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Issues Concerning Professionalism

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Introduction

By Dave Sampson

Having been a leader of wilderness trips for almost nine years now, I look back upon my experiences and look forward to where I may go next. I only dreamed of moving from being a camp counsellor to an experiential educator. I've always believed the best job to have is one you do not consider to be work. Leading trips and introducing young and old students to nature and playing a role in their personal development is a great experience. But how long can I keep it as a job? How can I pay the bills, save for retirement, support a family, put kids through university and take my own vacation time? Volume 8 explores what it means to be a professional experiential educator.

Our lineup of **Feature Articles** for volume VIII runs the gamut of academic and personal thought. Peter Martin gets the ball rolling by exploring what a profession is. What characteristics or sign posts point the way to a profession? How do we determine if we, ourselves, are professionals in our field?

OBC has been undergoing many changes in the last few years concerning staffing, budgets, amalgamation and management restructuring. Glyn Thomas, in his article, explores issues confronting the Australian outdoor experiential education field.

Theories and models are presented to us on a daily basis, usually as separate entities apart from one another. Rob Shortill takes us on an exploratory path relating psychology, philosophy and systems theory to adventure activities. And Timothy O'Connell explores issues of leading trips with one's partner, spouse, boyfriend or girlfriend. Some institutions support this activity while others discourage it. If as professionals we spend our lives in the field, whom do we have the right to spend that time with?

One of our new additions is a section for **Essays**. We present within these pages an essay recounting the experiences of a teacher on an OB Educators Course. Andy Mink tells us what impact the course had on him in *Learning From the Inside Out*.

Breanne Quesnell opens up our new **Resources** section with an annotated bibliography of publications concerning experiential education. For those who have an ever-growing booklist, want to build their own field staff resource box, or expand their experiential education background, you will find this an important addition to your files.

The newest **Call For Papers** is now released. Volume IX will consider questions of *Outward Bound Curriculum*. What do we do? For whom? Why? How? What do we do well? What are our challenges? For full submission details, please visit our Website.

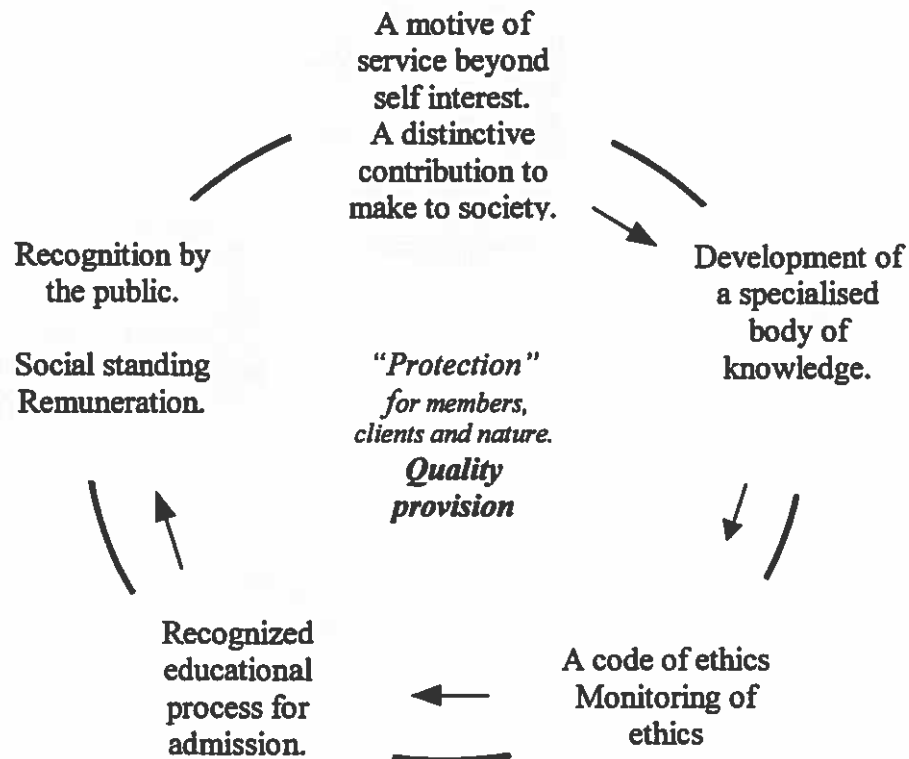
The Journal of OBC Education on-line is the name given to our new World Wide Web Site. Here you can find back issues, Call for Papers, Contact Information and numerous resources. Come on in and visit.

