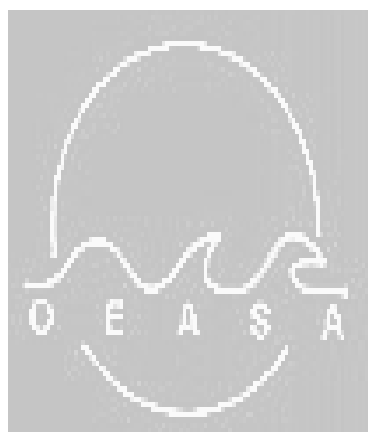

OUTDOOR NEWS

The Journal of the Outdoor Educators' Association of South Australia Vol. 20 Issue 3 August 2001



**Australian
Outdoor
Education
Council
Inc**

Editorial

Since the last issue much has happened. The major event being the unfortunate death of OEASA member Mark Auricht on Chomolugma. To an extent, Mark's death overshadowed the OEASA Certificate Presentation Dinner held on the same day as his memorial service. Those who knew Mark were crying buckets. Whilst Mark was doing something he was passionate about, he will be sorely missed by his family, friends and the SA outdoor community. The tribute to Mark Auricht read at the dinner is re-

printed inside. Mark's death unfortunately overshadowed the achievement of Duncan Chessell in becoming the first South Australian to summit Everest. Although Duncan now lives in Queensland his formative climbing times were here.

Mark Auricht Award

Following Mark Auricht's passing, permission was sought by OEASA from his wife, Catherine Crease, to create the Mark Auricht Award for the top year 12 Outdoor Education student.

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Coming Events:

Tim McCartney Snape
August 24

Steven Van Matre
September 10

Port Augusta Instructor Training Week
8-13 October

State Outdoor Conference
27/28 October

Details inside...

**Aims of
The Outdoor
Educators'
Association
of
South Australia**

1. To promote the development of Outdoor Education in South Australia.
2. To represent Outdoor Educators on issues and matters concerning the use of the outdoors.
3. To maintain the professional development of personnel working in the area of Outdoor Education.
4. To maintain, support and develop the role of Outdoor Educators in South Australia.
5. To promote the professional interchange of information between members and other related organisations through conferences, meetings, seminars and publications.
6. To promote a philosophy of environmental awareness, preservation, conservation and positive attitudes towards the use of the outdoor environment.
7. To act in an advisory capacity to community, government and non-government agencies.

**OEASA Committee:
2000/2001**

Scott Polley
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scott.polley@unisa.edu.au
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Matt Randell 82231611
Bronte Pickett 83518773
Bronwyn Martin
Jaimie Holland 83643902
Mark Dudley 82323155
Jon Herd

All members of OEASA are invited to attend Committee meetings— see minutes for next date.

Membership Fees:

Check your address label to see if fees are due!

Individual Member	\$50
Corporate Member	\$55
Full time Student	\$35
Family	\$55

Additional State Newsletters can be obtained for \$15 for each additional 4 issues

OUTDOOR NEWS

Is the newsletter of the Outdoor Educators' Association of South Australia. It is a means of exchange of information between members and interested organisations. It also provides a forum for debate of important issues to Outdoor Education.

The views expressed by contributors are their own and not necessarily those held by OEASA

Advertising

**Policy for advertising
in the Outdoor
Educators' Association
Newsletter**

OUTDOOR NEWS

1. Corporate members are provided, as part of their membership, one quarter page advertising space. This space to be constructed by the corporate member, and is the responsibility of the corporate member to notify of changes.
2. Additional spacing:
\$50 for half page
\$100 for full page
One off flyers distributed free of charge with newsletter.
3. Organisations such as bushwalking leadership, Canoe SA, Bicycle SA, SAREA, YSA continue to have general information disseminated free of charge.

Next OEASA Meeting

**6.30
29 August at the Education
Development Centre, Milner
Street, Hindmarsh, room 16
on the ground floor**

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The inaugural award goes to Emlyn Jones, from Westminster school. Emlyn is currently undertaking a traineeship with the school to assist with the Outdoor Education program.

OEASA Certificate Presentation Dinner

Many thanks to those that contributed to a successful dinner this year. OEASA made around \$800 from the evening, with \$650 from the novelty auction. In particular I would like to thank:

- ◇ **Paddy Pallin** for being the ticket agency and donating some superb auction items.
- ◇ **Snowgum** stores for donating vouchers to the OEASA certificate of excellence awards as well as some superb auction items.
- ◇ **Perception Kayaks** for donation of excellent auction items again.
- ◇ **Vertical Reality Climbing Gym** for donations of memberships for certificate of excellence award winners.
- ◇ **Outdoor Adventure Skills** for donation of use of their mobile climbing wall as a prize for the auction.
- ◇ **Arbury Park Outdoor School** for donation of the native plants for auction.
- ◇ **Snowy's Outdoors** for donation of auction items.
- ◇ **Campbell's Winery, Rutherglen** for the auction items

I would also like to thank a number of individuals that contributed to the success of the evening:

- ◇ **Nerilee Flint** for organising the venue, ticketing arrangements and the flyers.
- ◇ **Kyla Young** for being MC and organising our quiz master, Michael
- ◇ **Peter Kellett** for agreeing to

be the elder statesman and presenting the awards.

- ◇ **Matt Randell** for designing and arranging printing of certificates.
- ◇ **Bushwalking Leadership SA** for again supporting this event wholeheartedly.
- ◇ **Canoeing South Australia:** Education for their support.
- ◇ **Michael Zeitz** for being an excellent quizmaster
- ◇ **David Stuart** for being an outstanding auctioneer
- ◇ **Tim Vogt, Jon Herd, David Nicholson, Anthea Shem,** and others for their behind the scenes work.

I look forward to next year already!

Award Winners:

Year 12 Outdoor Education:

Emlyn Jones
Penny Harris
Al Harry
Darryl Siedl
Tamara Stanton
Kimberly Wood
Catherine Hughes

Certificate of Excellence Tertiary Outdoor Education and Outdoor Recreation:

Danielle Cronin
Chloe Henderson
Ian Keam

Certificate of Merit Tertiary Outdoor Education:

Jason Newton

Professional Issues What is fair wages and conditions?

Last year OEASA published a paper for discussion entitled 'What are we worth'. As a follow up to this a forum was held between those in education, recreation industry. Representatives included employers, freelance instructors and those per-

manantly employed in both government and private sectors. From the forum it was clear that wages and conditions did vary, but that usually employers paid fairly. The guidelines were generally seen as the minimum wage for instruction and teaching where another award (such as teaching) did not cover people.

A similar forum was held in Victoria where a sampling of wages and conditions was provided in order to determine how well outdoor professionals were remunerated there. The results of the Victorian forum suggested that most of those people working in the outdoor profession or industry were receiving fair pay, with a few exceptions.

For those not employed by the education department or other government bodies there is no support from a union should a professional issue arise. The closest thing to it at the moment is OEASA in SA, and the AOEC in Australia. Recently I was asked my opinion on some wages and conditions offered in South Australia. I sought a broader audience (the national outdoor education list) and received many responses. What emerged from this is the importance of continuing discussions and ensuring that novice 'players' are informed of their options so that they can make informed choices.

It will be interesting to see whether a trend to insisting on ABN numbers, no tax deduction, no superannuation, requirement for public liability insurance occurs. Considering the daily rate, the offer appeared to give the employee (read contractor) little support should things go wrong. The good news is that the offer was reconsidered and these people were offered the protection of being employees. Outdoor Education has always been one of those areas where people will work for lower wages on

Continued Page 4

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occasions (for experience, a good cause, because OE instructors sometimes shun material possessions or because they enjoy the work). In this deregulated employment climate we need to be clear that this does not lead to exploitation and the reduction of protection for employees.

Stunt Bike

There is nothing like flying through the air after a surprise hit from a motor vehicle to remind you of life's precious gifts. Time stood still for a while and half a second seemed like an eternity. I was reminded of my mortality and was thinking how my family would feel with the news I was hurt. I thought of the additional burden to my wife in bringing up our child. It was actually a bit of a shock to find myself on the ground conscious and in pain. I think the people that were there thought I was loopy to be smile-crying, but I was just happy that I would live another day! Many thanks for the well wishes I have received. I was reminded of the genuine care and concern that local outdoor communities have for each other.

Tim McCartney Snape August 24

Tim McCartney-Snape is one of Australia's foremost mountaineers. As well as climbs on major Himalayan peaks such as Ama Dablam, Choy Oyu and others he has climbed Everest twice. The second time was a solo affair from 'Sea to Summit'. Tim is an engaging speaker and is providing two talks on the 24th. The first one from 2 until 4 is primarily for outdoor education and recreation students. The second from 6 until 8 is aimed at Outdoor Professionals. Along with Tim's commentary on the role of outdoor leaders he will be sharing some of his learnings

from mountaineering, including a showing of video footage from his last trip to Everest.

Steven Van Matre Sept 10

Stephen Van Matre is well known for the fact that he started Earth Education, a not for profit organisation set up to educate for sustainable living. Earth Education is now a world wide medium for engaging students with the natural world, as well as the relationship between their daily lives and the survival of our planet.

Stephen is a most engaging speaker and has a powerful tale for us in all our roles as friend, teacher, leader, family member, societal member and others.

Instructor Training Week Port Augusta October 8-13

2 years ago an Aquatic Centre was started at Port Augusta in the old yacht club. With school and council support the staff at Port Augusta have transformed this Centre into one of the most exciting things to happen in outdoor education in this state for some years. Staff have been busy training and developing curriculum to broaden their scope from aquatics. The centre is rapidly becoming an Outdoor Education centre with curriculum offerings including indigenous education, environmental education, bushwalking, high ropes and rock climbing. Staff in the region are busy on their qualifications and are attracting educators from surrounding regions. The centre receives full council support and is having some success with grants to increase the range and scope of their programs. They were nominated for the 2000 Recreation Industry awards and will no doubt receive further accolades as the programs con-

tinue to expand.

