

IN SEARCH OF ADVENTURE

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CHAPTER 1

A HISTORICAL PERSPECTIVE

The Early Background: Developments before 1914

- 1.1 Adventure education is founded in a variety of philosophical and historical antecedents. The foundations were laid in the nineteenth century, in part as a result of social changes, in part because of the practical requirements of an era of imperial responsibility, and in part through the vision of a considerable number of influential and innovative educators and others involved with young people.
- 1.2 The administrative requirements and the widespread extent of the British Empire called for many young people to journey to distant places. The traditions of sea-faring and the urge to wider exploration, often in the hope that trade would follow, together led young men either from choice or from necessity to visit every continent and every ocean. The nation depended for its raw materials, and increasingly for its food as well, on trading links with distant lands. The great explorations of the African continent by Livingstone, Burton and others and the celebrated grain races to Australia and around Cape Horn exemplified the adventurous journeys of these pioneering travellers.
- 1.3 The tradition of travel and exploration for largely practical ends was reinforced by a parallel drive to conduct scientific investigation and fieldwork in the remoter regions of the world. The great explorers, such as Captain James Cook in the eighteenth century and Charles Darwin in the nineteenth, established a tradition of scientific exploration which persists today. Even the Victorian passion for collecting, observing and classifying led to some remarkable journeys in distant and often dangerous places, which have their parallel in the fascinating achievements of the natural history film makers of our own times. Natural history became a fashionable interest of the educated classes in the eighteenth century; Britain became a home for an unequalled range of collections of early human artefacts and natural species, collected from every corner of the world. This interest in the natural world was reflected in the establishment of a multitude of natural history societies; in 1873 there were 169 such local societies and 104 field clubs across Britain, with an estimated membership of 50,000.

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- 1.4 The nineteenth century also saw the beginnings of university fieldwork, for example in geology and in the emergence of 'local surveys'. Some schools founded their own Natural History societies; Belfast Academy in 1830, Marlborough in 1864 and Rugby in 1867. At Marlborough, fieldwork raised a storm of protest, for fear it would harm the school games!
- 1.5 The introduction of universal suffrage in 1867, giving every (male) citizen a direct responsibility for the selection of his parliamentary representation, led to changing ideas about the educational processes appropriate for such responsibilities. A number of progressive educators were not content with the narrow pedagogy of the time. Many drew their inspiration from Plato, from his ideas about balanced development, and his belief in the principle of freedom:

"Don't use compulsion, but let your children's lessons take the form of play. You will learn more about their natural abilities that way".

The Republic, Book II

- 1.6 Another important influence stems from the Romantic movement, heralded by Rousseau in the eighteenth century. Rousseau's conviction that happiness could only be achieved if man lived in a state of nature led him to formulate new principles for the education of the young, in which the child is allowed full scope for individual development in natural surroundings, shielded from the 'harmful influences' of civilisation. The Romantic writers and poets, including Wordsworth, Coleridge and Blake, saw and felt the world brilliantly afresh, finding inspiration in the natural landscapes of the Lake District and the Alps. They were much influenced by the legends and mythology of oriental and Homeric literature. They were active nature-lovers, sensitive to the power of the wild landscape and the spiritual relationship between man and nature. They exercised a strong influence upon many of the radical and progressive schoolmasters of the nineteenth and early twentieth centuries.
- 1.7 What became known as the New School Movement began 100 years ago, with the founding of the first of the English progressive schools at Abbotsholme, started by Cecil Reddie. To some extent, these schools represented a reaction to the prevailing forms of public school education, with their emphasis on chapel, classical studies and team games. At Abbotsholme, Bedales and the other progressive schools established in the

first half of this century, the influence of the Romantic movement was evident; following Wordsworth, progressive educators regarded nature as the true educator. Children should be free to realize the spiritual and imaginative power that lay within them, through practical, direct experience of the surrounding environment.