For your continued entertainment and challenge, try your hand at our second annual **Crossword Puzzle** by Phyllis Clark. Whether you are reading this journal in Canada, or abroad, give your wit a workout.

further and explore – a metaphor appropriate to those passionate about experiential learning.) The signposts presented in the model were derived from reviewing literature associated with teaching and nursing. They arose from an analysis of journal topics and professional themes of interest from within nursing and education.

Signposts to a Profession

Figure 1. Signposts to a Profession



Motive and Knowledge

The first two signposts that point towards a profession are:

1. A motive of service beyond self interest (A distinctive contribution to make to society. An ultimate good.)
2. Development of a specialized body of knowledge.

These first two signposts are vitally important. One of the early tasks which confronts different orientations within the outdoor education field is a need to address what they are contributing to society. While I think we have

Until now the broad field of outdoor education has been content to cluster around a set of ideas or beliefs about education. These I have labeled in figure 2 as the overlapping 'common ground'. The aspects which make up this common ground, such as the use of outdoor experiences, activity skills, and experiential learning are not in themselves sufficient to define a motive of service and body of knowledge. They fall short of enabling a satisfying end to the first two signposts to a profession.

The mapping of the field in figure 2 also alludes to how differing orientations within the broader outdoor education/recreation field have evolved in recent years. Failing to identify how each of the members of this 'family' have grown up and developed their own lives and interests, is something which in Australia is seriously hampering the development of the family as a whole. The first signposts then are seeking to have each family member clarify the distinctive contribution and the related body of knowledge for each orientation. Figure 2 also alludes to how different family members may be built upon ideological differences, differences that come from diverging beliefs about the role and nature of education itself (see Martin 1998; Martin 1999). Perhaps not surprisingly, the task of clarify motive and body of knowledge is a difficult one and will no doubt continue for some time.

A code of ethics.

The next signpost I would erect to point the way to professionalisation is *a code of ethics*.

“A code of ethics [can be] seen as the cumulative wisdom and virtue of local codes of practice” (Sockett in Goodlad, et al. 1990, p. 243). Developing codes of ethics from local best practice is prudent. Most importantly however, it demands that each orientation has identified first the ultimate good or motive of service referred to earlier. Only if I have identified the intent of my endeavour, it’s ultimate purpose or reason for existence, can I be clear about why any particular action or practice is better or worse than another. The ultimate good must form the touchstone against which my ethical practices evolve (Hunt 1990). If I haven’t sorted out *why* I take clients into the bush, then I’m not going to be able to decide why one particular action or state of affairs is better or worse than another. In past years in Australia, a few national and state workshops have attempted to develop a code of ethics for outdoor education. They failed mainly because the participants had differing ideas about what they thought they were trying to achieve in the outdoors, and hence what values take priority when making difficult decisions in their work.

As an example: I recently listened to a man speaking of his work in a wilderness intervention program with at risk youth. He described his program, the challenges of his role, the joys of success and frustrations with non-responsive inhumane administrative systems. I was full of admiration for someone who clearly gave so much in the belief of his work. Towards the end of his talk I asked “what do the kids think of the outdoors once they have finished the trip?” He replied - “perhaps half hate the bush and never want to have anything to do with the outdoors again. We use the outdoors as a means to an end...”. In caricatures, I am a critical outdoor educator. For me, developing sustainable relationships with nature is the ultimate good. I couldn’t agree with a process that left people hating the bush. I couldn’t work in the style of adventure therapy that person described so passionately - given my ultimate professional good, it would be unethical.

A code of ethics can only evolve once the ultimate good and body of knowledge is identified. In our field I would expect we would have different ethical codes for different orientations, but with some central characteristics and practices.

Joining a Profession.

The next signpost to a profession points to how members are admitted to, or join, the profession. Any profession requires a recognized educational pathway. This in part helps to ensure that the previous three signposts

be heard on issues like land use, national school curriculum, career structure and work structures, then it had better get as many voices and angles as possible.

I would like to conclude with suggesting that only by recognizing the *connections* and *disconnections* within the broader outdoor education field can we even begin the process of professionalisation which will ultimately enable us to be more effective in what we do, and more sustainable in how we do it.

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Human Resource Management Hurdles on the Path to Professionalism for the Australian Outdoor Experiential Education Field.