To facilitate the growth in outdoor activities in the region the Centre is again hosting it's instructor training week. Activities include windsurfing, sailing, bushwalking, kayaking and a pilot assistant climbing instructor seminar. The program takes place in the second week of the holidays and all are welcome. Those of us that have attended previous functions will know that the activities are well supported by the locals and the friendly social atmosphere make the week a thoroughly enjoyable experience.

State Outdoor Conference Oct 27/28

Plans are well underway for this joint event between OEASA and Recreation SA. The event will be at Hindmarsh Centre, just next to the entertainment centre. The choice of venue was not taken lightly, due to the potentially sterile building. However, access to public transport, human powered transport for Adelaidians, cost (no charge as a result of our membership to CEASA) and excellent facilities has won over.

The theme 'We Are What We Do' reflects the belief that our philosophy is reflected in our actions, and that if we are to achieve positive changes, then our actions are the place to start. The theme also reminds us of the strong relationship between our actions.

Saturday is a practical and developmental day. Saturday evening will be a dinner with Guest Speaker Jackie Kiewa engaging us in a discussion about adventurous women. Sunday is a series of workshops with both a recreation and education focus. The 1999 conference was well supported and we are hoping for similar or better numbers this time around. Many thanks to the conference organising committee for their help so far!

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Trade Display State Outdoor Conference

There will be a trade display at this year's state conference on the Sunday for a nominal fee. The prices are a sliding scale according to the nature of business. Not for profit and community organisations have been given special consideration. Should you wish to have a trade display at the event, please contact Russell Withers at Recreation SA.

Youth Trek 2002

Youth Trek 2002 will be the major event for OEASA. Planning will start as soon as the state conference is finished. Some sponsorship has already been forthcoming with more on the way. A grant will be applied for with Recreation and Sport as well with the aim of making the event accessible and with a high level of participation. Interested schools could contact Grant Henwood at Wirreanda High School to register interest in the meantime.

National Conference 2003

Progress has continued on general planning for the April 2003 Conference. Possible suitable venues have been located and a decision will be made shortly. OEASA will soon be canvassing for a conference organiser. It is likely to be part time initially commencing in April 2002, with additional hours prior to, during and immediately after the conference. If this sounds like something you would like to do, then an expression of interest forwarded by mail would be the thing to do.

Sea Kayak Instructor Weekend Dec 1/2

This award winning

program is again being held at Port Elliot. It is a unique opportunity to engage in professional development at any level of kayaking. All are welcome as beginners to advanced kayakers can develop skills or instructional methods. The weekend is both highly informative and a great way to network with others that enjoy 'messing about in boats'. Contact Canoe SA: Education for further information.

Year 11/12 Outdoor Education

SSABSA has decided to re-write the year 11 and 12 Outdoor Education curriculum. The Outdoor and Physical Education subject advisory committee has now split into two sections. The outdoor education team consists of Grant Henwood, Gordon Begg, Chris Davidson, and Scott Polley. Bronwen Martin is in Victoria to assist where necessary.

A consultation and review process involves seeking views from teachers, industry representatives, student representatives and other interested parties during writing.

The plan is to make a first draft available at the state outdoor conference in October for consultation.

Should you wish to be involved in earlier stages of consultation or would like to express a view about the course then contact Scott Polley at the address on page 3.

More OEASA members

Congratulations to our treasurer Nerilee Flint and her partner Amanda Andlee on the birth of their beautiful daughter, Grace Lulka Andlee. Both parents and child are doing well.

Congratulations also to Peter McRostie and Libby Twigden on the birth of Lachlan James McRostie.

New National Park

It was announced on Sunday 11th August that the state Government had bought 'Wyndgate', an ex grazing property on Hindmarsh Island from the Denver Family for \$3 million dollars. Coorong kayakers would be familiar with the property which is on the western side of Holmes Creek. The area has received significant landcare grants and awards in the past, and is a major Cape Barren Geese feeding ground. The news item suggested that the area would be developed for ecotourism and bird research. Hopefully the area is managed sensitively.

Cash for Schools

Many schools have received funding for outdoor programs through innovative use of the Active 8 program, in which 8 million dollars is being distributed to schools to get involved in community based programs. Now, as a result of the state government's decision to increase funding to enhance physical activity in schools each school is to receive \$5,000. If the money goes to school unattached to any particular project as the government seems to suggest, then a golden opportunity for cash strapped outdoor programs might be presented. Good luck if you are in a school at the moment.

Outdoor Jobs

If you are interested, permanent outdoor education teaching positions will be available in Murrayville (2 – just over the border) and Mount Gambier (1 – at Grant High). Contact the principals of the schools concerned.

Yours in the Outdoors
Scott Polley

Letter to the Editor

4/6/01

Congratulations to all who were involved in the organisation of the recent Awards night. It was a well run and most enjoyable evening and it was heartening to see a large number of young people involved in Outdoor Education.

The Outdoor shops and other organisations who donated goods and vouchers to be presented to recipients of awards, or to be auctioned to raise funds, are to be congratulated for their significant support which many have maintained over several years.

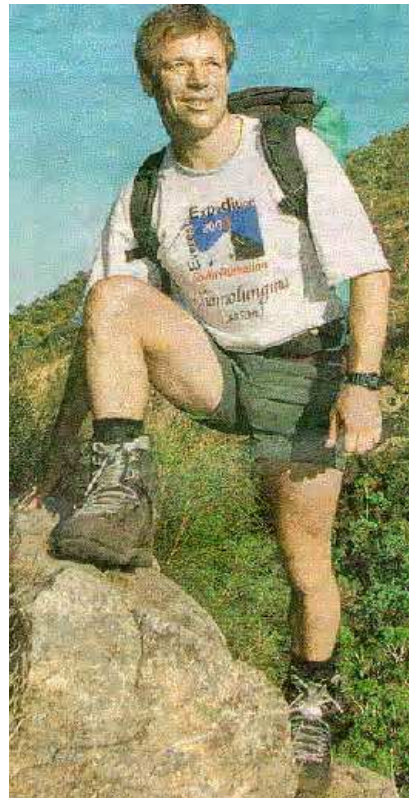
The valedictory to Mark Auricht, presented by Scott Polley, was an appropriate and moving tribute to one of the significant contributors to the industry over many years.

Congratulations to Rosie Brink on receiving Life Membership. She has been a tireless worker in Outdoor Education for many years and fully deserves this recognition for her services to O.E.

Congratulations to all the Award winners. It was disappointing that the canoeing, climbing and sailing organisations did not use the night as effectively as they might to showcase the achievements of successful candidates in their courses.

OEASA can be proud to sponsor such an event, promoting an obviously thriving industry. It was terrific to see the enthusiasm of all present and to have the opportunity to catch up with a wide range of people promoting Outdoor Education in S.A. It was particularly enjoyable to have the opportunity to renew acquaintances with the old guard who have maintained their involvement for many years.

Yours Sincerely
Wayne Hooper



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yachtinsa@picknowl.com.au*

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Council Of Education Associations of S.A.

1. Professional Development
2. Cross Curricular Contact

*Contact Lindsay: 8373 0070
Email: ceasa@ceasa.asn.au*

Defining Outdoor Education?

A recent exchange on the outdoor education discussion list following the national conference..

Outdoor Education has long suffered something of an identity crisis due to the lack of a universally accepted definition. One end of the spectrum the lack of definition is sometimes viewed as a barrier to greater professional development, whilst on the other this makes for creative opportunities to develop the field and not impose limitations.

The following is an excerpt from an exchange between James Neill, longtime AJOE contributor and now resident at New Hampshire, and Peter Martin the previous chair of the Australian Outdoor Education Council, Steve Bowles, and Andrew Brookes of LaTrobe University Bendigo.

James is following up a concern that a definition of outdoor education had been arrived at the January National Summit.

...When I first saw this (*statement of service outlined below*) today I thought it sounded more like a definition of Environmental Education. When ever these topics come up I'm often struck with considering what are the similarities between the terms Outdoor Education, Adventure Education, Environmental Education. Where do these areas overlap, intersect, diverge? Are they different fields? Parts of a larger field?

James Neill

Thanks James - you refer to a definition? the following...

"Through interaction with the natural world, outdoor education aims to develop an understanding of our relationships with the environment, others, and ourselves. The ultimate goal of outdoor education is to contribute towards a sustainable community."

This is NOT and was never intended to be a definition. Rather a group got together and developed a 'motive of service' or 'ultimate good' for outdoor education. This was a group which identified its interests as separate from adventure therapy, corporate training, outdoor recreation or nature tourism (those groups did not, or chose not, to develop a statement describing a motive of service. The focus of this motive is an understanding of relationships - this dot not mean outdoor education can't happen in the city, on a ropes course or other constructed place - however it does acknowledge that ultimately the end goal of such striving is towards a sustainable community. Sustainable community in three aspects - namely economic, ecological and social. Only by attempting to clarify a motive of service can I see a way for sectors within the field to examine more fully other processing issues such as development of ethics and body of knowledge.

Peter Martin

Peter,

Ah this makes much more sense. I get the feeling there is a growing groundswell of interest/theme for Outdoor Education to have a more significant role in broader societal systems, so perhaps this 'service motive' reflects that growing feeling amongst such a group of people? I guess my curiosity is about the extent to which other people in the OE community feel that this is also what they feel is an underlying motive in their practice?

