

A Comparison of Two Outdoor Adventure Centres

A comparative study of Rubicon School Camp, Thornton, Victoria, Australia and White Hall Centre for Open Country Pursuits, Buxton, Derbyshire, United Kingdom. Written during a teaching exchange in 1983. Digitised and extensively edited in 2014.

Pete McDonald



Rubicon School Camp, autumn, late March 1983.



White Hall Centre behind the trees, autumn, October 1973.

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Nine albums of photographs related
to this study are available online (see also Appendix III):

~~<https://plus.google.com/photos/109345388233448740104/albums>~~

<https://get.google.com/albumarchive/109345388233448740104?source=pwa>

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In particular I would like to thank my friends in Buxton who gave Elaine and me such a good send-off and then helped welcome Pete and Cheryl. Thanks Des and Carol for looking after our affairs, thanks Jeff for taking our old car off our hands at the last minute, thanks everyone for writing often.

From the moment we were met at Melbourne Airport by Anne Sparke, Ron Peacock from the ITFA, Bill Schofield from the ETCV, and John and Laurie from Rubicon, it was the same story of hospitality and support. Thanks in particular to Anne and Lindsay for settling us in at the start, the friendly people of Rubicon, Thornton and Alexandra, everyone at the camp, Jill McLean (Domestic Equipment Inc), Peter Martin (a wonderful week of rockclimbing), Merve and Bev for a great in-service skiing course, the staff of Bogong School Camp, and Alan and Thelma for their hospitality at Bendigo. We look forward to seeing many of you again in Buxton, Derbyshire.

Finally, thanks Elva and Carol for the typing.



Staff photographs, students' lounge, Rubicon School Camp, August 1983. The Rubicon teaching staff in 1983 were John Margetts (director), Laurie Morton (assistant director), Dean McLean, Ken Deacon, Leanne Guy, Mary Tehan and Pete Dingle, who did my job in the UK.

The White Hall permanent teaching staff at the start of 1983 were Lyn Noble (principal), Dave Draper (deputy principal), Gwyn Edwards, Dave Edwards, Dennis Richardson, Rory Gregory and me.

Preface

Original Preface, 1983

Before the exchange, one of my colleagues told me, 'Don't come back with a lot of silly ideas'. Despite this warning, I am confident that the staff at White Hall, small and personal that it is, will accept this study with open minds.

Please put up with the comparisons and remarks good-humouredly. Let's hope that the study is provocative enough to be interesting and constructive enough to have been worth the effort of writing, and that it nowhere steps beyond the spirit of the exchange. By its nature it dwells on areas of difference and divergence and on directions for improvement, and too little praise may be directed towards the wonderful educational work that White Hall and Rubicon already pioneer. Some areas that caught my imagination may receive disproportionate attention, while attention to others may be limited.

Although the flow of ideas from these exchanges is two-way, the slant in this study, with a few exceptions, is from Rubicon to White Hall. I was afforded plenty of opportunity to make both spoken and written input into Rubicon's development plans during the year. A prior knowledge of outdoor education in Britain and of White Hall Centre in particular may sometimes be assumed.

No assumptions about my White Hall colleagues' opinions on the more contentious issues should be made. They were not consulted, for two reasons. Firstly, they may have disagreed. Secondly, they were 12,000 miles away when the study was written.

Pete McDonald
December 1983

Preface to Digitised and Edited Version, 2014

This study served its purpose as a discussion document at White Hall Centre in the mid-1980s, while it was still fresh. A few copies were distributed to White Hall staff and one copy probably went to Rubicon.

The study is now well into its archival afterlife. It reads in part as a plodding yearbook of the ordinary, dotted with extinct issues and long-completed developments. Yet it has also become an informative fragment of local history, being a methodical eyewitness account, precisely dated.

The account focused on two particular outdoor centres, not on outdoor centres in general. However, White Hall was Britain's first local-education-authority outdoor centre and 'was the model most commonly followed in the 1960s and 1970s by LEAs establishing their own centres for outdoor pursuits'.ⁱ Many LEA outdoor centres in Britain in 1983 shared some of the characteristics of White Hall.

The digital version has been heavily edited to remove clutter or to clarify meaning or to correct errors. Beneath the trimmed or rewritten text, most of the original structure is unchanged. I have not added any post-1983 updates, except when necessary to avoid

i Lynn Cook, 'Outdoor Education: Its Origins and Institutionalisation in Schools with Particular Reference to the West Riding of Yorkshire Since 1945' (PhD thesis, University of Leeds, 2000), p. 299.

confusion and in a closing note on pages 102–107. (A full update to 2014 would need two people to do another exchange.)

