

## MAL GILBEYS COLLECTION OF ADVOCACY QUOTES.

“Outdoor Education gives depth to the curriculum and makes an important contribution to students’ physical, personal and social education.”

**“Aspects of Good Practice”. Dept for Education and Science. September 2004**

“We are convinced that out-of-classroom education enriches the curriculum and can improve educational attainment.”

**House of Commons Select Committee on Education report “Education Outside the Classroom” of January 2005**

'We can develop a first hand intelligence of nature from which real intelligence grows. This means breaking down the walls made by clocks, bells, rules, academic requirements and a tired indoor pedagogy. I am proposing a jailbreak that would put learners of all ages outdoor more often'.

**David Orr, 1994**

The lifestyles of people in the richest nations threaten the basic biological requirements for food, clean water and clean air of the majority of people on the planet. There have been many attempts to define sustainability. An early definition and one often quoted is:

'development that meets the needs of the present without compromising the ability of future generations to meet their needs'

**Brundtland Report, 1987**

*"Risk will not ruin childhood; but ill-managed and over protective actions could do so."*

**“We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.”**

The **“Manifesto for Learning Outside the Classroom”** November 2006

Outdoor learning supports all the outcomes of the **“Every child matters’ Agenda”** and that such education can play an important part in addressing some very serious social and political issues. These include:

- promoting **sustainability**;
- supporting **young people at risk**;
- encouraging **healthy lifestyles** as a means of tackling **obesity**;
- re-engaging and maintaining engagement of young people with **attending and learning**;
- making sensible and proportional decisions in their own **risk management**.

**“The process of acquiring risk skills must start before entry to the workplace when the main influences on people come from school, home and the community. If basic risk concepts are learnt at this stage, society at large will be able to realise the benefits of a more risk aware population.”**

The Health and Safety Executive Website 2004

**“outdoor education activities also involve students in risk assessment and in the management of risk. Outdoor Education is uniquely placed to offer structured opportunities for students to identify hazards, calculate the related risks and decide the significance of a risk in order to determine and implement the precautions necessary....Students’ involvement in risk management makes them aware of potential harm and contributes towards their being able to take greater responsibility for their own and others’ safety.”**

Office of standards in Education “Aspects of Good Practice” September 2004

“Outdoor Education” is an aspect of “learning outside the classroom”. The Manifesto for Learning Outside the Classroom defines such learning as:

**“the use of places other than the classroom for teaching and learning.”**

It describes how these are **“often the most memorable learning experiences”** and how these

**“help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.”**

Most Authorities that actively promote outdoor education and learning will have some form of policy document which sets out an authoritative statement of what they perceive as a working definition. The text is likely to include words which closely resemble the following statements:

**“Outdoor and Environmental Education should be seen as a fundamental and carefully calculated approach to learning, rather than as a discreet subject area.”**

**“It is a means of working towards specific educational objectives through guided and direct experience in an outdoor environment, using its resources as learning materials; it is a process delivering educational activities concerned with learning, moving and living out of doors.”**

**“Such learning is best delivered through a properly planned, defined and accountable infra-structure which facilitates a safe, quality progression from the primary phase of education, through to people of all ages and throughout the community, where the term education may also encompass specialist, outdoor training objectives.”**

**“...Such learning is best supported by a planned progression of first-hand experiences, ranging from simple exploration of the school site and studies within**

**the local community, through a broad range of evolving experiences requiring increasing levels of commitment application, understanding and duration which form a foundation for a life-long learning."**

**"Outdoor Education, therefore, supports the delivery of school-based learning and urban adventure using local facilities and parkland; it supports outdoor studies and adventure activities in rural areas as well as wild country and wilderness areas."**

**"In all cases, underpinning residential experiences should ideally enhance the quality of the experience."**

The English Outdoor Council's 2005 publication **"High Quality Outdoor Education"** has been highly acclaimed as definitive, cutting-edge thinking on analysing the identification of high quality provision. It was written on behalf of the Council by the **Outdoor Education Advisers' Panel**, comprising the nominated representatives of Chief Education Officers of Local Authorities in England and Wales. The publication's pre-  
amble "What is Outdoor Education?" states that it embraces activities and experiences that:

- normally take place in the outdoors;
- frequently have an adventurous component;
- generally involve a physical activity;
- always respect the natural environment.