James Neill

Peter Martin suggested that the statement under discussion was a statement of good intentions; in other words it is not so much a definition as a statement which implies one or several definitions. I am not sure the distinction is that helpful, but it seems to me this is the least of the problems the statement raises. Taking Peter's example, why doesn't training people to lay landmines fit? All of Australia's military adventures have been well intentioned according to the proponents; Australia's involvement in Vietnam was precisely about sustainability of 'our' community; if Vietnam 'fell' to communism, so the domino theory went, the rest of SE Asia would follow and the communists would be knocking on the door of Australia's Northern borders. Laying landmines was aimed at an 'ultimate good'. Very few wars are promulgated by those professing anything else; indeed, often god is on the side of the righteous land mine layers, so they tell us. Righteousness and the sustainability of 'our' community is right at the heart of militarism, in my book.

Taking his contra-example, nor is planting trees necessarily an 'ultimate good', according to many in Australia. Recently an extensive planting along a local river had to be ripped out because a local motel owner argued successfully that trees would slow floodwaters and threaten the sustainability of the business (and by implication the local community). So the statement fails to discriminate between the examples Peter offers. It seems to me that other than an assertion of self-righteousness, the proposed statement also fails the test of clarity Peter himself proposes.

By involving nature, communities, us, others, and 'interactions' any and all human activity seems to be included, and all of the non-human

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Defining Outdoor Education?

(continued from page 7)

'world' as well. While the idea of "us" and "others" hints at some unstated agenda (presumably 'us' - the righteous and 'them' - the mistaken or ignorant) the statement is remarkable for its permissiveness - I can't see how it provides much guidance at all. In terms of possible educational content, 'humans', 'nature' 'environments' 'interactions' and 'communities' seems to cover anything and everything. The only discriminating aspect of the statement is the reference to 'sustainability' of (unspecified) communities. Problems with 'sustainability' used in this non-specific way have been so well rehearsed now I won't repeat them here; but the ease with which the term has been co-opted by a diversity of interests points to the problems with the term as a discriminatory tool.

Andrew Brookes

I know this sort of thing has been around a bit - but basically there was a group (considerable % at the conference) who were quite happy to say this is what we are about. That the term OE and other derivatives gets used for other things is acknowledged - however given that OE (type practices) can just as effectively be used to develop a cohesive team to plant landmines as well as trees, beginning to work on a clear statement of 'ultimate good' was agreed to be useful. I'm a bit disappointed that other groups/sectors such as adventure therapy or corporate training didn't come up with something which suited them - but that's fair enough. A motive of service beyond self interest. I see as important to help guide the development of ethical practices because if you aren't clear about professional motives then it becomes hard to decide what choices to make. The motive of service becomes the touchstone against which such choices can be informed at the practical level. I have used the term 'critical outdoor education' in the past to refer to the sort of outdoor education we talked about - although that was not a term the group chose to use (perhaps if it had we would be having this conversation?) I think that describing the differences, as well as the commonalities, in motives and practices may well be a way to help sectors of OE (in the broadest sense) move towards achieving its diversity of 'ultimate goals'.

Peter Martin

Landmines? War? Morality? --- Oh yes we are, in one sense, "returning" and re-making. We are retrieving too. Concerning this the valid questions from Andrew may be handled thus : Morality never takes the life of another.

Steve Bowles

Steve, if only that was true. I think the taking of life aspect has become a distraction; I was trying to make a point that it is invalid to construct a curriculum around a universal claim to more or less unspecified moral superiority. With all due respect to Steve's usually superior knowledge of history to mine, taking life while also taking the moral high ground happens all the time, and has happened from the crusades to the Gulf War to the death penalty in US. Taking a Finnish example, in the winter war both Russians and Finns in many cases felt they were fighting a just cause.

I was making two points; first, that claiming an 'ultimate good' for outdoor education curriculum doesn't help distinguish one curriculum from another; what curriculum isn't claimed to be concerned with some ultimate communal good?

The second point was about the danger of seeking moral or curriculum universals; the lessons of feminism (universalising male experience to all humans) and post-colonialism (universalising the experiences of colonising cultures to others) are just two examples. And it remains true that outdoor education, especially when framed around the kind of grandiose but empty statements such as the one under discussion, tend to erase differences (social and economic class; geography; cultural; gender and so on); this doesn't help anyone decide what to do with a particular group of students in some particular bush next week - if anything it is a distraction from the task of locating outdoor education around the issues which are relevant to that group of students, in that community, and that bio-region.

It seems to me that outdoor education can be the point where the necessary limited universals of schooling (learning general skills, gaining abstract insights, understanding historical and geographical contexts and so on) meet the actual lived experiences of particular students in particular geographical regions. The starting point for that curriculum discussion is attention to and acknowledgment of difference; how does this community or group experience this region, and what reasons might there be for constructing different experiences.

Andrew Brookes

Please note: permission to publish these comments has not been obtained from the authors. As the letters were presented in the public domain on a discussion list it was thought that the information was intended to use in such a way by organisations such as OEASA.

“Getting into Outdoors Builds Corporate Buddies”

The following is an article that originally appeared in the USA Today on August 19th, 1996.

Corporate Adventure Training in the USA

By J. Taylor Buckley

Contributor: Alistair McCarthur

Many thanks, Alistair, for this interesting article which examines the assumptions and progress of corporate training. It would be interesting to compare the methods and contexts with those of Australian corporate programs.

WHISTLER, British Columbia:

On any other Monday morning, Alan Woloschuk would be at work, selling agricultural chemicals. Though he's still very much in the company of his fellow Dow Elanco employees, today is a bit out of the ordinary.

Trussed up like a Thanksgiving turkey in a blue parachute harness, Woloschuk gingerly stands on a wobbly, pie-sized wooden disk nailed to the top of a 25 foot telephone pole. Stretching his arms skyward, he momentarily basks in an outburst of applause and yelps from his co-workers.

Now it's time to get down - by jumping. Woloschuk and his cohorts aren't here on the slopes of Canada's Coast Mountains training to be commandos. Instead, they are training to be a corporate team. They are learning to conquer change. They are discovering that managing emotions is as important to a smooth-running organization as managing the "in" basket. Though this group numbers fewer than 30, its members are among millions of employees worldwide who, at the request or command of companies as diverse as Pepsico, Du Pont and the Minnesota Vikings, each year go through some form of "experiential learning." Simply stated, the concept is to learn by doing - doing something out of the office that presents challenges that, when overcome, can then be translated into the real work world.

And in this era of re-engineering, quality circles, globalizing, risk taking and corporate merging, it's difficult to meet a manager who hasn't been exposed to some form of experiential learning as part of the nation's \$30 billion-a-year training industry.

Take today's lesson for Woloschuk, stuck

on that pole, 25 feet in the air. It's all about fear. The corporate application will be that on a team members do not have to face their fear alone because they'll be supported by the whole team. It's a lesson so valuable to Dow Elanco that it pays \$1,000 per employee (not counting transportation, meals and lodging) just for these few days of training run by Pecos River Learning Centers.

The immediate application for Woloschuk, however, is that his mouth is dry and his knees are banging. And he's deep into fear - fear of heights, fear of falling, fear of failing.

"The trick is to take those learnings and make them live day-to-day on the job," says Harvey Glastein, director of sales training in New York for Phillip Morris, which in the past five years has sent 4,000 salespeople to an experiential ropes course. "The day itself," he says, "is amazingly successful."

At any given time, while some groups like Woloschuk's are discovering how teamwork gets them through a scary situation, a squad of marketing strategists might be building a bridge over a stream in a Puerto Rican rain forest. A phalanx of corporate VPs might be huddled in a company cafeteria assembling towers from strands of spaghetti held together by mini-marshmallows.

'Outdoor Challenge Programs'

In fact a peek at any client list reveals a host of big-time believers in outdoor training. Carl Christensen Associates, a modest-sized organizational development firm in Bloomfield, Conn., for example, puts on "outdoor challenge programs" across the country for such companies as Kraft General Foods Corp., Cox Communications and ITT Hartford. Whatever the form for corporate training, the outdoor experience increasingly is considered a team-building winner. But a "ropes" course - in which participants climb poles, towers or cliffs and walk high wires - isn't for everyone. Picture "an overweight woman sobbing for 15 minutes on the edge of a cliff who doesn't want to slide down," says Craig Cantoni, a team building consultant. "And then her co-workers are forced to cheer her on. I think that's bad."

Larry Wilson, president of Pecos, says that doesn't happen. He says participants are urged to quit when they've gone as far as they can go. "Ropes have a catalytic force," he says, and can help a company "accomplish in two years what otherwise might take five." Still, not all companies want to get in-

Continued page 11

“Getting into Outdoors Builds Corporate Bodies”

Continued from page 10

volved. They worry about liability. Pecos has been sued once - by a woman who slipped on an icy sidewalk outside the hotel. It also experienced two deaths among the approximately 180,000 people it has trained on ropes. One person died of a heart attack sitting on a bench, having not disclosed a known heart condition. Another, a tree cutter used to high places, had a heart attack on the course. Some companies shy away from ropes because they don't want to exclude those who can't participate because of physical limitations. Others worry about gender issues in activities such as the Trust Fall, where people must handle each other.

Cost too, is a factor. Many providers claim a well-crafted indoor activity can build teams as well as ropes. "We're in disbelief," says training consultant Chris Roland, "when we hear about a company spending megabucks on a program everyone enjoys and then when they get back to the office it's business as usual."

These days, banks and other frequently merged corporate entities are among the heaviest users of outdoor team building programs. Since the formation of NationsBank in 1992, says senior vice president Phil Krause, the company has guided more than 3,000 senior and middle managers through some kind of outdoor experience. This isn't Rambo," says Krause. "It's mental challenge with physical aspects."

'How's the view up there?'