By: Glyn Thomas

Introduction

The outdoor experiential education (OEE) field in Australia is diverse and incorporates outdoor recreation, outdoor education, adventure therapy, environmental education, and nature tourism. This paper will focus on some of the challenges to the continued development of the outdoor experiential profession. It will draw upon insights gained from a national research project conducted in 2000 which investigated human resource management in the OEE profession. The project surveyed 225 outdoor experiential practitioners across Australia and interviewed 10 managers from larger organizations in the eastern states. The full results of this project are available elsewhere (Thomas, 2001, Thomas, in press) and this paper will focus only on the human resource management (HRM) hurdles on the path to professionalism. The hurdles to be focused on include: work conditions, remuneration, work related stress, and career planning.

Work Conditions

One respondent poignantly and succinctly summarized working conditions within the Australian OEE field when they remarked,

To me, outdoor education lacks these finer points: professional status, solid pay packages and benefits, workplace standards similar to other professions, concrete standards for the employment of new educators.

(Respondent #72)

However, working conditions for practitioners in the Australian OEE field vary depending on the type of organization with whom they are employed. The major differences occur in the areas of *recreational leave entitlements, time demands, and non-monetary compensation*. In terms of *recreation leave* approximately 31 per cent of respondents were entitled to 4-6 weeks recreation leave per annum whereas 36 per cent of respondents were entitled to 10-12 weeks per annum. Interestingly, eighty two per cent of respondents employed by schools received 10 or more weeks recreation leave per annum whereas 47 per cent of the respondents employed by "not for profit" organizations or private companies received six or less weeks of recreation leave per annum.

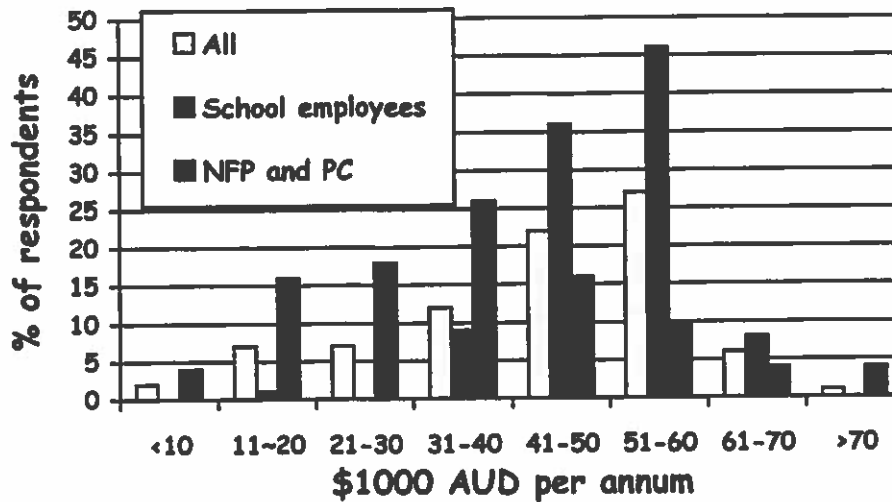


Figure 1. Remuneration (Australian currency) for respondents (1 AUD = 0.8 CAD in Feb 2002).

Note: The bars for each grouping appear in order from left to right: All, School Employees, NFP and PC.

Budget limitations have forced some employers to creatively find alternate ways to reward employees i.e. through the provision of training opportunities, use of organizational resources, and provision of extra recreation leave in ‘quiet’ times of the year. In Australia, no union specifically caters for practitioners in the OEE field, which was an issue for some respondents. Further discussion and research into the viability, suitability, and need for a representative union may be important to the continued development of the OEE field.

Work Related Stress

When respondents were asked how often work was stressful, 59 per cent indicated “sometimes” whilst 21 per cent said “often”. The eleven factors that most commonly contribute to the work related stress of respondents are shown in figure 2 and seven of them relate to, or are strongly influenced by, the time and energy commitment that the OEE field demands of practitioners.

“Long work hours” and “time away from home” were the stressors that respondents identified most frequently at 61 per cent and 60 per cent respectively. The Australian OEE field would benefit from some further discussion and research into how the negatively stressful effects of these factors can be offset or minimized. Certainly, the “burnout” literature suggests that employers would better serve their employees if they developed a solid understanding of the issue of burnout and if preventative strategies were incorporated into their organization’s philosophy and administration procedures (Lambert, 1994).

responsibility (52%), schemes for performance review (48%), opportunities to work in roles other than program delivery (45%), schemes for advancing their salary or work conditions (37%), and opportunities for promotion within the organization (37%).