- 1.8 Such progressive thinking, however, was almost totally irrelevant to the great majority of children in England and Wales, for whom education in any form until the end of the nineteenth century was minimal and traditional in style. The 1870 Education Act required for the first time that school should be placed within the reach of every child, with the primary task of improving literacy, and with few liberal or vocational elements, although provision was made for physical education and games. In 1891, all elementary education school fees were abolished. The Education Act of 1902 made county and county borough councils the local authorities for elementary, secondary and technical education. The Act brought under the new authorities both the Board schools established in 1870 and the voluntary schools previously established under the auspices of the Church. Public money was thus available for the first time to provide professional teachers and a proper level of efficiency on a nationwide basis. Although the 1902 Act did little to broaden the curriculum, it enabled teachers to work more effectively with smaller classes, and to develop a pattern of teaching which took greater account of the interests and needs of the children themselves.
- 1.9 In this they were helped by the pioneering work of Pestalozzi, who claimed that the best method of education was to link explanation of the physical world directly with the child's own experience, of Froebel and Montessori, all of whom contributed either in the nineteenth or in the early years of this century to the growth of freedom in education, and a broader view both of educational subject-matter and of pedagogical method.
- 1.10 At the same time that the system of education was being reshaped to meet the needs of the nation in an era of expansion and technological and political change, and of young people for whom the responsibilities of citizenship had been enlarged by the extension of the suffrage, a number of other significant developments took place. Organised youth groups were established, some of which have since played a major role in the development of Outdoor Adventure activity for young people. Notable among these were the Boys' Brigade, founded by Sir William Smith in 1883, (see 3.53) and the Boy Scouts, founded in 1908 by Baden Powell, after an experimental camp on Brownsea Island in 1907 (see 2.16, 3.49, 3.50, 6.63, 6.64, 9.21, 10.9). The growth of the Scout movement, and

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of the Guide movement subsequently (see 3.51, 3.52), both at home and overseas, was dramatic; by 1910 Scout membership had already reached 100,000 and twelve years later it exceeded one million.

- 1.11 The later years of the nineteenth century and the early years of the twentieth also saw an increasing trend towards recreation in the countryside. It became fashionable for the moneyed classes to visit and walk in the mountains, and to cruise or sail for pleasure. Even those less well-off were able to enjoy the countryside. The Cyclists' Touring Club was founded in 1878. In 1891, T.A. Leonard, who has been called 'the father of the open-air movement', founded the Co-operative Holidays Association. Some sought more exciting ventures; the exploits of the Victorian mountaineers, notably the first ascent of the Matterhorn, Slocum's circumnavigation of the world in the 1890's, and the epic polar journeys of Shackleton and Scott in the early 1900s, caught the public imagination. Polar exploration, mountaineering and sailing have a special place in the history of Outdoor Adventure, not least because of the amount and quality of fine descriptive and philosophical writing which they have inspired. The hazardous nature of these enterprises, and the freedom and independence from society which they epitomise, prompt fundamental existential questions about man and nature, life and death, freedom and responsibility. Such themes lie at the heart of outdoor, and indeed all, education.

The Inter-War Years

- 1.12 The years before the first world war saw the establishment of education for all children in forms more closely relevant to their needs, and the increasing enjoyment of holidays and recreation in the countryside by the more affluent. The years between the wars saw relatively little advance in education provision. The Education Act of 1918 was the principal legislation enacted, raising the general school-leaving age to 14 years and abolishing fees for elementary schooling. However, classes remained large and, even by 1931, only one in five children received effective secondary education. University education remained the prerogative of a small minority, and traditional in its scope.
- 1.13 For much of this period the country was recovering from the effects of the massive national war effort, and coping with the depression of the 1920s and the slump of the

1930s. In education for schools authorities fifteen years in 1926, with the the break implemented such, but as well :

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1930s. In this context it is perhaps not surprising that there were few advances made in educational provision. However, some progress was made in broadening opportunities for school pupils; by 1921, government legislation had empowered local education authorities to provide vacation schools, vacation classes and school camps. By 1928, fifteen education authorities were running school camps. The Hadow Report, published in 1926, set the framework for primary and secondary education which we see today, with the break occurring at 11 years (in England and Wales, but not in Scotland where the break occurs at 12), and with a proposed school-leaving age of 15 years (eventually implemented only in 1947). The report contained no mention of environmental studies as such, but recommended that teaching should be concerned with activity and experience as well as the transmission of facts and skills.