The 1983 study comprised a typewritten main document accompanied by about seventy administrative documents in a separate binder. These administrative documents are referred to by number throughout the study and are listed in Appendix II. Unfortunately, this additional material is no longer in my possession; it may have survived in archives of the League for the Exchange of Commonwealth Teachers.

A few footnotes, as in the next paragraph, were added in 2014. Also inserted in 2014 were the looking-back quotations; these should help the reader put 1983 into perspective against earlier times. I have redrawn the diagrams, based on the original handwritten ones.

One other thing, to further set the historical context. The words ‘safety’ and ‘risk’ appeared in the 1983 study. But the term ‘risk management’, which had existed in the insurance industry since the 1950sⁱ, had not reached Rubicon and White Hall and did not occur in the study. In practice, although not labelled as such, the teachers and administrators at both centres in 1983 were cautious and proficient risk managers.

Pete McDonald

May 2014

Terminology Note, 2014

In this study the terms ‘outdoor activities’, ‘outdoor pursuits’ and ‘outdoor education’ are used loosely and interchangeably, without any attempt to set them apart from each other. See also ‘Outdoor Education or Outdoor Pursuits?’ in section 4, ‘Schools’ Courses’.

The occupants of secondary schools in 1983 were referred to formally as ‘pupils’ or ‘students’. But the word ‘kids’ was still a busy word in lower secondary teaching, especially in speech.

At Rubicon the written plan for each course was called the ‘course timetable’. At White Hall the same thing was called the ‘course programme’.

Some of the Rubicon course timetables included a ‘selected activity day’. These days enabled course members to repeat an activity they had been introduced to earlier in the week. The equivalent on a White Hall programme was an ‘option day’.

The word ‘canoeing’ in this study is a loose, umbrella term that covers canoeing and kayaking.

Walking in Victoria’s forested ranges is ‘bushwalking’. Walking over British mountains is ‘hillwalking’ or ‘fell-walking’. Some of the Rubicon course timetables in 1983 included an ‘overnight hike’. The equivalent on a White Hall course programme was an ‘expedition’.

Several mentions are made of the Mountain Leadership Certificate (MLC), a UK qualification dating from the mid-1960s. Since 1983 the name for this qualification has changed several times. It is now the Mountain Leader award, one of a progression of five walking-leader qualifications.

Victoria’s equivalent to the MLC in 1983 was the Bushwalking and Mountaineering Leadership Certificate (BMLC).

i G Neil Crockford, ‘The Bibliography and History of Risk Management: Some Preliminary Observations’, *The Geneva Papers on Risk and Insurance*, 7, no. 23 (Apr 1982), pp. 169–179.

Foreword

During 1983, south-eastern Australia was wracked with convulsions of weather almost unlike any in recorded history. Extremes of heat, raging bushfires and sudden arctic cold spells characterised the January of that year when Peter McDonald arrived at Rubicon in Victoria.

I am still uncertain whether his role was that of victim, or harbinger to the weather, as little of his year of International Teaching Fellowship was routine or ordinary. But whatever he brought or suffered while here, Peter has left a profound impression on this place and the people he met in his time, and has opened our eyes to the value of working with peers across the world. We are at once re-affirmed in the social and educational value of our work, and stimulated to change and streamline by ideas from another country, with a far longer tradition of outdoor pursuits.

This report, and the ideas underlying it, are a tribute to Peter, and a thought-provoking account of work in two centres at opposite ends of the world. It illustrates through contrast the two great human traits of ingenuity in circumstance, and evolutionary change in time. I hope all its readers are served as well I was.

John Margetts
Rubicon, 1984



Diary entry, Tuesday 15 February: 'Everyone was at pains to point out that this is the driest the country has been in living memory.'



Rubicon School Camp, Thursday 17 Feb 1983, the second day of the bush fires. The air is full of smoke. The course members, having only arrived the day before, are evacuated by bus.



The sunlight catches some parched paddocks. Cathedral Range (Sugarloaf and Jawbones) in the far distance. From near Alexandra, January 1983.



The Cathedral Range from Alexandra. In the foreground, the paddocks are green again. October 1983.

1. Outdoor Education in Victoria

As in the UK, outdoor education in Victoria is growing and is being provided in several different ways, but is not yet universal for all school children.