It also says that:

**"Outdoor education is primarily an approach to teaching and learning through these activities and experiences. The common thread is the focus on positive outcomes in personal and social education."**

### **Educational or Recreational Outcomes?**

While any form of human activity *may* produce educational outcomes, the full exploitation and development of the potential for learning will be directly proportional to the impact of the experience and the degree to which it has undergone **educational processing**.

Where that processing is under the control of professional educationists with high levels of expertise in both the activity itself and learning processes (as will be the rightful expectation in an Outdoor Education centre), the activity will offer the best opportunity to challenge the participants to ensure that learning is maximised. Leading educational trainer Alistair Smith emphasises that learning for life happens at the outer limits of the learner's comfort zone. This requires skilled management, since the individual learner will need to be challenged at the right level, but certainly not stressed – where there will be no learning taking place as the individual slips into

“fight, flight, freeze or flock” mode. When managed professionally, it is what the highly esteemed educationist **Professor Tim Brighouse, former Chief Education Officer of the City of Birmingham**, described as “**Trauma Learning**”. He is frequently quoted as saying:

**“One week in an Outdoor Education centre is worth a term in school.”**

Activity centres do not aspire to these educational outcomes. They recruit staff accordingly and run activity sessions for their recreational entertainment value. Educational outcomes (if any) are likely to be incidental and certainly not at the heart of the experience.

In the context of outdoor and adventurous activity provided within structured, educational aims and objectives, this will mean that a young person undertaking an outdoor adventure experience led by a skilled and experienced practitioner who is also a skilled and **experienced educationist**, will almost certainly take away more learning, as well as having a better understanding of how that learning can be transferred to their everyday life, both at the time and in the future.

There is also a wealth of qualitative evidence that tells us that challenging learners in awe-inspiring environments will impact highly on the learning process to ensure that the learning is likely to be both profound and life-long. Any teacher that is an experienced course organiser of such activities and who has sufficient experience to bridge generations will support Brighouse’s view of the importance of Trauma Learning and testify to this reality.

Activity centres tend not to seek remote or awe-inspiring environments in which to operate because the transport costs will be disproportionately high in relation to the short term nature of the sessions and activities on offer and require a high throughput of customers which is best achieved by being sited close to major centres of population.

An understanding of the above issues will provide a good basis to explore an analysis of what constitutes “High Quality Outdoor Education” as it can be delivered within an outdoor centre.

It will be the case that the degree of educational quality is likely to be directly proportional to:

- the nature of the operational staffing;
- the level of challenge that can be offered;
- the impact of the environment in which the experiences take place.

None of these factors are as important as facing up to the worldly reality that while a Local Authority or Educational Trust Outdoor Education centres will aspire to this standard to support their educational mission, the key mission of a Commercial centre is to generate commercial gain from young peoples’ interest and enthusiasm for outdoor experiences, thereby making maximum profit for the shareholders

Text placed in italics highlight the characteristics of Outdoor Activity centres which provide the sharpest focus on where they differ from Outdoor Education centres.

A clear educational (as opposed to recreational) philosophy/mission reflected by the nature and professional alignment of those appointed as managers. This is most readily exposed by identifying whether the manager is a member of the Association of Heads of Outdoor Education Centres ( the specialist branch of NAHT with a rigorous gate-keeping process that aligns itself to mainstream education) *or a member of the British Activity Holiday Association ( where the title makes its own statement)*. The centre managers in an Outdoor Education centre are likely to have clear, networking links with main stream education, particularly the DfES.

It is commonly the case that Local Authorities have used the expertise of the managers of their Outdoor Education provision to take on the role of Outdoor Education Advisor. This has enabled LAs to meet statutory responsibilities with regard to educational visits and deliver the necessary training to educational establishments, as well as to monitor, advise and support such visits. Advisers with this type of background have become key players in national initiatives, such as the creation of the Educational Visits Advisory Council and developing the recent Manifesto. This background in LA Outdoor Education provision is nationally acknowledged as being crucial to the effective delivery of Educational Visits Coordinator Training and Visit Leader Training initiatives. An LA without access to such staff has no practically based expertise to call upon. Consequently, there is a very clear contrast in the way training initiatives are received and valued between those LAs that can call upon such expertise and those that cannot.

