setting to acquire the illusion that we are different from all other life forms in that we create our habitat and manage our surroundings.

It is not a surprise therefore that, in my experience, most urban children do not know that every bit of their food was alive and that most of their food comes from the soil. I have been astonished at the number of children who did not know that wieners and hamburger are the flesh of animals. Children do not know where their water or electricity comes from or where sewage or garbage goes. We have become fundamentally disconnected from the natural world that delivers the most important services to us, namely cleansing, replenishing and capturing air, water, soil and energy from the sun.

In cities and our homes, we tend to regard intrusive nature as an enemy to be eliminated—flies, ants, mould, weeds, vermin. If we assume that humans are in charge and that we know how to manage the world around us, it is easy to understand why we have created a global environmental crisis. In our quest for "resources" and opportunity, we opt for economic benefits while ignoring the natural services other species render to us.

Please excuse my wordiness, but I had to set up the context within which to see why outdoor education is so important. Leading scientists, including more than half of all Nobel prize winners, tell us we are on a collision course with the life support systems of the earth. It is urgent that we understand that we are still biological beings, embedded in and still dependent on the enormous services performed by nature for us. Nothing can be more important in an increasingly uncertain world beset by massive issues of climate change, toxic pollution of air, water and soil, deforestation, species extinction, marine devastation, overpopulation, overconsumption, and so on. These are the issues of our time and they have been created and made worse by our failure to recognize that we are still a part of nature. Outdoor education programs are invaluable for reconnecting children. My two youngest daughters took a year out of regular high school to spend in a program called TREK in which they were introduced to hiking, camping, canoeing, etc. and I can tell you it changed their lives. Every TREK graduate I know is a far better person for that program than for any other academic experience. I think outdoor education is one of the most basic parts of education and ought to be a mandatory part of every curriculum in the country. It is not a frill or luxury; it is fundamental if we are to meet the real issues of our time.

Sincerely,

David Suzuki

A Challenge to Inspire

A review of John Graham's *Outdoor Leadership: Technique, Common Sense & Self-Confidence* (Mountaineer Books, 1997)

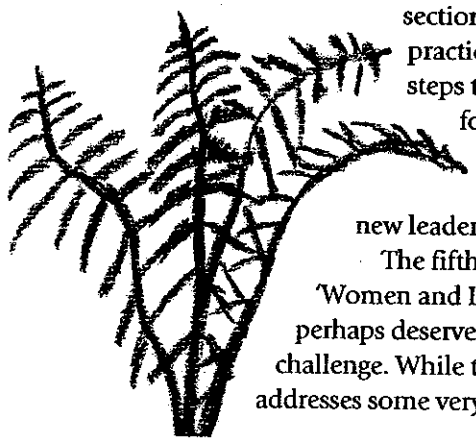
by Adam S. Guzkowski

In contrast to its often trite usage nowadays, John Graham effectively uses the mountain as a metaphor for leadership in his 1997 book, *Outdoor Leadership: Technique, Common Sense & Self-Confidence*, to capture the challenges and inspirations of the leadership process.

He begins by defining leadership, and then goes on to explore leadership according to individuals' attitudes, preparation and personal styles. These first four chapters capture the essence of effective leadership and could easily serve as a springboard for in-depth discussions of this complex art.

Chapters six through thirteen go on to examine some key themes of leadership, including decision making, responsibility, communication, caring, courage, conflict resolution, dealing with stress and visionary leadership. Here Graham offers everything from case studies to stories from practitioners in the outdoor field, all aimed at illuminating the many facets of competent leadership.

In addition to the personal experiences of outdoor professionals, one of the most useful elements of the text is the 'Learning to Lead' summary included at the end of each section. These summaries highlight the main points of each chapter, painting a clear picture of Graham's vision of the effective leader. These sections tend to offer practical, systematic steps that can be followed to hone existing skills and to develop new leadership techniques.



The fifth chapter, 'Women and Leadership,' perhaps deserves the most challenge. While this section addresses some very important issues, such as the prevalence of, and strategies for addressing, sexism in the outdoors field, it nevertheless relies on an oversimplified notion that men and women lead in different ways due to inherent differences. This biologically deterministic argument divides the art of leadership along artificially constructed gender lines, and fails to address the complex ways that leadership styles develop based on personality, knowledge and experiences in the field. Furthermore, this chapter also falls short by failing to address the manner in which other diversity issues (such as race, class, physical ability, sexual orientation, or even age) can drastically affect leadership dynamics.

If the shortcomings of Graham's work are most obvious in this fifth chapter, then it is the final chapters of the book — 'Organizational Leadership' and 'Political Leadership' — that best illustrate the power and strength of his vision of outdoor leadership and its applications to a larger context. In these two sections Graham challenges the outdoors practitioner, whether trip leader, classroom teacher, recreation technician or environmental educator, to 'up the ante' on their commitment to leadership. He argues that skills developed in outdoor leadership are desperately needed in our local and global contexts. He challenges his readers to step into those arenas, and, in turn, challenge others to do the same. This is a truly inspiring vision of an ever-increasing commitment to the common good, fostered by the sense of connection to people and the planet learned in the field of outdoor leadership.

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