Right now, Alan Woloschuk's mental and physical challenge is an unstable perch high above the ground. It is for good reason that trainers refer to this event as the Pamper Pole. "How's the view up there?" one of his team members shouts, sensing Alan could use some encouragement

Woloschuk manages a backward glance at a panorama of snow-capped peaks. "Great," he quavers. Woloschuk's triumph - or plight - is part of a series of exercises that lasts the whole day. It begins with a Trust Fall, in which participants take turns failing backwards from a ladder into the outstretched arms of their colleagues. "Why did we trust them to catch us?" asks course director Jeff Hood, in a de-briefing that follows each segment. "We trusted them because we checked first" he says, answering his own question. "Back at the office, how many times do we assume they are there for us, we don't check, and they're not?" The group nods. They've all been there. In the Trust Fall, before you stiffen your body and arch backward onto the bed of palms, you ask: "Spotters ready?" And, if they are, the spotters, pressing together and forming their hands into a net, shout: "Spotters ready!" Then the faller says: "Alan falling." And the spotters respond: "Fall on,

Alan." Right now, though, Alan doesn't want to fall. He's at the top of The Pole and is supposed to jump, leaping far enough to the side so he can slap a knot on the end of a white rope that dangles out of reach.

Alan leaps, slaps the knot and descends into a cluster of hugs and back-slaps. Beyond a carnival-ride thrill and a blast of adrenaline, he has experienced, in a quick and indelible way, the importance of having and using a support system. (In fact there wasn't much to worry about. His plunge was immediately arrested by two safety lines controlled by team members and a third held by Hood. On the way down, he looked a lot like Peter Pan.) The secret seems to be ropes. Pecos' three-day ropes course here is a milestone of sorts for what's happening generally in corporate team building. Some companies are building courses on their own corporate campuses and resort hotels are linking up with providers of experiential training to build traffic in the off-season.

Though experiential learning has some distinct parallels with the TM and encounter sessions of the 70s, providers and clients say it's here to stay. Companies like Pecos are thriving. Since 1982 when he took the old YMCA concept of using a ropes course to build self-confidence and team spirit and folded it into corporate training, Pecos President Wilson has built an organization with 100 full-time employees, 20 training sites in the U.S., Canada and France, and a clientele that's a Who's Who of the Fortune 500. Among his biggest clients: the Du Pont Co. Fibers Division, which over the years has sent 26,000 people.

Today, Pecos handles 20,000 people a year in courses on everything from "strategic partnering" to thriving in a "changing global marketplace." Eighty-five percent go through some form of ropes course as part of a larger program aimed at putting the experiential learning to work in a business world. The idea, says facilitator Hood, "is to get you out of your comfort zone and into the creative zone" - but not "the panic zone." Participants should push themselves, but not too far. What they try to provide, Wilson adds, is "a strong emotional component" from which people can draw larger lessons. "Trust and support are high level abstractions," he says, "but when you feel it, you get a different set of standards as to what that means."

Whatever the experience, caution experts, it should be seen as just one tool in an overall corporate training curriculum. Krause, of NationsBank, says a well-done outdoor experience can make a difference. "It's a good way to grab people." But "if you just want to bond," advises consultant Chris Roland, "don't waste your money on a wilderness canoe trip. All you need is a keg of beer and a volleyball net."

Alistair McArthur,
Odyssey Consultants,

Perfection

Contributor: Rick Baldock, ACHPER and HPE Curriculum Development Officer, DEET

35 Union Street,, Armadale, Melbourne, Victoria, Australia 3143

In Brooklyn, New York, Chush is a school that caters to learning disabled children. Some children remain in Chush for their entire school career, while others can be main streamed into conventional schools.

At a Chush fund-raising dinner, the father of a Chush child delivered a speech that would never be forgotten by all who attended. After extolling the school and its dedicated staff, he cried out, "Where is the perfection in my son Shaya? Everything God does is done with perfection. But my child cannot understand things as other children do. My child cannot remember facts and figures as other children do. Where is God's perfection?"

The audience was shocked by the question, pained by the father's anguish and stilled by the piercing query. "I believe," the father answered, "that when God brings a child like this into the world, the perfection that he seeks is in the way people react to this child." He then told the following story about his son Shaya: "One afternoon, Shaya and his father walked past a park where some boys Shaya knew were playing baseball.

Shaya asked, "Do you think they will let me play?"

Shaya's father knew that his son was not at all athletic and that most boys would not want him on their team. But Shaya's father understood that if his son was chosen to play it would give him a comfortable sense of belonging. Shaya's father approached one of the boys in the field and asked if Shaya could play. The boy looked around for guidance from his team-mates. Getting none, he took matters into his own hands and said "We are losing by six runs and the game is in the eighth inning. I guess he can be on our team and we'll try to put him up to bat in the ninth inning."

Shaya's father was ecstatic as Shaya smiled broadly. Shaya was told to put on a glove and go out to play short centre field. In the bottom of the eight inning, Shaya's team scored a few runs but was still behind by three. In the bottom of the ninth inning, Shaya's team scored again and now with two outs and the bases loaded with the potential winning run on base. Shaya was scheduled to be up. Would the team actually let Shaya bat at this juncture and give away their chance to win the game?

Surprisingly, Shaya was given the bat. Everyone knew that it was all but impossible because Shaya didn't even know how to hold the bat properly, let alone hit with it. However as Shaya stepped up to the plate, the pitcher moved a few steps to lob the ball in softly so Shaya should at least be able to

make contact. The first pitch came and Shaya swung clumsily and missed.

One of Shaya's team-mates came up to Shaya and together they held the bat and faced the pitcher waiting for the next pitch. The pitcher again took a few steps forward to toss the ball softly toward Shaya. As the pitch came in, Shaya and his teammate swung at the ball and together they hit a slow ground ball to the pitcher. The pitcher picked up the soft grounder and could easily have thrown the ball to the first baseman. Shaya would have been Out and that would have ended the game. Instead, the pitcher took the ball and threw it on a high arc to right field, far beyond reach of the first baseman.

Everyone started yelling, "Shaya, run to first. Run to first." Never in his life had Shaya run to first. He scampered down the baseline wide-eyed and startled. By the time he reached first base, the right fielder had the ball. He could have thrown the ball to the second baseman who would tag out Shaya, who was still running. But the right fielder understood what the pitcher's intentions were, so he threw the ball high and far over the 3rd baseman's head. Everyone yelled, Run to second, run to second."

Shaya ran towards second base as the runners ahead of him deliriously circled the bases towards home. As Shaya reached second base, the opposing short stop ran to him, turned him in the direction of third base and shouted, "Run to third." As Shaya rounded third, the boys from both teams ran behind him screaming, "Shaya run home."

Shaya ran home, stepped on home plate and all 18 boys lifted him on their shoulders and made him the hero, as he had just hit a "grand slam" and won the game for his team.

"That day," said the father softly with tears now rolling down his face, "those 18 boys reached their level of God's perfection."

Funny how this is so true and shame on us! Funny how simple it is for people to trash different ways of living and believing and then wonder why the world is going to hell.

Funny how you can send a thousand 'jokes' through e-mail and they spread like wildfire, but when you start sending messages regarding life choices, people think twice about sharing.

Funny how the lewd, crude, vulgar and obscene pass freely through cyberspace, but the public discussion of morality is suppressed in the school and workplace.

Funny isn't it?

Book Review

An irregular section in the Outdoor News. Contributions welcome.

Many thanks Rick.

Sea Kayaking: A Ragged Mountain Press Women's Guide

Shelley Johnson, (1998), Sea Kayaking: A Ragged Mountain Press Woman's Guide, Ragged Mountain Press, OH ISBN 0-07-032955-9

Source: University of South Australia Library

This book is one of the series of books dealing with outdoor adventure activities from a woman's perspective. Others in the series include Sailing, Canoeing, Skiing, Mountaineering, Backpacking and Snowboarding.

Johnson has created a book which is approachable and easy to read. I found it useful from a male perspective also. The language was friendly with lots of great anecdotes from novices, great diagrams and photos (hooray – same female instructor and novice shots!) and was easy to read. The book was arranged logically in terms of instructional information but there was plenty of great tips on all things related to sea kayaking. For instance –loading your kayak without breaking your back, fitting the kayak to the female form and useful learning sequences. Most of the book is in line with other texts (the scoop rescue is one I am not sure about yet but am keen to try it on!). But it is not what is contained within the pages, but the way it is presented. The use of gender inclusive language and the friendly approachable tone are a far cry from texts that present sea kayaking as a contest between man and nature. Rather sea kayaking is presented as something that anyone can do and that it is up to the individual how far they take it. Paddling is more of a relationship between you, your kayak and the water.

I loved Johnson's book. I think it makes a contribution to sea kayaking literature not because it is a book only for women, but because it presents sea kayaking in a range of contexts. The book reminds me that I would prefer to present kayaking as something friendly and approachable in the first instance.***

The Ascent of Everest

(Lord) John Hunt (1956), The Ascent of Everest, Hodder and Stoughton

Source: Second hand book store

No doubt many copies of this adorn the bookshelves of op-shops. This book is a classic. Everest was more of a siege to the British Expedition and reminds us of the history of terms such as 'conquering', 'battling', 'contesting' used in an expedition context. Once started it is difficult to put down. Apart from being amazed at the physical and mental strength of those involved (especially the sherpa and sherpa women) it is a captivating story. The role of nationalist pride in the 'race' to climb Chomolugma first is fascinating. I suspect we have not moved very far from this approach. This book makes an excellent companion to James Ramsay Ullman's ghost written autobiography of Sherpa Tenxing Norgay's account 'Man of Everest'.***

Raising Boys

Stephen Bidulph (1997) Raising Boys, Finch, Lane Cove
Source: Angus and Robertson

At first I picked up this book to assist with parenting, but quickly recognised the role this book had to play for those that teach or lead youth in the outdoors. And in particular boys. It is easy to read and follow and presented in nice bite size chunks. The assertions are not necessarily supported but many of his ideas are. I found the book useful for providing a framework for the difficult times that boys face. Of particular relevance is the role of a positive mentor during youth that the boy can model and relate to. He discusses how boys will look until they find a mentor they can connect with, and that sometimes it is the teacher, youth leader or scoutmaster. The importance of finding appropriate activities and examples to assist boys learning was highlighted (both for boys and girls).