In 1967, as a result of an increasing interest in camping, the Education Department of Victoria formed the School Camps Committee 'to assist in co-ordinating the Primary, Secondary and Technical Divisions on the subject of camping'.ⁱ

Many schools, both state and private, provide outdoor programmes for some or all of their pupils, at some time during, or throughout, their school careers. The range, depth, and length of these programmes vary widely. I had the impression that, compared to the UK, more schools owned, or shared in ownership of, their own sites in the country. In 1977 the Education Department, state schools and registered schools operated over 100 camps.ⁱⁱ These ranged from plots of land on which to camp to well-equipped centres with dormitories, kitchens and dining rooms, recreational areas and equipment stores. Sometimes the school (or schools) allocated one teacher to the camp permanently as camp administrator, instructor, chef and jack-of-all-trades.ⁱⁱⁱ The *raison d'être* for these camps, according to one authority, was 'to assist in the social development of a child by giving him [*sic*] an opportunity to experience community living in a healthy environment, and to relate to natural surroundings'.^{iv}

As well as having this school-based outdoor education, involving day excursions from schools and school-operated camps, Victoria has three school camps established and run by the Education Department. They are Somers, Bogong and Rubicon. Somers is for primary-age children. Bogong and Rubicon are for secondary pupils. Bogong ran its first course in 1971. Rubicon ran its first in 1978. Like most of their UK counterparts, these three centres are educational facilities rather than profit-making or break-even ventures. Pupils pay subsidised fees. The three centres are generously staffed with teachers experienced in a wide range of outdoor adventurous activities.

In-service courses in outdoor pursuits, until recently, have all been planned by a small branch of the education department, Melbourne based, formed in 1973 following a fatal accident of November 1971. In 1978 this unit – the School Camps Branch – had eight staff, experienced in a range of pursuits. The courses for teachers take place at different venues, depending on the activity. The organisers may call on the assistance of additional expert staff when necessary. Unfortunately, there is no provision at present for the staff

i Harry Penhall, 'Past, Present and Future Development of Outdoor Education for the Education Department of Victoria', in *National Outdoor Education Conference 1978: Report* (Carlton, Vic: Melbourne State College, 1978), pp. 21–22.

ii Harry Penhall, 'Past, Present and Future Development of Outdoor Education for the Education Department of Victoria', in *National Outdoor Education Conference 1978: Report* (Carlton, Vic: Melbourne State College, 1978), pp. 21–22.

iii When I wrote this paragraph in 1983, I was unaware that outdoor-education programmes in the elite private schools, often compulsory, had 'been a mainstay of outdoor education in the state, with some programmes dating from the 1930s'. A Brookes, 'Lost in the Australian Bush: Outdoor Education as Curriculum', *Journal of Curriculum Studies*, 34, no. 4 (2002), pp. 405–425.

iv Blake, Leslie James, ed., *Vision and Realisation: A Centenary History of State Education in Victoria*, 3 vols (Melbourne, Vic: Education Dept. of Victoria, 1973), vol. 1, p. 1031.

from Somers, Bogong and Rubicon to routinely teach on these in-service courses in work time. In August 1983, control of the three school camps was transferred from the central branch in Melbourne to the regions, and changes or adjustments to the camps' roles appeared likely. Each of twelve regions now controls its own in-service courses. Regionally run in-service courses may be developed, in addition to the existing education-department in-service courses.

A committee was set up in 1980 to look into the future of outdoor education in Victoria. It produced a report, Ref. 81. This report recommended that 'all children in all Victorian schools should be provided with opportunities to experience outdoor education'.

Looking Back: Beginnings in Common

**'Lucky more
did not die'**

**Survivors of blizzard
tragedy rescued**

HOBART, Thursday. — This morning I told one of
Nineteen survivors of a he kids who was walking out to
school walking party were have his gear behind. Com-
airlifted to safety today from table How said "I said it could
Cradle Mountain amid e. airlifted out later
severe police criticism of the "The kid said, I carried it in,
it carry it out" — which was
real except that if he hadn't

Part of a news item in the *Canberra Times*,
Friday 26 November 1971, p. 3.

On Monday 22 November, Glen Matters,
a fifteen-year-old schoolboy, had died in
a blizzard during a walk across the Cradle
Mountain Reserve.

The first paragraph of the story reads:
'Hobart, Thursday — Nineteen survivors of a
school walking party were airlifted to safety
today from Cradle Mountain amid severe
police criticism of the excursion'.