1.14 Partly as a result of this report, further moves were made in the late 1930s to establish opportunities for projects and excursions in the countryside, usually under the heading of nature study. Some relaxation of formal physical education requirements also took place, as illustrated by the provisions of the Physical Training and Recreation Act of 1937 and the Social and Physical Training Grant Regulations of 1939. The Act emphasised the need for the provision of camps and training facilities for outdoor activities, permitting grants to be made to voluntary organisations.

1.15 At the same time increasing numbers of 'camp schools' were established, mainly under the auspices of the National Camps Corporation; these were the forerunners of the outdoor centres established so widely in the years after the second world war (see 1.42, 6.39). However, there is little evidence that regular use was made of the outdoor environment as an educational medium, although important developments took place on other fronts.

1.16 In 1930, a significant development for young people wishing to visit the countryside took place with the foundation of the Youth Hostels Association (see 6.65). Together with other national bodies such as the Cyclists' Touring Club (founded in 1878) and the Ramblers Association (founded in 1935), this development indicates the acceleration of a movement by ordinary people into the countryside, assisted by the advent of paid holidays and the development of cheaper public transport, or for some by the ownership of motor vehicles. The very fact of unemployment enabled many young working-class jobless to leave their grimy towns for the clean air of the moors and fells. Access to such open country could not always be taken for granted, but the famous mass trespasses on

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the Derbyshire moors established the general presumption of access except at specific times of the year. The interest of the public in the countryside, and their increasing concern for its future, had already led to the founding of the National Trust in 1895, and of the Council for the Preservation of Rural England in 1928.

- 1.17 Two other developments in this period were noteworthy, foreshadowing the later popularisation of Outdoor Adventure for young people for 'personal development' purposes rather than for more narrowly environmental or fieldwork purposes. The first was the establishment in 1932 of the Public Schools' Exploring Society (later the British Schools' Exploring Society) by Surgeon Commander G. Murray Levick, who led eight expeditions to Finland, Lapland and Newfoundland before the outbreak of war. Although the Society has carried out a remarkable series of scientific investigations across the world, the primary purpose remains that of personal development, "allowing young people to manage real experiences and to learn through doing" (see 6.57 — 6.59).
- 1.18 A second development which was to have significant consequences was the decision of Kurt Hahn, formerly headmaster of the Salem school in Germany before his arrest by the Nazis in 1933, to go into exile in Scotland and to establish a similar school at Gordonstoun. Hahn, who has been described as 'a man of many good hunches', made a powerful contribution to the impetus to include challenging outdoor experience as part of an all-round educational experience. Many of his aphorisms have become well-known, notably his statement that the foremost task of education is "*to insure these qualities: an enterprising curiosity; an undefeatable spirit; tenacity in pursuit; readiness for self-denial; and, above all, compassion*". His statement that "*it is the bounden duty of the educator to impel young people into experience*" remains controversial, but it is a key feature of the many educational initiatives which he inspired. At both Salem and Gordonstoun, Hahn was primarily interested in the kind of men his schools would produce rather than in narrowly academic accomplishment. Accordingly, Gordonstoun incorporated into its range of activities elements unfamiliar in conventional British public schools. Hahn supported involvement in the activities of the surrounding community, he encouraged all-round physical accomplishment, and he believed strongly in the value of expeditions on land and at sea.
- 1.19 In the years preceding the second world war, Hahn also developed his concept of the County Badge scheme for young people, which he hoped would be adopted throughout

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the country; this involved tests in athletics, swimming and life-saving, the pursuit of a creative project, and the completion of an expedition on land or water. Subsequently, a requirement for 'service' training was added, thus foreshadowing the Duke of Edinburgh's Award established 25 years later.