A significant proportion of the middle-manager operational staff possess both high levels of technical competence (NGB Trainers and Assessors, some with Adventure Activities Licensing Authority status as “Technical Advisers”) and are qualified and experienced educationists. Such staff are likely to be in permanent posts and will have a role which includes liason with course organisers to negotiate targeted educational aims and objectives that are particular to the course organiser’s requirements (i.e. every course is unique). The permanence of the contract helps support the on-going nature of the liason role and stresses the special nature of the relationship with visiting staff. The middle managers will have a direct input to courses requiring higher levels of activity delivery (where they need to be capable of working in remote environments without direct supervision or back-up of senior managers) as well as having a structured role to ensure that less-experienced staff are properly inducted, trained and monitored. In the context of an Outdoor Education centre owned by a LA, this staff training role will usually extend to providing training to Teachers and Leaders from within the authority who wish to lead their own activities.

*Middle managers in Activity centres are rarely on permanent contracts and are most commonly on a seasonal contract. Since programmes in Activity centres are usually a “set menu”, there will be no liaison with visiting staff to negotiate particular learning outcomes. While outcomes may be flagged up in a centre brochure, there will be no mechanism for a programme to be re-structured/tuned to meet the needs of a specific group. It is unlikely that these managers will have sufficient technical expertise to hold NGB qualifications as NGB Trainers or Assessors. This will require the centre to obtain its technical advice for Licensing purposes from an extraneous consultant that will not be available on-site when activities are being run. While such managers may have a role in training the main body of instructional staff, such a role would not be recognised or accredited by NGBs or AALA inspectors.*

Course Tutors in Outdoor Education Centres are likely to be on permanent or long-term fixed contracts. They are likely to have come from a professional programme in Higher Education or from working with a well-established and highly respected organisation such as Outward Bound. They will generally have a portfolio of National Governing Bodies leadership awards that externally verify their ability to run a range of traditional activities and will be working towards gaining others under the accredited mentoring of their middle and senior managers, as well as logging experience towards gaining full accreditation as NGB Trainers and Assessors. While such staff may well be qualified teachers or youth workers, it is unlikely that they will be paid as such. Because they are officially accredited to run a range of activities (either through their NGB awards or being officially “signed off” within the terms of an AALA license), they are likely to work with one group of course participants throughout a residential experience or across a range of visits to a day centre. With the pastoral input of visiting staff, they can then utilise the on-going relationship to fine-tune the course programme to meet evolving changes in required course outcomes.

*Activity Tutors in Outdoor Activity centres will usually be on non-permanent, short-term (usually seasonal) contracts and rarely hold NGB Leadership awards. They will run short-session, “minimalist” and closed-structure activities for which they have been specifically trained by their own managers. Such staff are commonly gap-year students or students on vacation from Higher Education or “World Travellers” from overseas. The centre’s activities and the environment in which they are provided will very rarely be “in scope” of the Adventure Activity Licensing Authority scheme. This means that neither the activity safety systems nor the staff training regimes will be externally verified by a credible body.*

Course programmes in Outdoor Education centres are structured to provide clear educational outcomes linked to curriculum objectives (where the activities are not an end in themselves) and can be provided at varying levels of personal challenge, requiring varying levels of technical expertise. This will require the centre to have the operational structures in place to provide structured educational progression and which will allow activities to be delivered off site, sometimes on a long-term (as opposed to a one-off) basis. The activity programmes will aspire to involving the course participants in decision-making – particularly with regard to risk managing.

*Course programmes in Activity centres are usually “off the shelf fixed packages” made up of a number of very short activity sessions, often of an hour or less duration. Almost all programmes will be run on-site. Neither the centre infrastructure nor the operational staffing structure are likely to permit working off-site, so eliminating opportunity for structured progression or on-going programmes. It is highly improbable that course participants will be participating in decision making and risk management will be minimalised.*

Programmes can be delivered (or feed into) a progression which may take learners into the realm of adventurous journeys. These will possibly be in high impact and awe inspiring environments. A major aim will be to provide properly differentiated learning experiences and almost certainly require a measure of personal endeavour, where the personal reward connects to retrospective fulfilment (not just “high buzz” from an activity where no or minimal physical effort is required) and is likely to lead to Life-long Learning. The provision of a learning experience in a “powerful” environment will inevitably facilitate the ability to support cross-curricular themes and other educational agendas, such as valuing the environment, the importance of a sustainability ethic and health issues relating to promoting active interests and lifestyles. According to the negotiated course aims, these messages can be processed as a major cross-curricula theme, or through subliminal messages, as appropriate to the requirements of the course and needs of the group.