It may be necessary for more managers within the OEE field to become equipped with generic human resource management knowledge, experience, and strategies. The alternative is for organizations to access human resource management expertise from outside the profession or employ a specialist, as one large OE organization in Australia has done (Thomas, in print). Finally, as Friedman (2000, p.602) eloquently suggests, employers who want satisfied and motivated employees should aim to provide training and career planning that develops “the kind of abilities that will ensure that professional occupational dreams persist over time.”

Conclusion

The OEE field in Australia is still in its youth and this paper has identified some of the hurdles to advancing the profession in the area of human resource management. Sadly, many of the challenges identified relate directly or indirectly to the public perception of the OEE field and, in this respect, the “marketing” of the profession has not always been helpful. I have previously suggested that we need to consider how our practices explicitly, and perhaps even more importantly implicitly, influence the public perception of our profession (Thomas, 1999). Many of the human resource management challenges in the OEE field could well be reduced if our profession was more effective in marketing the benefits the field offers for participants, society and the environment.

Glyn currently works within the Department of Outdoor Education and Nature Tourism at Latrobe University in Bendigo, Australia. He is passionate about making outdoor experiential education a sustainable career for himself and other practitioners. For Glyn this includes learning how to juggle being a husband, father, lecturer, researcher, writer, climber, and paddler. He can be reached by email at g.thomas@latrobe.edu.au.

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Relating The Gestalt and Somatic Psychology, Gaian Philosophy, Dynamics Systems Theory, and Adventure/Challenge Activities

By: Robert Shortill

What started as an investigation into developing emotional intelligence (EI) through experiential learning has been narrowed to developing EI with adventure/challenge activities. Research into this possibility has found not only success stories but also an interconnectedness of knowledge rarely referred to in literature. From a cross-field perspective, I would like to introduce and define some terms going to be used to defend frontloading and debriefing exercises to adventure/ challenge experiences.

Gestalt psychology, according to Wertheimer (1959) its founder, focuses on the whole person. Today Crowell (1995) and Harris (1996) argue that it reflects a human-environment interaction, contact-with-drawl (sp) cycle in order to satisfy peoples' wants and needs. In reality it combines psychology, philosophy and physiology for what the adult educator Mezirow (1991) views as "learning with a problem-solving activity" (pg. 39).

Somatic psychology, according to Caldwell's (1997) literature review on Somatic psychology operates on two premises. First, any event that occurs impacts the whole being -- physical, emotional, cognitive and spiritual and secondly, it sees the body/mind as a feedback loop of energy systems (pg. 7). Somatic therapists either design exercises that invite felt-level experiences or simply urge the client to track and stay with the sensation and feeling (pg. 18). Bennett-Goleman (2001) refers to this process as Mindfulness as she promotes aspects of Buddhist psychology. Both therapies focus on the *process* of how the client operates within their story {physically, emotionally, cognitively and spiritually}.

Gaian philosophy: originally associated with the environment and complex systems refers to the interconnected network of systems within systems (Lovelock 1988, Farb 1995, Ellis 2000).

Dynamics Systems Theory: Originally evolved within the physical sciences and has been applied more recently to biological sciences. Authors use it to account for organized behaviour of complex systems. The theory also suggests that components are attracted to preferred patterns yet can develop exclusively from each other. Either one can move towards new forms of behaviour from small changes in any one of the system's components. (van Gelder 1995, Magai & Nusbaum 1996)

facilitator is working with organized behaviour of complex systems. Combining Gaia and the *chaos theory*, new behaviour results from small changes in any one of the system's components. Uncertainty in attacking a business goal, fear or excitement from shooting a rapid or swinging from a high ropes course can 'shock' the system, shaking up and altering one of the system's components. Sorting out the shocking or altered feelings is the role of facilitating debriefings. These debriefings making meaning of the experience or as Merriam and Heur (1996) refer to as 'meaning-making'.

Dewey (1938), an experiential philosopher and educator, verifies this change as he summarizes the above thoughts. He documents "every experience enacted and undergone, modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences" (p. 35).

So, I would like to defend facilitator/instructor training that includes some form of coaching psychological processing. Facilitators/instructors who will be in charge of working with and through experiences, some 'shocking', some not, some their own, most their participants', need a knowledge base of psychology and practice. Moving through these mental experiences, these adventures and challenges, is what the adult educator Mezirow (1991) calls critical reflection on disorienting dilemmas. For more information on adult learning readers are advised to research Mezirow's (1991) Transformational Learning Theory.

Robert Shortill is currently working with Outward Bound Canada at their Eastern Bases. He can be reached at puravidarob@yahoo.com

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Leading Together: Partners on the Trail

By: Timothy S. O'Connell, Ph.D.