This book does not condone inappropriate behaviour including aggression, fighting, bullying and others, but does suggest that these outcomes may well be a result of a failure to attend to the different educational needs for boys.

I was worried it was going to be an anti-feminist book but this was not the case. In fact the book was about men finding their place with women

OUTDOOR EDUCATION – Even more relevant now!

Contributor: Wayne Hooper

I read with interest the excellent articles in the March edition of the *Outdoor News* and was prompted to reflect on some of the points raised. I was particularly interested in the report by Raymond Bruland on the National Conference and I was pleased to note the definition of Outdoor Education that came out of it. The emphasis on*our relationship with the environment, others and ourselves*, I believe hits the mark, particularly at this time when technology is the dominant force shaping our everyday lives. Also, I was pleased to see the major emphasis being....*to contribute towards a sustainable community*.

The reprint of the article *Outdoor Education: A Cultural Imperative* which was published in 1984, although not new, highlights many of the important reasons why well conducted Outdoor Education programs are a valuable part of a balanced, relevant education system. Its thrust is that, in modern society people are less in touch with the natural world and themselves and this awareness is essential for survival. Interesting, in the light of the enormous changes that have occurred over the last 17 years since that was written!

While not trying to be negative, I think that there are many contemporary issues which are a result of our rapidly changing lifestyle, that our education system needs to address. I think there are disturbing trends in current education thinking which, if implemented without an appropriate balance, will not equip the students for the challenges they will face.

One such issue is the current push for structured literacy programmes involving reading and writing in Early Childhood Programmes. I acknowledge the importance of literacy as a priority outcome but I believe that it should not be at the expense of play, exploration and informal social interaction in Kindergarten and CPC.

Some of the changes that have occurred over the last 50 years which have impacted on our lives and which have an impact on society are:

- Television and media exposure
- Computers, Nintendo, the Internet
- Use of Natural Resources, increased energy use
- Pollution
- Reduction in animal and plant species and biodiversity
- Preoccupation with material possessions and an intrusive advertising industry
- Work practices which have significantly changed family life patterns
- Increased urbanisation and thus limited exposure

to the natural environment for many.

- Greater dependence on motor vehicles, increased mobility
- A more sedentary lifestyle
- Availability of illegal drugs
- Health [physical and emotional] and fitness

I am not suggesting that all change is bad or that new technology is not beneficial. On the other hand it seems that the impact of these changes on society have created challenges which need to be addressed and it behoves our education system to do this.

Many of the issues I have highlighted would at least be partly addressed by exposing students to a well thought Outdoor Education programme as part of a balanced curriculum in schools. As was pointed out in the articles in the *Outdoor News*, Outdoor Education provides a mechanism for human development and environmental awareness

Practitioners don't need to be convinced that sound Outdoor Education programmes develop initiative and self-reliance, teamwork and cooperation, and provide opportunity for social interaction and meaningful communication. Current lifestyles don't always promote these skills. Participants in Outdoor Education programmes develop awareness of the natural world and its potential to provide enjoyment. Experiencing the natural world first hand can not be replaced by learning about it in the traditional classroom or through television documentaries. Through involvement in Outdoor Education the participants may gain a better understanding of themselves and their impact on the world around them. If more students were exposed to sound Outdoor Education programmes, it is likely that they could address the issues related to our rapidly changing world with more confidence.

Finally, we should not underestimate the benefits of outdoor activities, particularly those in "the bush", as a valid **Recreation** option. Students should be exposed to a range of such activities so that if they choose to explore them in later life, they can do so, in a safe and environmentally friendly manner.

Wayne Hooper has been an OEASA member and contributor for more years than he cares to remember. Currently Wayne finds himself in the Riverland after a stint as a principle of one of the Lands schools. Wayne is something of a legend in the outdoor community of South Australia. All the stories about him are true.

Mark Auricht A Few Words...

Died Chomolugma Thursday 24 May 2001. These words were read at the OEASA certificate presentation dinner held on Friday June 1.

With thanks to Rob Hogan for the following excerpt:

'A Tragic Day on the Mountain
Story by Lorraine Mulholland.
Posted by Brad on Saturday, May 27 @ 20:00 EST
Thursday, 24 May.

'Tragedy struck on the mountain this morning, when a fellow Australian climber collapsed and died in our camp at 7900 metres. He had stumbled into camp in the early hours of the morning, after having climbed to the Third Step the day before. He had taken a long time to descend to his high camp at 8300 metres, but had decided to continue down to 7900 metres where he had access to more oxygen.

He became disorientated and sought assistance from Zac and Tim, who were hunkered down in their tent at 7900m. They saw that he was exhausted and dehydrated, so put him into a sleeping bag and filled him up with cups of tea. He settled down for the rest of the night between the two. In the morning Zac and Tim roused him for the descent to Advance Base Camp (6400m). He moved outside the tent and when Zac next looked up, he was collapsed on the ground. Zac and Tim immediately rendered first aid, but they could not revive him and he died in their arms.

His climbing partner, who had slept at 8300, arrived in Camp 3 (7900m) to be told the tragic news via radio from ABC. With nothing further able to be done for him, Team One secured the body and left the camp for CISCO Camp 4 (8300m).

Higher on the mountain, further tragedies were unveiled. Five climbers had bivouaced above 8300 metres overnight. They had all run out of oxygen and were in bad shape. Three members of a Russian expedition and two members of a commercial expedition had not made it back to their top camp. A combined rescue mission was launched. Three climbers from Eric Simonson's expedition managed to resuscitate and assist the two climbers from Russell Brice's expedition down to the safety of fixed camps. One Russian was left on the route, unconscious and unable to be moved. The two others attempted to descend, and by nightfall had made it into the top camp. The Russians continue to work to bring the climbers down. Teams Two and Three continue to work their way up to higher camps in preparation for their respective summit bids.' (Australian Army Web Site)

Note from Rob – the Third Step is at 8,700 metres and is the base of the summit pyramid. Mark made it to within 148 metres of the summit (8,848 metres).

Many people choose the challenge that is Everest knowing that the odds are somewhere between 1 in 8 and 1 in 4 that the return journey will not be made. Mark's death is not a remarkable event as the other tragedies on Everest at the time testify. This death, however, was to one of the South Australian outdoor community's most remarkable persons. Mark knew the odds. He was with David Hume on the world's third highest mountain Makalu when David tragically fell to his death. Mark was doing something that he loved there is no escaping the deep sense of loss that his family, friends and the South Australian outdoor community are now experiencing.

Mark had always been an adventurer, no doubt spurred on by family holidays to the Flinders Ranges with his family. Whilst at school he was a keen sportsperson and it was only natural that he should study physical education at Flinders University. It was there that Mark forged lifelong friendships and he began to explore his love of adventure further. Stories of riding bikes down dam tracks into piles of mud, 24 hour rogaines, bike rides, doing the London Marathon all reflect the spark that found its way into Mark's eyes when an adventure was to be had.

He began to rockclimb and eventually started to lead and instruct others on the cliff and in the bush. Stories of Mark's ability to work well in a crisis are many and include piggybacking a friend over 2 km who had broken his ankle at Morialta conservation Park. In 1989 Mark discovered Mountaineering going to NZ with a friend, Laurie Tippins. This sparked a deep love affair with the mountaineering life that allowed him to summit Mt Cook, Ama Dablam, Makalu and finally within 148m of the summit of Everest.

Typical of Mark's spirit of adventure was his decision to start a business taking others into the bush. Originally 'Outbound' and now called Venture Corporate Recharge the business grew to become one of South Australia's most respected outdoor companies. The company structure had the unique ability to leave those that passed through it richer for the experience and somehow always part of 'The Venture Team'.

Mark's contributions to the South Australian Outdoor Education and Recreation community include being a treasurer, assessor and board mem-

Continued page 15

Mark Auricht

Continued from page 14

ber of the Rockclimbing Education Association, a board member and assessor of Bushwalking Leadership South Australia, a member of the Outdoor Educators' Association and numerous time and money support initiatives for outdoor education in South Australia.

Mark is a local icon and a local hero that has inspired many to, as the Ambulance Service says in it's public tribute in the local paper, 'find ways of summiting our own small mountains'.

But Mark was remarkable not only for his deeds but for the person that he was. He was an extraordinary person and yet an ordinary person also. He was a person of principle. He listed among his associates those with little and those with substantial means. He always had time for you even when he didn't have time for you. He was strong and yet vulnerable. Courageous and yet scared. Pragmatic but deeply caring. He was a good friend to many and it will take some time for those that loved him to get used to the idea that he won't be going out into the bush again.

Mark was a great supporter of those committed to excellence. He was passionate about fostering the development of others and has been a mentor to many outdoor education leaders in SA. His support of young people typifies Mark's passion for developing others.

I am pleased to announce the establishment of the Mark Auricht Award for outstanding achievement in year 12 Outdoor Education as judged by the chief moderator. Many thanks to Catherine Crease for allowing us to be reminded of the great person that Mark was through this award. This award allows us to remember in a small way the contribution that Mark made to many of our lives. It is hoped that the award recipient will be inspired to further continue their path towards excellence by Mark.

The inaugural award goes to Emlyn Jones.