*Activity centres may be situated in attractive countryside but are rarely involved in working in remote environments. Differentiated and progressive learning experiences do not readily sit along side the core values or aims of an activity centre, or their operational structures.*

Clearly, there is a cost implication attached to providing high quality with these values and characteristics. It is for this reason that establishments working in this way can usually only do so where their accountability is linked to a clear charitable or service ethic, supported by access to other budgets to support the educational ethos. With the exception of the very largest centres (commonly accepted as having more than 200 beds) where there can be large economies of scale, the ethos is untenable within a commercial setting - where the key accountability is to the Bank Manager and turning a profit. It is a home truth within both the world of service provision and commercial reality that neither expertise nor experience can be obtained “on the cheap”, so there will always be relatively high staffing costs where we genuinely aspire to providing educational quality. There will also be costs attached to ensuring that managers have sufficient budgets to ensure that they and their core staff are able to attend conferences and workshops that enable them to remain “current” (updated on the requirements of best practice) revalidate awards and accreditations (an ever-growing requirement) and to plug into the development of regional and national initiatives which are essential to both professional credibility and shaping of the national picture. Running courses that require working off-site creates higher levels of cost and such costs increase yet again

where we address the issue of placing the point of delivery in an awe-inspiring environment, in the context of a residential experience, far from home.

However, there should be absolutely no doubt that the provision of the residential experience to underpin the activity delivery should be seen as an educational opportunity to be grasped, rather than a threat best avoided. Properly managed, the residential experience will be at the very heart of the educational package, for it presents an opportunity to provide other important educational outcomes. These should be understood in their own right and should be educationally processed in the same way as it is desirable to process the activities themselves. It will therefore be appropriate to explore the domestic characteristics of an outdoor education centre, with special emphasis on those that best support educational outcomes.

An Outdoor Education Centre will endeavour to establish domestic routines that support educational aims and objectives. Where young people are required to participate in structured domestic duty routines, this should be seen as more than reducing domestic staffing requirements. It particularly supports the development of social awareness and working with others in a team context in a way that relates closely to the needs of everyday life, reinforcing the more structured activity programme inputs that support this educational outcome. Mealtime arrangements may also support educational outcomes, as where the meal is a social occasion supported by “family service”, where meals are served in table groups that have to distribute food on a fair basis within the table. An Outdoor Education centre will not view mealtimes as simply the time “the kids get fed to fuel them for the next activity”.

*Domestic arrangements in an Outdoor Activity centre will almost certainly be based on what is most efficient in terms of cost and time and will not be orientated to learning outcomes.*

An Outdoor Education Centre will endeavour to maximise the involvement of the visiting staff at all times, providing an holistic experience to the young people in partnership with their leaders.

*This is in direct contrast to the norm in Activity Centres, where the common practice is to structure opportunities that free the visiting staff from involvement with the young people.*

While the DfES publication “Extending Opportunity” stresses that one of the most important educational benefits from taking young people on any form of visit, is the way it is a vehicle for making a positive change in the relationship between pupils and teachers, *it is frequently a norm in Adventure Activity Centres that visiting staff are wined and dined (to a much higher level than the young people) as well as being provided with recreational facilities that encouraging them to leave all aspects of the visit to centre staff, even though this undermines an important Health and Safety Issue, namely that the over-arching duty of care will always remain with the visiting staff.*

## **Our Vision:**

*We envision a world where more people think and act to support: positive relationships with themselves; dynamic, healthy communities; and the sustainability of life.*

## **Our mission:**

*To deliver excellence in Outdoor Education through partnerships with our clients, in order to prepare young people for the personal, social and environmental challenges in their lives.*

## **Values:**

*We encourage respect and taking responsibility for self, others and the natural world.*

## **ADVOCACY.**

*"If you think you are too small to be effective you've never been in bed with a mosquito" Anita Roddick.*

*Cautious, careful people, always casting about to preserve their reputations...can never effect a reform."*

*"Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing the ground."*

*Abolitionist (1817-1895)*

## **Outdoor Education Quotes**

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.  
- Mark Twain

Currently, we have pseudoeducation; what we need is psychoeducation.  
- James Neill

Challenge is what makes men. It will be the end when men stop looking for new challenges.  
- Sir Edmund Hillary

Change and growth take place when a person has risked themselves and dares to become involved in experimenting with their own life.