Leadership of outdoor adventure activities has been described from a number of perspectives. Theoretical models of leadership, qualifications of leaders, perceptions of leaders of a specific gender, impacts of particular leadership styles on group success, and participant views of leaders have been examined (Davis & Gilbert, 1989; Jordan, 1989; Jordan, 1991; Kezar, 2000; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001). However, there has been little discussion or research on outdoor leadership teams, particularly those made up of committed partners. Anecdotal evidence and the personal experience of the author suggest that there are many outdoor adventure leadership teams consisting of girlfriend and boyfriend, same-sex partners, or spouses (all referred to as committed partners for the continuation of this paper). Therefore, it is important to begin to examine the potential benefits and shortcomings of these leadership teams for outdoor adventure groups and providers. This paper will review related literature, identify some benefits and shortcomings of committed partner leadership teams, and proffer some advice for committed partners who are considering leading together, as well as those who currently do so.

Leadership teams consisting of girlfriend and boyfriend, same-sex partner, or spouses are exposed to the same factors used in considering leadership teams comprised of non-committed individuals. However, given the fact that the contextual nature of the committed partners' relationship will most likely play a role in their leadership experience on the trail, these factors become more salient. On and off trail experiences will most likely become integrated into the committed partners' overall perception of their relationship, and affect future interactions. In essence, what happens on the trail may be 'taken home' - the effects of which may affect future experiences on the trail.

Literature Review

There is an extensive body of literature on leadership, much of it examining the effect of gender on leadership. The gender of both participant and leader has been posited to have an effect on perceptions and efficacy of leadership. Some authors have recently suggested that the literature has overlooked the complexity of findings in this area. However, it is noted that gender role constructions are so deeply at the core of the social system that stereotypical assumptions of male and female leadership styles are believed accurate. (Eagly and Johannesen-Schmidt, 2001; Ridgeway, 2001). Although not all leadership teams of committed partners will include one male and one female, it is important to note the effects of gender on those leadership teams that do.

stereotypical masculine qualities) are afforded more leadership status, particularly when the context or task is stereotypically masculine (e.g., portaging a canoe). When the context or task is associated with stereotypically feminine behaviors (e.g., leading a debriefing session), females are awarded more status as leaders than men, but to much lesser extent. A pre-existing gender status belief generally favors men, or those perceived as more masculine. It has been suggested that in single-gender contexts, socialized status expectations will ultimately be assigned by group members to leaders (Ridgeway, 2001).

The practice of leadership is influenced through gender roles and their association with status. It is more difficult for women to be awarded status and be seen as successful leaders as gender roles traditionally associate leadership with males, particularly when the context is task-oriented instead of process-oriented (Eagly and Johannesen-Schmidt, 2001). When women assume gender roles usually associated with men, they may be held in disregard or measured against artificially high standards. For example, women who are in the military who utilize stereotypically feminine leadership styles may be criticized as being 'soft,' regardless of their effectiveness as leaders. As Eagly and Johannesen-Schmidt state,

The role congruity analysis thus suggests that female leaders' choices are constrained by threats from two directions: Conforming to their gender role can produce a failure to meet the requirements of their leader role, and conforming to their leader role can produce a failure to meet the requirements of their gender role. (p. 786)

It is thus important to consider the intersection of gender roles, status, and expectations of leaders in outdoor programs, particularly for leadership teams consisting of one or more females.

Several studies have examined the effects of a personality characteristic, referred to as dominance. High dominant leaders are those that direct discussions, make decisions, and generally control the essence of the group experience. As may be expected, high dominant leaders generally assume more responsibility in leadership tasks and are perceived as 'the leader' by group members. However, when gender is introduced, the picture changes dramatically. In one study confirming previous findings of other researchers, high dominant women assumed the leadership role only 31% of the time when paired with high dominant men. In contrast, they assumed the leadership role 71% of the time when paired with low dominant men. The researchers posited that women are more aware of and willing to accept high dominant male expectations of assuming the leadership role, especially when in traditionally masculine contexts (e.g., working on an automobile engine, reading a map and compass) (Davis and

decisions.