The School Camps Branch of the Education
Department of Victoria was formed in 1973,
partly in response to this accident.

**PERILS OF ROCK-
CLIMBING**

**WARNINGS FOR THE
UNTRAINED**

TO THE EDITOR OF THE TIMES

Sir,—Every rock face in Britain in turn
is getting its "blood-bath," and the reputa-
tion of mountaineering as a sport is sadly
dimmed. After every holiday there is a
cumulative list of injuries as well as
fatalities. At least two deaths on Great
Gable, in Cumberland, and one on the
snows of Ben Nevis, in Scotland, together
with a non-fatal accident on Bow Fell, in
Westmorland, are the Easter toll of the
heights. The death of a walker in Taylor
Ghyll, Borrowdale, had nothing to do
with high-level ridge or rock-climbing.

These disasters are by no means the
fault or responsibility of the mountaineer-
ing clubs, or their journals, or of writers
of their guides to actual climbs, where
the exposed, slippery, loose, and severe
nature of every course and every pitch
of a course is described, and methods suit-
able to the particular peril are indicated.
So long as the hills and ridges are open
to all, accidents to untrained adventurers
can scarcely be prevented, but they
should be minimized by strong
"warnings."

Part of a letter to *The Times* (London), 18 April 1939, p. 10.

The letter was from WT Palmer, a Lake District guide-book
author and member of the Fell and Rock Climbing Club.

During the 1940s, Jack Longland and others became
concerned about the number of climbing and hillwalking
accidents that were being caused by inexperience rather
than by intrinsic unavoidable dangers.

An accomplished mountaineer and educationist, Long-
land became Derbyshire's director of education in 1949.
A desire to improve the training of leaders of outdoor
pursuits and of novices formed one part of Longland's
multifaceted motivation for setting up White Hall Centre.

2. Reasons for and Causes of Differences

Although this study often dwells on the differences between the two centres, I should point out that the similarities are remarkable. Both centres operate with two administrators and five teachers and take 40 pupils each course. Both centres provide about 20 courses a year, and teaching staff work about 200 days a year. Both centres include overnight camps, rockclimbing, orienteering, skiing, canoeing, and ropes courses. Paradoxically, because of these fundamental similarities, the differences when identified and analysed were all the more thought provoking. The exchange was a perfect match.

An early conclusion that I came to was that some of the differences had little to do with the fact that one centre was in Britain and one was in Australia. I will call these differences 'non-national'. They could have been observed in a comparison of two centres in Britain, or of two centres in Australia. You have to think carefully before generalising about the 'British approach' or the 'Australian approach'.

It took me six months to begin to feel that I was getting to know how Rubicon operated, penetrating under the skin of the place, and beginning to reach conclusions on its strengths and its weaknesses. In this connection, the value of short-term exchanges between centres, which sometimes take place within the UK, will always be limited; first impressions can be way off the mark. Even after six months, while differences were evident, analysing and explaining the reasons for, or causes of, these differences was complex. There was seldom a simple explanation, and the following attempt to categorise the reasons and causes is a simplification, in an effort to get at the things that matter.

Non-national Differences

Choice of Activities

The activities which any centre chooses to include in its routine school courses are determined partly by its local environment. In England, for example, White Hall Centre is close to a limestone caving area and so it includes caving as a main activity. Outdoor centres located further away from caving areas, such as in the Lake District, are less likely to cave regularly. This difference results entirely from what is available locally.

Rubicon used Canadian canoes, whereas White Hall used kayaks. This difference had little to do with one centre being in Australia and the other being in the UK. It resulted from what was available locally. Rubicon's local river, the Goulburn, happened to be too difficult and serious for total novices to paddle kayaks on, but was canoeable by novices in open Canadian double-seat canoes, given expert leadership. Hence the two very different types of canoeing taught at the two centres.

The Human Factor – the Influence of Personalities

The influence of all staff – cooks, caretakers, storekeepers, secretaries, housekeepers, cleaners, teachers and administrators, on the atmosphere, character and efficiency of the two centres was seen to be immense.

The Different Ages of the Two Centres

White Hall benefits from thirty-three years of continuous development and from many people's efforts, whereas Rubicon has only been operating for six years. In July 1983 a large second-hand hall arrived, in four pieces, from its previous resting place at a Melbourne school. When comparing the two centres, it was necessary to remind myself of the enormous amount of development work that the Rubicon staff have completed over the last six years, since inheriting a motley collection of buildings from the State Electricity Commission. They have also just finished their curriculum and facility development planning for their third triennium.