- 1.20 During the years between the wars, many enthusiastic mountaineers, sailors and other sportsmen formed clubs in order to pursue their chosen pastimes. Such clubs, particularly those associated with the universities, provided training and experience for those entering the teaching profession, who were then able to develop such activities in schools. In more recent years, the developing role and structure of the clubs has led them to take an increasing interest in the training of their younger members.

The War Years and the Post-War Expansion

- 1.21 The second world war, unlike the first, gave impetus in a number of ways to the Outdoor Adventure concept. In the first place, a systematic attempt was made to train large numbers of servicemen in the skills of mountain and arctic warfare and survival in extreme conditions. In addition, non-traditional forms of leadership training and assessment were devised, which depended upon practical work in small units, such as the Highland Fieldcraft Training centre or the special services which were established to operate independently, often behind enemy lines. Furthermore, both the genuine successes and the myths of wartime adventure were recorded and dramatised, becoming part of the national folklore.
- 1.22 The war also accelerated radical social and educational rethinking, which led, at the conclusion of hostilities, to important changes in the nature and extent of the responsibilities assumed by the state for its citizens, and a major reform of the education system with the Education Act of 1944.
- 1.23 The year 1941 saw the establishment of the first Outward Bound school at Aberdovey, the result of the joint vision of Hahn and Laurence Holt, a shipping owner who believed firmly in the values of sail training. Courses of four weeks' duration were provided, principally for those intending a career at sea, but also including a wide cross-section of

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people from other backgrounds including, significantly, trainees from industry. The original purpose underlying the establishment of the Outward Bound school had been to provide a demonstration of the value of the County Badge scheme, but Outward Bound soon came to have a life and distinctive character of its own (see 1.27, 6.45, 8.22, 8.45 — 8.48). Courses were deliberately demanding, and included a variety of challenges for each participant, emphasising the development of individual qualities and attitudes rather than technical skills. The aim, unequivocally expressed, was 'character training'; at the naming of the ketch "Garibaldi" in 1943, Geoffrey Winthrop Young described the ethos of Outward Bound in its early days very clearly, and foreshadowed some of the initiatives taken in the years following the war:

"To realise his better self, everyone must pass in youth through some test of adventure and hardship, and the adventure must be real... and yet it must be adjustable, so as not to over-tax adolescence. The forces of nature alone provide these natural adventures and tests of personality: the winds, the roughened surface of the sea, and the rough hill surface of the land. For centuries our people have been learning their manhood from our surrounding sea, from its uncertain adventure and stern discipline. And now at last, under the stresses of these great wars, we have been learning slowly whence we must draw those disciplines for manhood which our organised education in peace has never yet supplied."

J.M. Hogan, "Impelled into Experiences"

- 1.24 The years following the war saw important developments, both on the wider social and educational front and also in the provision of outdoor experience for young people. Despite the hardships and shortages of the post-war period, an optimistic view prevailed, that change was both necessary and possible.
- 1.25 The 1944 Education Act made it the duty of every local authority "to secure provision for their area of adequate facilities for leisure-time occupations in such organised cultural training and recreative activities as are suited to their requirements, for any person willing to profit by the facilities provided for that purpose". It was suggested that authorities should provide adequate facilities for recreation, social and physical training, and that they might establish camps, holiday classes and play centres, and might organise games, expeditions and other activities. Sections of the Act concerned with recreation were further reinforced by the proposal that "a period of residence in a school camp or other boarding school in the country would

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contribute substantially to the health and width of outlook of any child from a town school, especially if the care of livestock, the growing of crops, the study of the countryside and the pursuit of other outdoor activities formed the bulk of the educational provision and were handled by specially qualified staff".