Potential Advantages

There are many advantages of committed partners leading together. They bring with them a comprehensive understanding of the other person's strengths and weaknesses. In many cases, committed partners may balance each other in respect to leadership abilities and form complete leadership teams. Communication in difficult situations may be enhanced, as committed partners are familiar with each other's ways of thinking. They may also bring a complimentary skills package to the leadership team. Each person may be stronger in selected areas of technical skill or interpersonal skill than the other. Often they will be aware of what these differences are and be prepared to take the lead when necessary (unlike other leadership teams, which may be unsure of other leaders' abilities or skills). Committed partners may also be able to assist group members in confronting stereotypical beliefs about leadership capabilities by modeling well-rounded leadership styles. Additionally, depending on the purpose and goals of the program, it may be important to provide an example of a healthy relationship between individuals. The committed couple may model a stable family, caring relationship, or respectful communication styles that may be important in a therapeutic setting. On a practical note, couples that lead together spend more time together and have a shared experience which may enhance their relationship.

Administratively, assigning committed partners as co-leaders has some attractive features. These individuals may feel more connected to the program as a result of sharing trail experiences with their partner. Staff retention may benefit as well, as both partners would have meaningful employment. A third leader assigned to a leadership group including committed partners may gain valuable insight into an effective and efficient leadership team.

Suggestions for Leading Together

Committed couples who have experience leading together have several recommendations for those who are leading in mixed gender leadership teams, together as a couple, and for those whom would like to lead together.

These include:

- Develop a method of addressing interpersonal disagreements and misunderstandings at home. Likewise, create a system at work for handling disagreements and misunderstandings that occur on the trail.
- Communicate, communicate, communicate.
- Try to read the group as to whether or not you tell them you are a couple. Some groups or individuals may

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What we have to learn to do, we have to learn by doing.

-Aristotle-

When you make a mistake, there are only three things you should do about it;

1) admit it; 2) learn from it; and 3) don't repeat it

-Paul "Bear" Bryant-

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

Life was encased in a light blue glow the next morning; INDIGLO fireflies sparkled in our basecamp as if we couldn't believe it was 3:00 am. I wasn't hungry, but I managed to push my spoon around some oatmeal. Our crew was somber as they prepared for the climb, silent except for the snaps and clicks of packs being double and triple checked. The weather was cold and clear, perfect hiking conditions. I used someone else's fingers to snap a quick self-portrait with my camera. We marched off without much fanfare in perfect formation, frozen grass crackling at our footsteps. I tried to breathe deeply, couldn't, and managed a wheeze that fell short of a laugh. I felt as if I were marching into an unwinnable battle.

Three weeks later when I got my rolls of film developed, I was surprised at the face that stared out at me from the morning of my ascent of Deer Mountain. My face was worried, framing a hard thin line of a smile without creases, but my eyes were determined and aware. I wore the look of a man about to jump into an abyss, or run into a burning building, or ask someone to marry him.

I returned to the Leadville basecamp with a new vision for my teaching. I realized on top of Deer Mountain how painful it can be to face an obstacle, be it in the wilderness or the classroom. I found learning again, and realized that the most powerful learning happens when challenges are given and met. Only by attaching an emotional component to what we are learning and doing does any task or lesson or challenge become three-dimensional and meaningful.

With those lessons firmly in mind I returned to my school. With my COBS training, I developed a "school within a school" in the rural central Virginia school system that I teach. With a team of four core content teachers, the Discovery Program offers students a chance to learn their academic curriculum in a wilderness setting. The program introduces students of all backgrounds and abilities to a new classroom -- the nearby Blue Ridge Mountains. Now, learning for my students is not defined by the scantron tests, faded chalkboards, and tardy bells that most of us associate with the education of our adolescent years. Discovery students learn with belay systems and mountain bikes, compasses and paddles, telescopes and backpacks. The relevance and meaning of their learning crystallizes because the world is their teacher, and their lesson plans are devised through experimentation, many mistakes, and the ultimate success of self-reliance and overcoming obstacles. We connect classroom experiences with real life situations; in addition to over sixty outdoor activities and outings, we also provide our kids with apprenticeships, community service requirements, part time employment experience, and an unparalleled curriculum of hands-on learning. Our eighth graders go through a rite of passage eight day expedition with North Carolina

Annotated Bibliography of Experiential Education Publications

By: Breanne Quesnel

Breanne is a graduate of Outdoor Recreation, Parks and Tourism at Lakehead University in Thunder Bay, Ontario. Having a special interest and passion for experiential education she strives to open up her own school based upon these principles. She can be reached at breq@hotmail.com. Included in this bibliography is a sample of relevant literature, books, papers and World Wide Web Pages concerned with various issues in experiential education. We have chosen ones of particular interest to an OBC focus. For a complete version please visit our website.

Burton, L. & Copper-Twiss, S. (1989). Integration: Experiential learning for co-operative education students. Toronto, ON: The Peel Board of Education.