Also, state-funded outdoor education centres in general are relative newcomers to the Victorian education system, compared to the UK, and this situation too explained some of the differences between the two centres. Even so, a difference attributable to different ages could have been noticed in a comparison between two centres in the UK. Similarly, comparing Bogong School Camp, which ran its first course in 1971, with the younger Rubicon School Camp, would reveal differences reflecting how long the two centres have had to develop. So I am categorising these differences, provisionally, as non-national.

Looking Back: White Hall Centre's Opening Day, Saturday 30 December 1950.



Part of an article in the *Derby Evening Telegraph*, 30 Dec 1950, p. 7.

Looking Back: Adapting a 19th-century Manor House, 1963

'A nineteenth century manor house has certain advantages as a centre for training young people but it is also likely to need a good deal of modification if it is to be really satisfactory ... The maximum number of students is at present effectively thirty, though a few more can be squeezed in occasionally. Sleeping is in service-type double-tiered bunks which are now reaching the end of their life and should be replaced by furniture designed for the purpose ... It seems reasonable, too, that at least one dormitory should provide some privacy for girls. The least satisfactory feature of the domestic arrangements is the provision for bathing. There are at the present day only two baths for instructors, and two baths and three ancient showers for students. In a centre which is liable to have all its students descend on it at once, wet, cold and even dirty and in urgent need of a hot bath, this provision is quite inadequate. It is, in fact, merely an adaptation of the facilities available for the original private house.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 4.

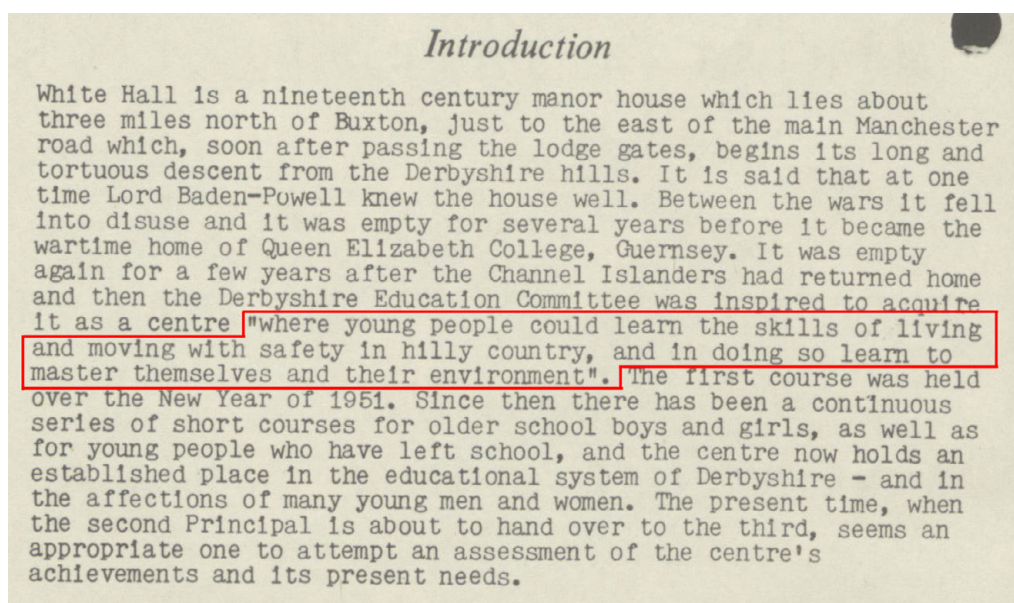
Raison d'Être

It was helpful to look upon some differences as primarily philosophical in nature. An example of this in an analysis of any centre would be the distribution of emphasis – in the schools' courses – between acquisition of skill, other personal aims, and social aims. I saw White Hall's operation of the group system and report writing to be in response to wide-ranging social and personal aims. Another example would be the provision or lack of provision of follow-up courses.

A more fundamental philosophical difference would be the fact that Rubicon School Camp has a comprehensive set of aims and objectives providing direction for all the staff, whereas White Hall Centre for Open Country Pursuits has, at the time of writing, no detailed written aims apart from those implied by its long name. However, a number of newspaper articles of the late 1940s and early 1950s described the purpose of White Hall in concise and straightforward language. On 29 June 1949, for example, the *Derby Evening Telegraph* reported that 'Derbyshire Education Committee had decided [the previous day] to authorise the Director of Education (Mr. J. L. Longland) to inspect suitable properties in the county with a view to establishing a training centre for open country pursuits, including walking, camping, and climbing'.