- Herbert Otto

Do you know a cure for me? Why yes, he said, I know a cure for everything. Salt water. Salt water? I asked him. Yes, he said, in one form or another, sweat, tears or the salt sea.

- Isak Dinesen

A mind that is stretched by a new experience can never go back to its old dimensions.

- Oliver Wendell Holmes

Men, like rivers become crooked by following the line of least resistance.

- Edvard Raasted

The value of experience is not in seeing much but in seeing wisely.

- Sir William Osler

Life sure is easy on a raft, ain't it Huck?

- Mark Twain

Security is when everything is settled. When nothing can happen to you. Security is the denial of life.

- Germaine Greer

The experience of helping a fellow man in danger, or even of training in a realistic manner to be ready to give this help, tends to change the balance of power in a youth's inner life with the result that compassion can become the master motive.

- Kurt Hahn

Risk, there is no real living without it. Die we all must, but try to knock all risk out of our lives and we lock ourselves tighter and tighter into a safe, comfortable, deadly box, and we die too, without ever having lived.

- Alex Noble

When it's getting dark, you're miserable and the task at hand seems endless, then this is the time to dig your sense of humour out from the bottom of your pack, wear it on your spirit and lighten your load.

- Carolyn Birmingham

The art of teaching is the art of answering questions and saying enough but not too much.

- John Holt

Must we always teach our children with books? Let them look at the mountains and the stars up above. Let them look at the beauty of the waters and the trees and flowers on earth. They will then begin to think, and to think is the beginning of a real education.

- David Polis

Risk is essential. There is no growth or inspiration in staying within what is safe and comfortable. Once you find out what is best, why not try something else?

- Alex Noble

May neither drought nor rain nor blizzard disturb the joy juice in your gizzard! And may you camp where wind won't hit you, where snakes won't bite and bears won't git you.

- Anonymous

A journey is a person in itself, no two are alike. We find after years of struggle that we do not take a trip, a trip takes us.

- John Steinbeck

Do not try to satisfy your vanity by teaching a great many things. Awaken people's curiosity. It is enough to open minds, do not overload them. Put there just a spark. If there is some good inflammable stuff, it will catch fire.

- Anatole France

I went to the woods because I wanted to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life; living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartanlike as to put to rout all that was not life, to cut a broad swath and shave

close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness out of it, and publish its meanness to the world; or if it were sublime, to know it by experience.

- Henry David Thoreau

But if adventure has a final and all embracing motive it is surely this:

We go out because it is in our nature to go out, to climb mountains and to sail the seas, to fly to the planets and plunge into depths of the oceans. By doing these things we make touch with something outside or behind, which strangely seems to approve our doing them. We extend our horizon, we expand our being, we revel in the mastery of ourselves which gives an impression, mainly illusory, that we are masters of the World. In a word, we are men and when man ceases to do these things, he is no longer man.

- Wilfred Noyce

Great things are done when men and mountains meet;

This is not done by jostling in the street.

- William Blake, Notebooks (1793)

In a very real sense, we are all adventurers.

Conceived by chance in a moment of ecstasy, born in pain, our living days are torn between the aspiration of hope and exigencies of necessity. And on death we journey into yet another unknown.

- Joseph Nold

Let your walks now be a little more adventurous.

- Henry David Thoreau

Now I see the secret of making the best persons, it is to grow in the open air and to eat and sleep with the earth.

- Walt Whitman

The most important education is that which leads to personal survival.

- W. I. Thomas

An adventure is simply a well planned trip gone awry.

- Anonymous

A vigorous five-mile walk will do more good for an unhappy but otherwise healthy adult than all the medicine and psychology in the world.

- Paul Dudley White

That which ought and can best be taught inside the classroom should there be taught, and that which can best be learned through experience dealing directly with native materials and real life situations outside the school should there be learned.