On behalf of the South Australian Outdoor Education Association I would like to convey my sincere and deep sympathy for the loss of Mark to his family and friends. Mark is survived by father Clive Auricht, mother Helen Gunn, brothers Dave, Richard and Geoff, sister Elizabeth and Catherine.

Farewell, Mark Auricht. May you continue guiding Catherine's heart, to inspire us to challenge the ordinary, to love the simple things and to remain a beautiful clear memory in our minds.

Bushwalking Leader Required

Can you put the word out we can pay a Bushwalking Leadership SA leader \$400 for 3 easy days in the local Adelaide hills area, in glorious Spring, **24-27th October**, with nice kids AND I'll even feed them!!

Hope this will be attractive to someone - ??

Thanks a lot,

Annie Bainger
Banksia Park Secondary School

bainbray@ozemail.com.au

Snow Accomodation for Schools near Mount Beauty

Mountain Creek Holiday Centre is located just outside Tawonga, a few kilometres from Mt Beauty. Facilities include a fully equipped kitchen, dining room, bunks for up to sixty, teachers' rooms and the usual amenities. The facility has been used by South Australian schools and universities as a base for skiing for many years. The place is clean, has an easy layout and the rates are very reasonable. The venue is set away from the towns with views over local ranges.

An excellent base for cross country skiing!

The contact person is John Zolins
(02) 60289232 or (03) 57 544257.

Attention: Associate Professor Alan Reid, Associate Professor Michael O'Donabue
Re: Review of Education at University of South Australia
From: Outdoor Educators' Association of South Australia

Dear Sirs,

On behalf of the Outdoor Educators' Association of South Australia I would like to express the following concerns, following your invitation to make comments as you review education at University of South Australia, in brief:

1. The funding of practical activities within schools requiring funding to be sought from students. This situation is in part a school based decision resulting from the need to allocate funds to meet other performance criteria. However inequities remain when comparing to other practicals such as clinical placement within the University. The continuing support of the University of South Australia general funding is acknowledged however in their subsidy of transport costs through leasing of vehicles.
2. The lack of needs based research to assess the requirements for undergraduates to serve the community – although I acknowledge that I may be misinformed. For instance a study was conducted in 1999 surveying all secondary schools asking them to outline the nature and scope of their outdoor education program. At this time similar studies to investigate what is happening within school curriculum could not be found within South Australia.
3. The need to establish a common connection with schools to allow for dialogue and information dissemination that is quick and accessible for teachers and University of South Australia staff.
4. The need to make available professional development for teachers at a more accessible cost. The requirement for full fees graduate diplomas has stifled the now defunct Graduate Diploma in Outdoor Education. The University of South Australia must lobby to make Graduate Diplomas such as this HECS based.
5. The Outdoor Educators' Association are concerned about the academic elitism (scaling) of some year 12 subjects (including outdoor education) which in effect means that should you wish to study areas such as physical education and outdoor education you may be ill advised to select these at year 12 level. The relationship between school and tertiary admission should be made more flexible to allow students to pursue their interest at year 12 level and receive adequate consideration to enter the course of their choice.
6. Concerns are raised about the proximity of the outdoor education program regarding access to facilities, national park, etc.
7. The need to increase the availability of environmental education to all undergraduate teachers to address the planetary survival issue.
8. The need to increase indigenous teaching methodologies and indigenous cultural perspectives to all undergraduate students

Some of the positive aspects as observed by OEASA:

1. Increased access to Outdoor Education by undergraduates from all courses (provided they are able to afford it or are able to attract one of the scholarships)
2. The opportunity to voice concerns to University of South Australia
3. The role that the University of South Australia has had in the SACSA development process.
4. The role the University of South Australia has in servicing professional associations through staff involvement and general initiatives
5. The graduate degree in education allowing graduates of courses such as recreation and planning management to have an effective transition to the teaching profession, bringing broader perspectives to learning areas such as society and environment and health and physical education

All points raised have been extracted from OEASA minutes over the past 5 years or are extracted from a survey of all secondary schools in South Australia.

Scott Polley

Chair of the Outdoor Educators' Association of South Australia
Affiliated with the Council of Education Associations of South Australia

References:

- OEASA (1996-2001) *Outdoor News, the Journal of the Outdoor Educators' Association of South Australia*, The Outdoor Educators' Association of South Australia
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**Outdoor Education Teacher / Instructor Training Week
Port Augusta 19-23 Sept 2000**

**Report to the Council for Education
Associations of South Australia**

The Outdoor Education Training Week was based at Port Augusta Outdoor Education / Aquatics Centre. The event was largely co-ordinated by Outdoor Educators' Association of South Australia member Brett Yardley. Brett is director of the Aquatic Centre as well as a part time employee of Port Augusta Secondary School.

The event was designed to assist teachers and instructors develop skills and work towards community based activity qualifications in sailing, kayaking, bushwalking and rockclimbing. In addition curriculum development sessions were designed to further develop the implementation of outdoor education within the school curriculum. The event was funded by participants in the mini courses and curriculum development sessions offered.

The event was recognised by the Minister of Recreation and Sport at a presentation ceremony in Nov 2000. It was nominated for an award in the Education and Training section of the Minister's Awards for Contributions to Recreation and Sport in South Australia. The event also received coverage on local television, radio and newspapers.

In all the following outcomes were achieved: Attendance at Professional Development Sessions:
A follow up training week is planned for 2001.

		Instructors	Private Teachers	Govt Teachers
1	Employment, Education and Training in the Outdoor Education profession and the Outdoor Recreation Industry	10	4	4
2	Team building in the Outdoors	10	6	6
3	Introduction to Environmental Interpretation (Session cancelled due to unforeseen circumstances)	0	0	0
4	Basic Skills Instructor Kayaking Training	8	3	2
5	Basic Skills Instructor Kayaking Assessment	4	2	2
6	Level 2 Sailing Skills	6	1	1
7	Basic Skills Sailing Instructor Course	6	3	0
8	Introduction to daywalking	2	2	0
9	Daywalk Leader Assessment	0	1	0

This event was mounted with support from the Outdoor Educators' Association, the Port Augusta Council, the Port Augusta Secondary School, Sailfast, Canoe South Australia, Bushwalking Leadership and the University of South Australia, and donations of individual trainers time.

As a result funding was not required from CEASA for 2000, and we trust that this is viewed favorably in light of any future funding applications.

Scott Polley
7/2/01

Who is the Outdoor Educators' Association of South Australia?

As outlined in the previous issue the OEASA committee wanted to highlight that we are a membership based organisation. Without people paying their membership fees, we cease to exist. Out of the money paid, \$25 goes to the Australian Outdoor Education Council to run the organisation and publish the Australian Outdoor Education Journal. The cost of printing, publishing and posting your journal is around \$15 per year.

The upshot of this is that students are essentially sponsored by OEASA to be members, but remaining members contribute between \$10 and \$15 per year to pay for insurance, membership to CEASA, membership to RecSA, membership to other organisations, complimentary copies of OEASA NEWS to sister organisations, membership prizes to award winners, life member copies of OEASA NEWS and other sundries.

From the committee, we thank you for the support.

Individual/Student/Family Members (May 2001)

1	Greg	Allen
2	David	Badenoch
3	Belinda	Beisiegel
4	Katherine	Binks
5	Colin	Bolton
6	Rosalie	Brink
7	Margaret	Clark
8	John	Cooper
9	Bill	Coutts
10	Mick	Dennis
11	Phillip	Doddridge
12	Nerilee	Flint
13	Andrew	Gray
14	Mark	Hayward
15	Grant	Henwood
16	Jon	Herd
17	Rob	Hogan & Liz Liebing
18	Wayne	Hooper & Libby Robertson
19	Bruce	James-Martin
20	Ian	Jenkinson
21	Trevor	Jones
22	Michael	Kerin
23	Doug	Knuckey
24	Rebecca	Lohmeyer
25	Kate	Lucas
26	Cath	Mellen
27	Michael	Meredith
28	Kris	Mosher
29	Rosalind	Newland
30	Walter	Olenich
31	Mark	Pearce
32	Bronte	Pickett

33	Jacinta	Plunkett
34	Scott	Polley & Tania Peake
35	Matthew	Randell
36	Mark	Rowe
37	Anthea & Lawrie	Shem
38	Brett	Stanford
39	Mike	Tanner
40	Ceitlin	Walker
41	Robert	West
42	Kyla Young	
43	Simon	Young

Corporate Members: (May 2001)

44	Uni of SA – Library
45	Uni of SA – Library
46	Accompany Outdoors Pty Ltd
47	Arbury Park Outdoor School
48	Port Augusta Aquatic Centre (Brett Yardley)
49	Vertical Reality Climbing (Pat Heppner/ Paul Easter)
50	Venture Corporate Recharge (Mark Auricht)
51	Westminster School (Gordon Begg)
52	Flinders Uni, Health & PE Studies (Russell Brown)
53	Paddy Pallin (Mark Dudley)
54	Aberfoyle Park High School (David Edwards)
55	Adelaide High School (Trent English)
56	Woodville HS (Jeff Glass)
57	King's Baptist Grammar School (Chris Hodgson)
58	Pembroke School (Jaimie Holland)
59	Mount Gambier High School (Wally Hueneke)
60	Comrec Aust Pty Ltd (Lance Jones)
61	Ecotrek (Peter Kellett)
62	Scotch College (Mark Kelly)
63	Kadina Memorial High School (Gerrard Kleinig)
64	Cornerstone College (Andrew Lines)
65	Wilderness School (Bron Martin)
66	St David's School (David Monaghan)
67	Yorke town Area School (Simon Mott)
68	The Norwood Morialta HS (Peter Pritchard)
69	Forestry SA (Rob Robinson)
70	Recreation SA (Russell Whithers)
71	Para West Adult Campus (Frank Taylor)
72	Mercedes College (Peter Thornton)
73	Woodcroft College (Neil Turner)
74	Regency TAFE (Peter Vandeppeer)
75	Scout Outdoor Centre (Tim Vogt)
76	Outdoor Adventure Skills (Kerry Houston)
77	Port Lincoln High School (Todd George)

This years award winners to be added (plus 7).