Since then, for thirty years, White Hall's long name, assisted by little more than the centre's evolving traditions and character, has made the centre's purpose self-evident.

Most differences in this category could equally likely have been noticed in a comparison between two centres in the UK, as between White Hall and Rubicon.

Looking Back: The Purpose of White Hall Centre, 1963

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open County Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 2. The inspectors have deliberately included the purpose statement as a quotation, the only quote in the sixteen-page report. Source ~~unknown (to me)~~.

1961 printed White Hall programme.

Male and Female Teaching Staff

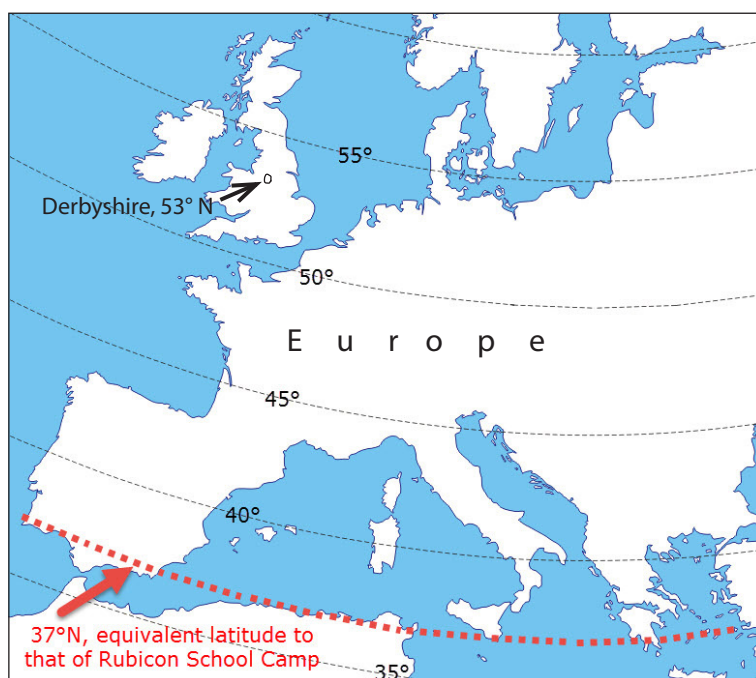
White Hall has had no female instructors for some years now, and yet has carried on with mixed courses with no problems that I am aware of. Rubicon has two female teachers and also a policy that mixed overnight hike groups must be accompanied by one male and one female teacher. I don't read any deep meaning into this difference. The Rubicon policy seems to me to be unnecessarily inflexible.

The Range of Expertise of the Staffs

'Range of expertise' was a difficult thing to define and measure. Vague feelings were as far as I got. I felt, hesitantly, that this was another difference which could hardly be ascribed to any national cause. For a more detailed examination of this difference, see 'Maintenance of Professional Standards' in the 'Administration' section.

National Differences**Climatic Differences**

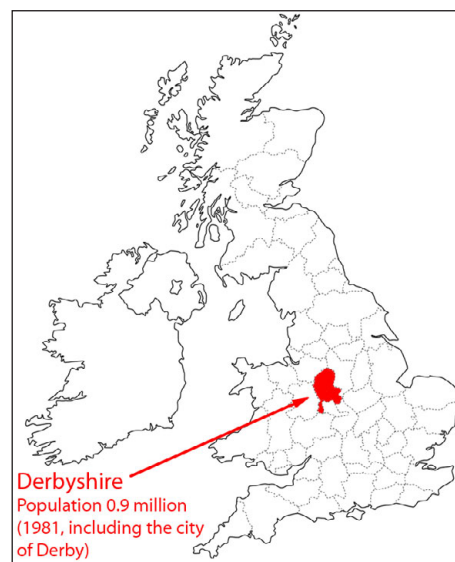
The climate in Victoria is more amenable to outdoor education than is the climate in Britain. The temperature at the camp seldom fell below freezing all winter, except on the frostiest nights when occasionally it reached about -2°C . Neither did Rubicon have the strong winds that blow upon White Hall for most of the winter. The winter lasted only three months, and the rest of the year was shorts and T-shirts weather. In the wet and grey spells of the winter, Rubicon had six ski camps programmed, and the local nordic skiing mountain provided reasonable to excellent skiing for all six. There was simply no equivalent to the sheer long grind of the twelve winter courses at White Hall, often in wet cold, which try the teaching staff's enthusiasm and commitment so sorely – never mind that of the young visitors on some weeks.