This manual was created to help teachers facilitate meaningful experiential co-operative learning experiences for students in the Toronto area. The resource includes units to help teachers address topics such as sharing experiences, identifying and managing learning and evaluating the experiences of their students. The manual is written in a very approachable format, complete with cartoons, sample questions for teachers to pose and worksheets, which can be reproduced and given to students. It is evident in the writing of the book, that the authors are aware of the importance of reflection in experiential education.

Schubert, W.H. & Ayers, W.C. (Eds). (1992). Teacher lore: Learning from our own experience. White Plains, NY: The Longman Publishing Group.

This book is a resource for teachers who wish to explore the effects of using their personal experience in the classroom. Teacher Lore "affirms the experience of teachers as legitimate knowledge" (Schubert & Ayers, 1992). The book is composed of a series of essays written by teachers. Topics presented include, 'Teachers Imagination and Intuition', 'The Out-of School Curriculum' and 'Teacher Images- Reflections of Themselves'.

Boud, D, Cohen, R & Walker, D. (Eds). (1993). Using experience for learning. Bristol, PA: Open University Press.

This book is composed of a series of essays on various topics relating to the initiation, delivery, reflection and validity of experiential education. The authors feel that we spend much of our time learning through experience, yet feel this area is greatly neglected in the traditional classroom. The book deals with fundamental questions surrounding experiential education such as, how do we learn from experience, how does context and purpose influence learning, how does experience impact on individual and group learning and how can we help others to learn from their experience? All contributors to the book share how their experiences have influenced their learning. The editors of the book all are very well known and active (at time of publication) in experiential education in one form or another throughout Australia.

Brehm, S.A. (1969). A teacher's handbook for study outside the classroom. Columbus, OH: Charles E. Merrill Publishing Company.

This is a very interesting publication for several reasons. First the book was published in 1969 and gives a reader today a good idea of the many changes that experiential and outdoor education have undergone over the years. Secondly, the book is written in a very practical way for teachers wishing to incorporate experience outside the classroom into their teaching. For example the book includes chapters on planning out-of-classroom teaching, transportation, permissions and precautions, follow-up activities and evaluation techniques and suggestions. Although much of the book is very out-dated the foundations needed to facilitate a successful experiential learning encounter are still very much present.

Cooper, L.C. (1979). Learning from others in groups: Experiential learning approaches. Westport, Connecticut: Greenwood Press.

This was written in defensive of experiential learning in the 1970's. The author includes much of the then current research, from many well-known journals, in making his deductions about the benefits of experiential learning. The book is divided into several chapters which when combined make a strong argument for the benefits of experiential education, yet the weaknesses and downfalls are also well addressed. Chapters include; 'Issues in Experiential Methods', 'Research Into Experiential Group Effects', 'The Impact of Group Work on Different Environments', 'Characteristics of Groups', 'The Future of Group Work'.

Walter, A.G. & Marks, S.E. (1981). Experiential learning and change: Theory design and practice. Toronto, ON: Wiley-Interscience Publication.

The preface of the book states that it's purpose is to give the field of experiential learning unity and to breakdown the stereotype of it just being a technique or gimmick (Walter & Marks, 1981). The book strives to have experiential learning recognized as a 'field in and of itself' as well as to help with the widespread integration of this type of learning into other fields. The book is divided into two parts. The first section examines the foundations of experiential learning and Part two emphasizes the applications of experiential learning. This book provides a broad overview of the concept and uses of experiential learning.

Knapp, C.E. (1992). Lasting lessons: A teacher's guide to reflecting on experience. Charleston, WV: Eric Clearinghouse on Rural and Small Schools.

This is a book which I personally have used many times when facilitating an experience. The book is formatted as a guidebook, to help educators with the theory and practice of reflecting upon experiences. The book is based on the premise that any activity can be educational but only when we, "understand its meaning and apply our learning to future problems or situations" (Knapp, 1992, p. ix). The book is set up with very easy to use chapters with specific questions and tips for facilitators to use. The main chapters of the book are 'Experience and Reflections- The Two Halves of Learning', 'How to Lead a Reflective Session', 'Developing the Art and Science of Questioning', 'Alternative Activities for Reflecting' and 'Reflecting Upon the Contents of This Guidebook'.

Warren, K., Sakofs, M. & Hunt, J.S. Jr. (Eds). (1995). The theory of experiential education: A collection of articles addressing the historical, philosophical, social, and psychological foundations of experiential education. Dubuque, Iowa: Kendall/Hunt Publishing Company.