- 1.26 Partly as a result of these proposals, Derbyshire became the first county to establish its own year-round residential outdoor school. The White Hall Centre for Open Country Pursuits was established in 1950, largely due to the inspiration of Jack Longland, director of education and a well-known mountaineer and supporter of Outward Bound and other experimental ventures.
- 1.27 The years after the war saw other important developments. In 1946 the Outward Bound Trust was established, with the intention of consolidating the pioneering work at Aberdovey and encouraging the establishment of more Outward Bound Schools. This led in due course to the founding of the Outward Bound Mountain Schools at Eskdale and Ullswater, and of the Outward Bound Sea School at Burghead (subsequently re-established as Outward Bound Loch Eil). In the early 1950s, the first Outward Bound courses specifically for girls were introduced, leading eventually to the establishment of the Outward Bound Girls' School at Rhowniar in mid-Wales.
- 1.28 In 1947, through the vision and the financial support of Francis Scott, and building directly on the successful war-time Senior Boy Training initiative of the National Association of Boys' Clubs, the first courses at Brathay Hall were held. A distinctive feature of these 26-day residential courses, developed in the 1950s, was the breadth of the educational experience. Outdoor activities among the Cumbrian fells and lakes blended with art and drama to foster self-discovery and the growth of self-confidence (see 6.43, 6.44, 8.72). The special place of fieldwork was early established at Brathay through the systematic surveying of the tarns of the Lake District, leading to the formation of the Brathay Exploration Group (see 6.60).
- 1.29 In Scotland, a similar development took place in 1948 at Glenmore Lodge, a former shooting lodge in the foothills of the Cairngorms, following a series of outdoor courses originally provided for the Air Training Corps in the Spey Valley. Residential courses lasting from one to four weeks were provided for colleges, universities, school groups and also for those seeking an active holiday. The centre was administered by the Central Council of Physical Recreation (later the Scottish Council of Physical Recreation) on behalf of the Scottish Education Department. Several courses each year were provided

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for students from Colleges of Physical Education in England as well as Scotland; these were some of the first attempts to include a residential outdoor training element into the preparation of P.E. teachers (see 6.23, 10.23).

- 1.30 The Central Council of Physical Recreation (see 6.32) was to play an important role in the development of outdoor opportunities for young people. Founded in 1939, it encouraged sport of every kind, and did much to foster the development of outdoor pursuits, particularly through the establishment of National Recreation Centres, at Bisham Abbey, Lilleshall and notably at Plas y Brenin in Snowdonia in 1956, which was to become one of the leading mountain training centres in Britain (see 6.23, 10.23). Shortly afterwards in 1959, the Scottish Council for Physical Recreation established a new purpose-built replacement centre for the original Glenmore Lodge, the original building remaining in use for young people visiting the Cairngorms as a Youth Hostel, and being among the first to offer them specialised outdoor activity courses.
- 1.31 Other important developments in the post-war years, with a bearing on the development of Outdoor Adventure, were the Town and Country Planning legislation of 1947 and, more importantly, the National Parks and Access to the Countryside Act of 1949, which led to the establishment of the National Parks Commission (see 6.7, 6.11). The Act called for "the preservation and enhancement of natural beauty and the provision of opportunities for open-air recreation and the study of nature". By 1957, ten National Parks had been established and positive steps had been taken under the new planning legislation to safeguard other areas of natural beauty and wild country.
- 1.32 Much significant progress in absorbing field studies and the earth and life sciences into the changing pattern of education also dates from the immediate post-war years. The establishment in 1949 of the Nature Conservancy Council gave impetus to this, for it was recognised that in addition to its conservation priorities, there were important educational aspects to its work. The report which preceded its establishment stated:

The true appreciation of scenery rests in part upon and is certainly enhanced by, some understanding of what might be likened to its bony structure — the forms and dispositions of the rocks and the variety of landscape which these induce, the shapes of the valleys and the summits, the flow of the streams, the cliffs and dunes and flats of the coast, and all the rich verdure with which they are clothed. These are things which can invigorate and refresh the mind and upon which a deep culture can be based."