Map showing the latitude difference between White Hall Centre in Derbyshire (53° N) and parts of Europe equivalent in latitude to Rubicon School Camp (37° S).

Population and Area

Some teachers and pupils lived about ten hours by bus from Rubicon. One example of the effect of this difference is that in-service courses are run in several different parts of the state, hundreds of miles apart.



Sketch-maps of Victoria and Britain at roughly the same scale. The area of Victoria is 227,416 km². The area of the United Kingdom is 243,000 km². Derbyshire's area is 2,625 km².

'In loco parentis' and Public Attitudes to Risk Sports

There was frequent concern at Rubicon with the need to 'cover oneself'. The general worry was about the possible consequences of a serious accident. It was suggested to me that there might be more of a tendency to 'sue for everything you can get' in Australia than in Britain. I reached no conclusion on this particular cause and effect theory, except that it simplified a complex situation. Some of the reasons for the overt concern for covering oneself and the

resulting paper mountain on safety probably involve the way in which outdoor education has developed in the state as a whole and probably include the personalities in the hierarchy.

All of us in outdoor education are concerned with safety. Administrators shoulder the greatest burden, having to set and maintain safety standards, take into account the actions of others, and possibly be held responsible for the actions of others. The difficulty is the narrowness of the dividing line between safety consciousness and over safety consciousness. The latter phenomenon is well known in the UK and is sometimes referred to as 'wardens' disease'. (The word 'warden' was sometimes used as the job title of a person in charge of an outdoor activity centre.)

While both Australia and the UK share a common legal heritage, it may be true that the Californian attitude towards resorting to litigation after accidents is more prevalent in Australia than in the UK. Australians can look back on a rich history of exploration and outback travel; however, it was suggested to me that the average parent in Victoria was less familiar with, and less likely to accept, the risks involved in activities like rockclimbing and river canoeing than was their counterpart in Derbyshire. The administrators at Rubicon certainly seemed to feel that there was no climate that would make the possibility of serious risk a fair chance in outdoor education. There was nothing surprising in this. The administrators at White Hall would say the same thing. The common strand of 'in loco parentis' guides the teachers and managers both at Rubicon and at White Hall. Both groups of professionals take a conservative approach, acting like *very* responsible parents. But, as I have explained, the ways by which the two centres achieve minimal risk differ in some respects, particularly in the degree of autonomy allowed to individual teachers.

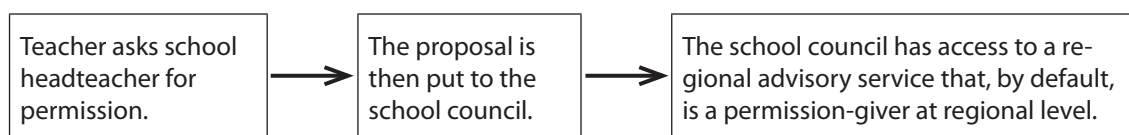
Differences That Reflect the Different Teachers' Conditions of Service

The decision of the administrators at Rubicon to work on a figure of about eight hours of work per day for each of the five teachers, and in particular to count 9am to 5pm overnight hikes as 32 hours of work, greatly effects the staff-pupil ratios and the timetable that Rubicon can operate.

In contrast, the extraneous-duties allowance in operation at White Hall allows overnight hikes, duty nights, away courses, and the group-instructor system to carry on without affecting the staff-pupil ratios during the days.

Differences That Reflect the Different Ways in Which Outdoor Education Is Controlled

Until about mid-1983, all teachers in state schools in Victoria intending to organise adventure activities, in addition to getting the approval of their school heads and their school councils, also had to apply for 'excursion approval'. The final approving was a function of the School Camps Branch in Melbourne, which had been formed in 1973, partly in response to a fatal accident.ⁱ With regionalisation there was some confusion and several policy changes in quick succession, but at the time of writing (October 1983) the procedure is as follows:



Both under the original School Camps Branch excursion approval system, and, presumably, under the new regional system, even if a teacher held paper qualifications for leadership for the particular sport in question, he or she still had to trudge through the three-stage excursion approval procedure. For instance, a holder of the Bushwalking and Mountaincraft

i Harry Penhall, 'Past, Present and Future Development of Outdoor Education for the Education Department of Victoria', in *National Outdoor Education Conference 1978: Report* (Carlton, Vic: Melbourne State College, 1978), pp. 21–22.