The publication is edited by some of the most recognized names in the field of experiential education, is a compilation of essays and speeches from conferences, the Journal of Experiential Education and various other sources. The book covers a wide array of topics and issues surrounding experiential education. The major sections, comprised of many separate articles, includes 'Philosophical Foundations', 'Historical Foundations', 'Psychological Foundations', 'Social Foundations', 'Theory and Practice', 'Ethics', 'Research and Evaluation' and 'Speeches and Perspectives'. The book provides the reader with a good overview of both the foundations (as the title chapters would imply) and specific issues surrounding experiential education.

Association for Experiential Education, <http://www.aee.org/>

The Association for Experiential Education (AEE) is one of the most recognized and well-established authorities in the field of experiential education. The mission of the organization is to "...develop and promote experiential education. The Association is committed to support professional development, theoretical advancement, and evaluation of experiential education worldwide" (<http://www.aee.org>, March 19, 2002). The Association offers many services and resources to its members and non-members alike. The Association grants accreditation to facilities/organizations that are deemed to meet the guidelines they have established. AEE also hosts a variety of conferences and events as well as publishing a journal (The Journal of Experiential Education). A quote on the AEE website sums up their purpose nicely, "Tell me, and I will forget; Show me, and I may remember; Involve me and I will understand...".

Call For Articles

Topic: Outward Bound Curriculum in Canada

Each volume of The Journal of OBC Education starts by asking what are the prime issues at hand at any given point in time concerning our industry. Volume IX will examine an issue that is constantly with us, that of curriculum.

The Outward Bound Curriculum is what binds together every Outward Bound school in the world. Although our programs may vary depending on what we use as vehicles for learning - from canoes to sailboats to cliffs to New York City - we depend on curriculum as a common element.

Reviewing the Outward Bound Canada Curriculum will allow us to evaluate what we are teaching and how are we are teaching it. As practitioners of adventure-based experiential education, field staff and administration come up with new ideas for curriculum development. This is a time to explore some new programs, curriculum changes and innovation. As an organization that always seeks to improve its unique product and services, we have to ask what we are missing and what works well.

I hope this issue will help to bring debate, discussion and exploration of our curriculum to an open forum where ideas can be formed, critiqued and molded into affirmative plans of action.

Please read our Submission Guidelines found on our website to ensure prompt responses to your contributions. Thank you for your interest in our journal.

If you are currently a professional in the field and have some ideas on issues that affect our profession, please feel free to forward them via e-mail. OBCJournal@yahoo.com.

A mind stretched by a new idea never returns to its original dimension

-James Lincoln-

To know the road ahead, ask those coming back.

-Chinese Proverb-

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

Crossword

By: Phyllis Clark

ACROSS

1. Trail treat
5. Jordanian capital
10. Something to paddle through
14. Trail treat
15. Not an instrument to take on an OB trek
16. Employ
17. Rod attachment
18. Basis of OB education
20. Ridge
22. Shade tree
23. It may be heavy.
24. Something sweet, for Pierre
26. Photo _____
27. Lists of chores
30. Light winds
34. Nervous
35. Tarpaulin, sometimes
36. Fire

37. Mix
38. One reason to swim
40. Unwanted food-shed visitors
41. Summer colour
42. Fleming and Rankin
43. Approached
45. Rush past
47. Regal
48. Marina del _____
49. Putin, to a Parisian
50. Italian province
53. Part of RSVP
54. Outward Bounders don't leave it behind
58. One way to RSVP
61. One, in Osaka
62. Sounds like 52 Down
63. What rudders do
64. In _____ (stuck)
65. White-tailed eagle

66. Mountain lakes
67. Suggestion starter

DOWN

1. Bush opponent
2. Mine finds
3. What Outward Bounders' socks might do
4. Polaris
5. Copy
6. Some Outward Bound activities
7. Shade tree
8. What committee is missing
9. Neither's partner
10. Mac and _____
11. Clue
12. Grp. for climbers or canoeists
13. Pare
19. Drive forward
21. Montreal streets
25. Not an Outward Bounder!
26. Lines up
27. Oxidizes
28. Like some beer
29. Net
30. Scrooge saying
31. Congo, once
32. What Outward Bounders strive to do
33. Like some oranges
35. Aves.
39. Some
40. Fabric
42. Perfect
44. Direction
46. Weasel family member
47. Surly
49. More mature
50. _____ Noël
51. Part of U.S.A.
52. It doesn't stop an Outward Bounder.
53. Bristle
55. Farm measurement
56. Close
57. Strikes
59. Alphabet trio
60. Many mos.