1.33 The report went on to call for a new look at the educational potential of field studies, suggesting, firstly, that such studies provided one of the best gateways to the teaching of science. Secondly, by opening the mind to enquiry and experimental activity, it would help equip students to come to terms with a world in which they would occupy changing places in a changing environment.

1.34 The development of field studies owes much to the Field Studies Council, an independent organisation founded in 1943 (see 4.26, 6.38). By 1948, it had opened four field centres, subsequently expanding to ten. These centres were open to people of any age; courses were designed primarily for sixth form students in biology, geography and geology. Teaching staff were encouraged to visit the centres with their pupils and were later able to plan and run their own field courses. Many university departments and teacher training colleges also used the centres, thus spreading their influence more widely.

1.35 The Geographical Association, which had been pioneering fieldwork as a vital part of the teaching of geography since its foundation in 1893, also became more active in the extension of field studies in the post-war period.

"Field studies make a departure from education based wholly on transmitted learning in that they provide abundant means by which students may learn through observation. Ideally, educational field work should continue through the whole of a child's school life. If it did so the curiosity of the child and his joy in the world of nature would never end abruptly as they so often do, but would lead in later youth to a critical interest in his environment and a capacity to gain reliable and usable knowledge from what he sees around him."

G.A. Presidential address by G.E. Hutchings, 1962.

1.36 From 1950 onwards there was a steady increase of interest in the use of the outdoor environment by young people. In part inspired by some of the outstanding adventures of the time, such as the ascent of Mount Everest in 1953, the crossing of the Antarctic ice-cap in 1957, and the single-handed circumnavigation of the globe by Francis Chichester in 1966/67, young people took to the hills and the lakes in increasing numbers. Such excursions were not confined to the well-to-do; young people of all backgrounds hitch-

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hiked, cycled or went on their motor-bikes to the Peak District, North Wales, the Lakes and, increasingly, to the Alps. Many visited the Scottish Highlands, where the new ski industry was emerging. Most universities had flourishing outdoor and expedition clubs, and mounted increasingly ambitious expeditions to remote destinations.

- 1.37 In 1960, the Report of the Wolfenden Committee on Sport, established by the CCPR, recommended the creation of a National Sports Development Council, and the establishment of governing bodies for each sport, together with graded coaching schemes. The Sports Council was established in 1965, directly funded by government, and responsible both for widening participation and also enhancing standards of performance in the competitive sports (see 6.23 — 6.27, 10.22, 10.23). Also in 1960, the Albemarle Report on the Youth Service in England and Wales recognised the value of challenging activities such as expeditions, travel and mountaineering, and also low-key outdoor adventures closer to home.

- 1.38 The Newsom Report "Half our Future", appeared in 1963 and gave unequivocal support to the moves to provide outdoor and residential experiences to all young people, whatever their level of academic ability. The report pointed to the need for constructive outlets for physical energy and a wide range of activities to compensate for a 'cramping' environment, and commended the special value of cycling, camping, rock-climbing, fell walking, sailing and canoeing. The report strongly advocates the benefits of residential experiences for all pupils, and particularly, the academically less able. *Amplified.*

*See
Pearce &
Williams*

- 1.39 As a result of these and other influences, the expansion of education provision generally, and increasing national prosperity, the period from 1960 to 1970 saw a substantial but unco-ordinated increase in the provision and availability of Outdoor Adventure opportunities for young people. Many local education authorities opened their own outdoor centres; charitable organisations such as Outward Bound and Brathay were fully subscribed and expanding their resources, and many new organisations came into being to meet the needs not only of school pupils, but also of young people commencing employment.