- Julian Smith, 1943, *Outside the Classroom*, *The Educational Forum*, 7(4), 363

It is only in adventure that some people succeed in knowing themselves.

- André Gide

Let us start with an understanding of outdoor education which is not bounded by common definitions. Let us imagine a pure, theoretical elixir which has no detectable chemical qualities, a pure homeopathic. When applied, it has infinitely perfect effects. All approaches to human healing, growth and sustenance might strive to be as such, a perfect supplement to human experience; so too might be the goal of outdoor education.

- James Neill, *My Philosophy of Outdoor Education*

In my daily task I draw on my Antarctic experience. If the work is important enough I do not knock off because I feel tired; one's exhaustion point is a very long way past fatigue point. I think I have developed a greater capacity for thoroughness and I am more appreciative of the value of proper planning. Possibly the two most valuable things my expedition years gave me were self-confidence and persistence. Persistence allied with patience will overcome most difficulties.

- Dr. Phillip Law, a former member of the Australian Antarctic Team, speaking about the Duke of Edinburgh Award Scheme

And what joy, think ye, did they feel after the exceedingly long and troublous ascent?- after scrambling, pulling, pushing lifting, gasping, looking, hoping, despairing, climbing, holding on,

falling off, trying, puffing, loosing, gathering, talking, stepping, grumbling, anathematising, scraping, hacking, bumping, jogging, overturning, hunting, straddling, - for know ye that by these methods alone are the most divine mysteries of the Quest revealed?

- Prof. Norman Collie, Scottish Mountaineering Journal, 1894

As editor of Accidents in North American Mountaineering since 1974, Williamson warned that bad preparation, not the mountain or the weather, causes deaths and accidents. "There's no such thing as bad weather," Williamson said. "It's weather. It's what you get." "The leading cause of accidents is trying to stick to a schedule and trying to please other people," he added. "You don't climb up something you can't climb down."

The 'death consequence' removes all the other forces, the lesser motivations. They fall away and then there's just that primary motivation, which is staying alive. It's so pure.

- Dean Potter, free soloist rock/ice climber

You can discover more in an hour of play than you can in a lifetime of conversation

- Unknown

Walk into the woods. Keep walking. Walk off tracks. Do not plan where you are going. Take whatever directions appeal in the moment. Keep walking. When (without realizing) you are lost, look into the eyes of the dragon, then your adventure begins.

"Chucking Out Agendas and Thriving Again"

First it is a challenge. Secondly you have to learn to prepare meticulously, for your life may depend on the thoroughness and extent of your planning. You have to get off your tail and spur yourself to get going. You have to leave your comfortable slot and go out where things are rough. You have to push into the background the worry of the less likely hazards and make some bold judgements about the more probable ones.

You learn not to be frightened by fear. You discover what a fine piece of machinery the human body is and that it can take a tremendous amount of stress before it breaks down. You learn to make decisions and gradually you find you make fewer and fewer mistakes. Your confidence grows and you discover human resources which are ready to be called upon in time of future crises. You learn something about human frailties and develop sympathy for those weaker or less competent than yourself; you learn to make a team out of group of individuals.

Adventurous experiences out-of-doors are perceived to kindle the enthusiasm of the young, to develop their concern for others, for their community and for the environment. Such experiences provide the means of self-discovery, self-expression and enjoyment which are at once both stimulating and fulfilling.

It thus emerges that, for young people and adults alike, Outdoor Adventure is perceived as a vehicle for building values and ideals, for developing creativity and enterprise, for enhancing a sense of citizenship, and for widening physical and spiritual horizons."

- Lord Hunt of Llanfair Waterdine, KC, CBE, DSO

Adventure education is a recent phenomenon in the widespread business of teaching and learning. Its emergence has, ironically, coincided with the decline of the wilderness resource upon which it depends. This is not surprising since the reason people now program "adventure" is because it is no longer a normal part of life. Humans sought for millennia to subdue wilderness. That process was dangerous, uncomfortable, and often fatal. Now that wilderness seems to be conquered, humans miss the challenges the struggle provided. They recognize the values provided by that struggle, values not appreciated then and not now available in the normal course of life. So, in compensation, they venture forth in growing numbers in adventure sports and even program for their youth.

- Miles, 1990, p.327