BOOKMARK BIOSPHERE RESERVE

promoting

CONSERVATION and SUSTAINABLE DEVELOP-

Contributor: Wayne Hooper

The purpose of this article is to introduce educators interested in the environment, to the concept of the Bookmark Biosphere Reserve. The Bookmark Biosphere Reserve consists of 6060 sq km of the Riverland and Mallee region of east –central South Australia. It includes parks, reserves, a pastoral lease and private land. The Reserve is part of a world wide network of Biospheres under the UNESCO- *Man and the Biosphere*[MAB] programme. Biosphere Reserves are internationally recognised areas of terrestrial/coastal/marine ecosystems which fit the MAB criteria.

Each Biosphere Reserve must fulfil three complementary functions:

- Conservation –to preserve genetic resources, species, ecosystems and landscapes.
- Development- to foster sustainable economic and human development.
- Education and Research- to support demonstration projects, environmental education and training, and research and monitoring related to local, national and global issues of conservation and sustainable development.

The wetlands in the Riverland are recognised under other international conventions as being of high conservation value and because of this have been included under the Japanese and Chinese Migratory Bird Agreements and the Ramsar Convention on Wetlands of International Importance. Under the Ramsar Convention, contracting countries of which Australia is one, are expected to promote *wise use* of wetlands. The concept of wise use is.... *Human use of wetlands so that it may yield the greatest benefit to present generations while maintaining its potential to meet the needs and aspirations of future generations.*

The challenge for all the people involved in the Bookmark Biosphere concept is, through partnerships, to deal wisely with land and water. One significant initiative undertaken by Local Action Planning[LAP] groups, schools, Banrock Station, Wetland Care and others is the rehabilitation of wetlands, which have in the past been degraded.

The Bookmark Biosphere reserve includes

- Dangalli Conservation Park- a 253,500 ha park, mainly mallee habitat.
- Chowilla Regional/Game Reserve- a 94,280 ha reserve, includes mallee, floodplain & wetland habitat, some controlled stock grazing, popular canoeing, camping, fishing area, areas of historical/cultural interest.
- Murray River National Park- a 13,530 ha park, mainly floodplain habitat, significant diversity, includes Katarapko Creek, popular Recreation area.
- Cooltong Conservation Park- 3,571 ha park, mainly mallee habitat.
- Various smaller parks and reserves- 3,500 ha, include wetlands and floodplain habitat, managed by National parks, Primary Industries and Resources SA.[PIRSA]These include Pike River, Moorook Game Res, Goat Is, Murtho Forest, Mundie Forest, Lyrup Forest.
- Calperum Station- a 245,800 ha reserve [Environment Australia], includes mallee, flood plain and wetlands, in particular Lake Merriti, Lake Woolpolool & Ral Ral Ck, Focus on research, education & conservation.
- Taylorville Station - a 95,550 ha park, [Reserve purchased by the Australian Lands Trust with money from foundations and the National Heritage Trust] Predominantly mallee, spinifex habitat, focus on conservation.
- Gluepot Station- 51,300 ha park, [Birds Australia reserve] mainly mallee, dune with spinifex and Black Oak, major focus on bird conservation.
- Banrock Station-1800ha, BRL Hardy Ltd, 220 hectares of irrigated pasture and vineyard employing best practice irrigation, 1500 ha of rehabilitated wetland and mallee. Environment Centre modelling energy

BOOKMARK BIOSPHERE RESERVE
Promoting
CONSERVATION and SUSTAINABLE
DEVELOPMENT

Continued from page 19

efficient practice.

- National Trust Reserves- 494 ha, 8 reserves, mallee, floodplain habitat, a major focus is cultural heritage. eg Overland Corner Hotel, Aboriginal artefacts.
- Council Areas- 142,953 ha, Berri Barmera/ Renmark Paringa, mainly mixed horticulture, some remnant vegetation, there are reserves at Lake Bonney, Martins Bend and Paringa Pad-dock.
- Various private holdings- approximately 4,200ha, focussing on a variety of issues eg ecotourism, conservation of remnant vegetation, wetlands rehabilitation, wildlife preservation, organic hor-ticulture, revegetation, soil and water manage-ment, recycling, permaculture, cultivation of native foods.

To achieve the outcomes necessary to maintain the Biosphere philosophy requires input from many sources. The management of some of the properties listed above receive funding from a variety of Federal and State government sources, various private and corporate benefactors and the public. There are many other organisations which make a significant contribution in helping to meet the criteria necessary to maintain Biosphere status. These include the Australian Landscape Trust, Bookmark Biosphere Trust, Environment Australia, SA Water, National Heritage Trust, Murray Darling Commission, River Murray Water Catchment Board, the Renmark/ Central/ Sunlands Irrigation Trusts, PIRSA, the Riverland LAP groups, Greening Australia, the three SA univer-sities, Friends of Riverland Parks, Barmera/ Moorook Field and Game, Riverland Plant and Ani-mal Control Board, Riverland 4 Wheel Drive Club, Riverland Gem Club, Riverland Field Naturalists, Bookmark Guides, Wetland Care, Australian Plants Society, Chicago Zoological Society, Riverland Tour-ism, BRL Hardy, Vizi Board, all the Riverland Schools, Riverland service clubs [Apex, Rotary, Li-ons], Riverland Recycling, Friends of Woolmer Re-serve, not to mention the numerous individuals who have dedicated their lives to conservation. This list is not meant to be exhaustive, but illustrates the scope of the involvement of people in the Bookmark Bio-sphere Reserve and the potential to achieve conserva-tion and sustainable development outcomes.

Many issues are constantly being addressed within the Biosphere and there is much research occurring

to help understand the local ecosystems. These pro-jects include control of feral animals, rehabilitation of wetlands, improving irrigation practices, studies of fish, bird, turtle and invertebrate ecology, recreating a variable flow regime in the Murray, fish barriers and ladders, addressing salinity problems, revegeta-tion, improved horticulture and agriculture practices, developing new sustainable crops, developing man-agement plans for areas of native scrub and develop-ing environmentally friendly tourism ventures in the Riverland. These and many other programmes have been supported by extensive community consulta-tion and education and the local community has had a significant involvement in implementing these pro-grammes.

Much has been achieved but there is still a long way to go and further communication and co-operation between stakeholders is necessary to en-sure the Riverland is a truly sustainable environment.

Any teacher interested in exploring the concept further, with their students, can be assured there is enormous scope in the Riverland for Out-door/ Environmental Education programmes focus-ing on the mallee, terraces, floodplain, river and wetlands habitat and its ecology. There is much scope to study the cultural history of the region in-cluding Aborigines, the early settlers, the pastoralists, the river boats and the development of irrigation practices by the Chaffey brothers and the soldier settlers. Contemporary issues related to intense hor-ticulture, sustainable use of the Murray and dryland farming in marginal country, can easily be studied. There are numerous resource persons available to provide information and there are several budget accommodation venues available which are suitable for school or other groups. Also, the scope for ca-noeing is enormous.

Ed Cottam, the Executive Officer of the Bookmark Biosphere Trust can provide further information. He can be contacted at the Trust office. Phone 08 85825299, fax 08 85 825277, E-mail bookmark@riverland.net.au

I am also willing to assist anyone who would like to explore using the Bookmark Biosphere as an adjunct to their programmes.

Wayne Hooper, phone 08 85824129, mob. 0409286801, Email Waynelib@riverland.net.au

Sources

- ◇ Bookmark Biosphere Reserve Action Plan
- ◇ Bookmark Biosphere Trust Member Informa-tion
- ◇ Calperum and the Bookmark Biosphere: A model for the future

Coming Events

Rockclimbing Assistant Instructor Workshop

Presented by University of South Australia Outdoor Education

Buckaringa Gorge October 12/13

Cost: \$120 (inc GST) including equipment.

(Does not include food, transport or accomodation)

A 2 day workshop designed for those with some climbing background to undertake a professional development program working towards being a competent assistant in a rockclimbing setting. Rockclimbing has many potential benefits to students that are fortunate enough to have access to this activity. These benefits can include:

- Increased self confidence
- Improved staff/student relations
- Enhanced environmental awareness
- Increased motivation and vitality

Many teachers would like to offer rock climbing but the expense and the time commitments of gaining qualifications deter teachers from offering the activity to students. Increasingly teachers are opting to bring in specialist outdoor companies that provide equipment and qualified instructors. Teachers can reduce the cost and increase the outcomes of the session by acting as assistant instructors in this setting. Whilst many teachers are competent assistants, some lack the basic knowledge and confidence to be useful in this role. This poses a problem for the instructor that is guided by strict ratios for instruction in national parks. Particularly when asked to utilise a teacher as an assistant that does not meet the criteria for a competent assistant. Identifying the need for professional development opportunities to assist teachers to gain the necessary skills, confidence and knowledge of acceptable standards in a top rope setting, University of South Australia is conducting professional development for potential assistant climbing instructors.

The program will be conducted by qualified SAREA instructors.

This program will cover the following topics:

1. SAREA standards for an assistant rock climbing instructor and guidelines for climbing instruction
2. Basic safety considerations during a top rope climbing session
3. Basic Group management during a top rope climbing session
4. Basic knots and their uses
5. Basic equipment care and use
6. Basic instruction of belaying and climbing
7. Skill development in abseiling
8. Skill development in rock climbing

Participants are issued with certificates of attendance and an evaluation sheet of current skills and knowledge. It is not a certification program. Due to ratios, places are limited. This is a trial program and future courses will attract additional costs.