- 1.40 A particular feature of the post-war years in Britain was the extent to which employers in industry, commerce and the public sector encouraged apprentices or trainees to take part in outdoor ventures in the interests of personal development. It was increasingly widely recognised that training in technical or professional skills was not enough, and that

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attitudes and qualities of character were of equal importance in helping the young employees to make their most effective contribution in the workplace. Some companies in this period established their own outdoor centres, others supported the existing outdoor training organisations, and many encouraged young employees to take part in the Duke of Edinburgh's Award.

- 1.41 The Award Scheme was established in 1956 and rapidly caught the interest of young people. A flexible, readily accessible and inexpensive means of engaging in a wide variety of pursuits, the Award Scheme was encouraged in schools, youth clubs, voluntary organisations and by employers. It has been widely emulated in other countries. The outdoor elements of the Award are described in more detail elsewhere in this report (see 3.27, 4.18, 6.56).
- 1.42 Although in 1960 only two or three local authority residential outdoor education centres existed, there was a marked increase in the next two decades. An HMI survey, carried out twenty years later, established that there were some four hundred day and residential centres operated by education authorities, and that, in addition, huts, cottages, disused railway stations, village schools and camping facilities had been acquired by individual school and youth groups. There were also some 300 field study bases and over 500 outdoor pursuits centres and other residential accommodation provided by voluntary, private and commercial organisations. In addition, many authorities had established residential bases abroad, or encouraged educational cruises, ski tours and expeditions overseas.
- 1.43 Despite the dramatic expansion of provision for outdoor experience by local authorities, outdoor education was not generally recognised as part of the entitlement of every child. As a result, although some authorities made substantial efforts to give pupils these opportunities, others did little. Inspired by Sir Alec Clegg, Chief Education Officer and his deputy Jim Hogan (formerly Warden of Aberdovey) the West Riding of Yorkshire was one of the first to establish well-equipped outdoor centres and also encourage school-based environmental work and outdoor activities.
- 1.44 Perhaps the most comprehensive provision for outdoor education by any local education authority was that established by Edinburgh during the period 1960 — 1970. In addition to two substantial, well-equipped and fully-staffed outdoor centres at Benmore and Lagganlia, the authority established an outdoor centre in the city providing information,

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resources and an instructional base, as well as a number of specialist staff who were able to work with schools as necessary. Attached to this centre were a sailing base and a pony-trekking centre. The Education Department was also involved in the development of the Hillend Ski Centre, at that time the largest artificial ski-slope in Europe. Schools in the city were also encouraged to develop their own resources and staff skills for outdoor education. Considerable provision was made by the authority for in-service teacher training. Progression for young people was encouraged by good communication and positive encouragement throughout primary, secondary and tertiary education. The existence of Schools Associations for each of the major activities (sailing, skiing, canoeing, orienteering etc.) assisted further participation.

- 1.45 Other important developments in this period included the foundation of the Sail Training Association in 1956 and of the Ocean Youth Club in 1960, both with the purpose of providing experience under sail for young people. The first STA vessel, "Sir Winston Churchill", was launched in 1966 and the second, "Malcolm Miller" in 1967 (see 6.66 — 6.69).
- 1.46 The decade saw many other important developments in the provision of Outdoor Adventure outside the educational sphere. In 1960, Endeavour Training became an autonomous organisation, after operating for over 20 years under the aegis of the National Association of Youth Clubs. Under the inspiration of Dick Allcock, Endeavour pioneered the provision of flexible, student-centred training including outdoor experience as one important element in programmes of preparation for working life. Recognising the disadvantages of a permanent operational base, Endeavour chose to take its programmes to the customers, and thus anticipated many of the developments which were to occur twenty years later (see 6.49, 6.50).
- 1.47 The scale of expedition work in the remoter parts of the United Kingdom and overseas also increased during the decade. In 1962, the Schools' Hebridean Society began sending expeditions to Scotland, and in 1964, the Yorkshire Schools' Exploring Society was founded, to enable young people from the county schools to undertake more ambitious expeditions. Schools such as Braehead School in Fife, under the guidance of Hamish Brown, or Ampleforth, under Richard Gilbert, began as a regular practice to conduct expeditions for their pupils overseas. In 1969, Lt. Col. John Blashford-Snell founded the Scientific Exploration Society, which was to become a motivating force behind the great exploratory ventures "Operation Drake" and "Operation Raleigh", launched in the years

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that followed (see 6.61, 6.62). The scene was set for a considerable expansion, both of the scale of outdoor enterprise, and also of the conceptual basis and application of this whole field of activity.