Bookings:

*Contact Port Augusta Aquatic Centre
C/- Port Augusta High School
Ph 0408 830191*

Coming Events



pathfinders

Pathfinder Adventure Program

ABN: 59 752 704 503

192 Rundle Street, Adelaide SA 5000

Bookings: Ph: 8223 5544 Fax: 8223 5347

E mail: EarthAdventure@Hotmail.com



PRESENTS:

TIM MACARTNEY-SNAPE

THE VALUE OF
THE OUTDOOR EXPERIENCE IN OUR LIVES

FRIDAY AUGUST 24

UNIVERSITY OF SOUTH AUSTRALIA LECTURE THEATRE H107

2 – 4 P.M. \$5.00
(STUDENTS)

6 – 8 P.M. \$8.00
(TEACHERS, PRINCIPALS, YOUTH LEADERS, GROUP FACILITATORS, PUBLIC)

Tim Macartney-Snape, world-renowned Australian mountaineer and adventurer, is in Adelaide to present two seminars about the value of the outdoor experience in our lives. These seminars feature an audiovisual presentation of his life's journeys from walking the hills in Australia to reaching the summit of Everest. Tim was part of the first Australian team to summit Mt. Everest and later completed an extraordinary journey, walking from the Bay of Bengal, to the top of Mt. Everest, the original "Sea to Summit".

While in Adelaide, Tim will also participate in a morning outdoor adventure experience with young people before addressing professionals from the Department Of Human Services. All queries for this event can be directed to Ron Parker 0417 807 124.

All bookings and queries to Michael or Amy at the
Scout Outdoor Centre, 192 Rundle Street on 8223 5544.

Supported by OEASA, University of South Australia and the Duke of Edinburgh's Award.

Coming Events



pathfinders

Pathfinder Adventure Program

ABN: 59 752 704 503

192 Rundle Street, Adelaide SA 5000

Bookings: Ph: 8223 5544 Fax: 8223 5347

E mail: EarthAdventure@Hotmail.com



PRESENTS:

SEA TO SUMMIT DAYWALK

SEACLIFF TO MOUNT LOFTY

SUNDAY AUGUST 26 \$13.00

**SPECIAL GUEST WALKER:
TIM MACARTNEY-SNAPE**

Are you up for the challenge? No season would be complete without this walk. Moved to a mid season date to allow time to build fitness. Starting at 7:00 a.m. on the beach at Seacliff this annual Adelaide 'classic' is a 30 km 10 hour epic to the top of Mt. Lofty. Transport from Mt. Lofty Summit returning to Seacliff is available at a nominal cost of \$2 per person. Numbers on this walk are limited, so book in now at the Scout Outdoor Centre to avoid disappointment.

Both Snowgum Adelaide and the Pathfinder Adventure Program are proud to be involved in presenting this project.

Rod Quintrell
Manager
Earth Adventure
Pathfinders Adventure Program

George Driscoll
Manager
Snowgum Adelaide
Scout Outdoor Centre

All bookings and queries to Michael or Amy at the
Scout Outdoor Centre, 192 Rundle Street on 8223 5544.

Supported by OEASA, University of South Australia and the Duke of Edinburgh's Award.

Coming Events

EARTH EDUCATION

ACTIVITIES AND THEORY IN 2001

MUIR TREK

August 25

Northeastern Adelaide - Map supplied on booking. \$50.

Join us for a full day following the footsteps of John Muir as we wander and explore a beautiful natural area not far from Adelaide. John Muir was the founder of the concept of national parks - and tireless conservation worker and campaigner for the earth and all its life. All food and guidance for the day is included. This full day activity was designed for adults and older teens to develop their appreciation and understanding of the natural world. It is a very powerful day in the natural world.

ADVANCED LEADERSHIP WORKSHOP WITH STEVE VAN MATRE

September 9 - \$85

Develop your leadership skills in earth education activities. Find out what makes these activities so powerful. Worthwhile training for anyone who wishes to make the most of their earth education activities.

Prerequisite: *attendance at an introductory workshop (either in the past or the one above).*

MAPBEARERS, TOOLKEEPERS AND STARMAKERS

A speech with Steve Van Matre. \$20 (\$15 concession) Sept 10 Uni SA, Underdale campus. (map and gear list supplied on booking). Join us for an entertaining evening exploring your place as an adult in the lives of the young people you deal with. Steve Van Matre draws on his more than 30 years of teaching, camp directing, programme development and university work to give us clear direction in the journey with our young people. Be prepared to be challenged and entertained! Join us for supper following. Meet with others in the country and our bio-region to learn and discuss earth education programmes and philosophy.

All bookings or further information:
Institute for Earth Education, phone 8396 3304,
ieeaust@adam.com.au

Earth Education the process of helping people live more joyously and harmoniously with the natural world. You can do earth education with your learners or clients.

Coming Events

EARTH EDUCATION

ACTIVITIES AND THEORY IN 2001

THE 3RD BIO-REGIONAL CONFERENCE OF THE INSTITUTE FOR EARTH EDUCATION

Sept 29 - October 2, 2001, Yarra Junction , Victoria \$ 395 - includes meals and accommodation. (Saturday evening till Tuesday afternoon)

This conference will focus on Earthkeepers level I and level II. These two programmes provide a comprehensive springboard to learning about the natural world and our place and responsibilities in it. You can choose to...

- ◇ participate in programmes for 10- 12 year olds,
- ◇ attend an advanced programme building workshop with Steve Van Matre,
- ◇ meet and mix with others who are keen to improve their nature education,
- ◇ enjoy the touches and details that make earth education so effective.

Join us for this super event. ring or email for full details and/bookings.

an optional IEE Introductory Workshop will be held on Saturday Sept 29 for those who want to participate in the Advanced Programme Building Workshop. There will be a reduced cost to conference registrants. This workshop will also be open to the public.

All bookings or further information:
Institute for Earth Education, phone 8396 3304,
ieeaust@adam.com.au

Earth Education the process of helping people live more joyously and harmoniously with the natural world. You can do earth education with your learners or clients.

Check out earth education on the web at www.eartheducation.org

Coming Events

The First Pacific Rim Conference on Leisure Education. Leisure Education: Past Lessons, Future Prospects

Expressions of interest are invited for participation in "The First Pacific Rim Conference on Leisure Education" which will be held at Tokai University Pacific Centre, Honolulu, Hawaii from January 11 to 14, 2002. The Conference Convenors are particularly interested in hearing from potential contributors of papers and posters and from potential workshop and panel discussion leaders from all parts of the Pacific Rim including Asia, the Americas, Australasia and the Pacific Islands.

The purposes of the Conference will be to:

- Review and document the current state of Leisure Education in the Pacific Rim.
- Explore future directions in Leisure Education.
- Create a network of researchers and practitioners in Leisure Education.
- Create a formal link between various leisure societies in Pacific Rim

Countries to further the development of co-operation in Leisure Education research and practice.

The program will comprise an International Forum of Speakers each of whom will provide a retrospective on and assessment of key challenges in the future development of Leisure Education in their respective regions. On each day of the Conference there will be concurrent sessions including paper presentations, workshops and panel discussions. Field visits, an accompanying delegates program, a Conference Dinner and Industry Forum are also planned in the program.

Papers, Workshops and panel discussions are invited in the following areas:

- Concepts and Theories of Leisure Education.
- Outdoor and Environmental Education.
- Leisure Education Programs in Colleges and Universities.
- Technology and Leisure Education.
- Lifelong Education.
- Leadership and Training in Leisure Education.
- Leisure Education in Special Settings.
- Curriculum Development in Leisure Education.
- National Perspectives and Issues in Leisure Education.

The Conference is supported by the Australian and New Zealand Association for Leisure Studies (ANZALS); the National Recreation Association of Japan and Japanese Society of Leisure and Recreation Studies.

For further information and to express interest in the Conference please contact the Conference Convenors:

Dr. Norman McIntyre, University of Waikato, New Zealand.
e-mail: norm@waikato.ac.nz

Dr. Hitoshi (Jin) Nishino, Tokai University, Japan.
e-mail: jin@keyaki.cc.u-tokai.ac.jp

Associate Professor Norman McIntyre PhD.,
Department of Leisure Studies,
University of Waikato,
Private Bag 3105, Hamilton,
New Zealand.

OUTDOOR EDUCATORS' ASSOCIATION OF SOUTH AUSTRALIA
ABN 26 588 063 701
MEMBERSHIP FORM

Renewal New member

Membership subscription for period 1 June 2001 to 31 May 2002.

Type of Membership: (please note: we are not charging GST)

Individual \$50 Student \$35 Family \$55

School/Organisation/Corporate \$55 membership. Members in this category have been sent a Tax Invoice to use. If you are a new member in this category please return this form without payment and a Tax Invoice will be sent to you. [If you have this membership and would like an extra copy of a year's OEASA newsletters please add \$15, two extra copies add \$30 etc]

Please make cheques, money orders payable to 'Outdoor Educators' Association of South Australia'.

Members will receive:

OEASA newsletters (4 per year)

AJOE (Australian Journal of Outdoor Education) (2 per year)

and affiliation to other State Associations via Australian Outdoor Education Council.

Member details:

School/Organisation/Corporation (if applicable).....

Last Name.....First Name.....

Postal Address.....

.....Suburb.....Postcode.....

Home Phone Work Phone.....

Fax.....E-mail.....

For Ind/student/family members what is the School/Organisation you are connected with?

.....

Forward to:

Nerilee Flint/OEASA Treasurer
University of South Australia
Mawson Lakes Boulevard
Mawson Lakes SA 5095

Contact details of Treasurer:

Ph 8302 5266
Nerilee.Flint@unisa.edu.au
(email not from 2 June 2001 to 31 December 2001)