1970 to the Present Day — Changing Needs and New Approaches

- 1.48 It is not proposed to describe in detail the expansion of Outdoor Adventure for young people in recent years, since in large part this is covered in later chapters. However, some developments are so important that they should be highlighted.
- 1.49 The past 20 years have seen opportunities for indulging in every type of leisure activity expand at a remarkable rate. The development of sports facilities, including some for Outdoor Adventure pursuits, throughout the country; the establishment of country parks; the availability of all manner of games and sporting equipment; the introduction of new activities such as para-penting, moto-cross, fell-running and water skiing have all contributed to a growth of opportunity and choice which is unprecedented. At the same time, the cost of overseas travel, and the opportunities to visit the far corners of the world through the advent of mass air travel, have significantly expanded the horizons of the younger generation. Simpler pastimes have given way to more sophisticated ones, and yet the true educational opportunity presented by these changes has still not been fully grasped.
- 1.50 Recent years have seen a great increase in the number of private and commercial companies existing to service this expanding leisure, holiday and travel market. Multi-activity holidays for young children, trekking holidays through the foothills of the Himalayas or journeys by truck into the Sahara desert, all represent the growing commercial interest in this field. The commercial interest has also become evident in the supply of outdoor equipment; such is the variety of 'high-tech' gear available in the outdoor shops that it is easy to forget that Outdoor Adventure is of its essence a simple and elementary relationship of an individual with the environment.
- 1.51 The years since 1970 have also seen an increasing specialisation of provision and approach in Outdoor Adventure. As the merits of such experience have been recognised,

A HISTORICAL PERSPECTIVE

so the need has arisen to clarify the learning processes and outcomes, and to relate them to the needs of each group of young people involved. The establishment of the Manpower Services Commission (now the Training Agency) and the introduction of residential or outdoor experience as part of the Youth Opportunities Programme, the Youth Training Scheme, and the Community Programmes of recent years, called for greater insight into these areas. At the same time, the development of education methods based on experiential learning and problem solving approaches, for instance through the Technical and Vocational Education Initiative (TVEI) and the Certificate of Pre-Vocational Education (CPVE), have done much to improve understanding of the true effects and value of Outdoor Adventure experience.

- 1.52 Perhaps as a result, it has become widely accepted that the traditional gateways to outdoor experiences, through field studies, skills acquisition, conservation work or residential and expedition opportunities are not separate, but inescapably connected. Whatever the specific nature of outdoor experience, all-round personal development of the individual has become increasingly recognised as the fundamental purpose, whether in formal or informal education.
- 1.53 Finally, recent years have seen the increasing professionalisation of the activities of the organisations and individuals working in this field. Provision for training, both in the technical skills and also in the human skills involved in Outdoor Adventure provision, has expanded considerably. A greater range of courses for aspiring tutors in this field has been developed in universities and colleges.
- 1.54 The emergence of professional bodies such as the National Association for Outdoor Education, the National Association for Environmental Education and the National Association of Field Studies Officers (see 6.36, 6.37) has begun to give a clearer shape to the various professional groupings involved. The establishment of the umbrella body for the Development Training Bodies (see 6.41), and of the various regional groupings of residential centres (see 6.42), establishes a more coherent framework and structure from which to address changing needs and the implementation of new legislation in education and employment, which together with recent European Community legislation signal radical changes in the 1990s.

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