Leadership Certificate (BMLC) still had to apply for excursion approval for bushwalks. This sort of red tape and double checking seemed to be a uniquely Australian invention. Despite Rubicon's blanket approval for a whole year's programme, the influence of the excursion-approval history was strong. Rubicon's five teachers had little real discretion and choice with regard to each day's activities; any departure from the published lesson notes and session-management notes needed the director's approval.

However, the indications are that either certification or registration may become the norm over the next few years, at least in some regions, replacing the new regional permission approach.

Differences in Educational Administration

This type of difference comes partly in the national-differences category, which explains why I have placed it here, although the differences observed in administration could also be attributed to personality reasons. In-service courses in educational administration are rapidly becoming the norm in Victoria. Both the director and the assistant director of Rubicon took long courses in educational administration in 1983–4. I do not know how many of their counterparts in Britain were undergoing similar training.

At a mid-year meeting of exchange teachers from the UK, there was general agreement that Victorian schools were run more democratically than English ones, but that this 'tended to lead to long staff meetings about how to run staff meetings'.

Differences Between Australian and English Children

They're the same the world over. One of the unique aspects of work in residential centres is the opportunity it affords to work with young people from widely different backgrounds. It was fascinating to travel halfway round the world and then observe at Rubicon the same contrasts from course to course, often so striking at White Hall, between town and country pupils, and between pupils from different socioeconomic backgrounds.



A Rubicon group on the summit of Mount Torbrek, 1512 m, May 1983. Mount Torbrek Scenic Reserve is an area of alpine ash and snow gum forest, about 15 km south of Eildon, south Victoria.



A White Hall group somewhere on Kinder Scout, about 600 m, November 1976. Kinder Scout is a windswept gritstone moor in the Peak District National Park, England.

3. The Year's Programme of Courses

Compared to the White Hall year programme, Rubicon's programme is fairly straightforward. Rubicon fits its school courses into the normal three school terms. Its five teachers have the normal school holidays at Christmas, May, and August–September. In 1983 there were 23 school courses. Each was of 6 or 8 or 10 days' duration. In addition to working on these courses, all the staff worked on the review weeks, on the stock-taking days, and during the three-day Branch Conference (covered in sections 6 and 7). During the long holidays, Rubicon is sometimes booked by outside groups, including the education-department branch which is responsible for in-service courses. These holiday bookings correspond in some ways to White Hall's self-programming courses.

There were no courses equivalent to White Hall's self-staffed in-service courses, follow-up weekends, school summer holiday weeks, Youth Service weekends, family weekends, and Duke of Edinburgh's Award expedition training course. I missed the variety provided by these elements of work at White Hall and in particular the chance to work with adults occasionally. However, in Victoria in 1981 the Report of the Committee to Study the Alternatives in Outdoor Education (Ref. 81, p. 35) stated that 'the Committee feels that the role of the Department camps will need to change'.

As a fundamental aim of Rubicon is to respond to community demand, a phrase which occurred frequently in talk about the centre and its future, the extent to which programme changes will occur will obviously depend on community demand. While community demand has hitherto been interpreted as 100% 'camps for kids', this interpretation may be modified by other influences as time goes on.

Readers unfamiliar with the White Hall year programme are referred to Ref. 101. The main differences are that:

- White Hall operates all the year round, through all school holidays except Christmas.
- Temporary staff are employed to cover during the permanent staff's staggered summer holidays.
- Because of these summer staffing arrangements, White Hall is actually able to operate fully staffed for something like 216 days a year, not the 200 mentioned elsewhere in the study in connection with instructors' working conditions.
- The programme is enriched by a variety of courses, listed above, but there are no review days.
- Snow in England's winter is an elusive and ephemeral visitor, contrary to the beliefs of many Australians, and skiing courses cannot be programmed. Skiing has to be opportunist.

An overall conclusion that I reached on the year programmes was that, while Rubicon would benefit from the variety provided by follow-up courses and in-service course, White Hall urgently needs some variety injecting into its winter programme.

Winter Courses at White Hall

Every winter at White Hall, especially on the shortest, grimmest days of November and December, there come times when most of us question the wisdom of introducing young

people to the outdoor sports at that time of the year. The dilemma is well known to us all; we have to fit the schools' courses in somewhere. The problem is the weather.

- How often do we take our families to walk, canoe or climb at that time of the year?
- How often do we go out ourselves?
- Is the slight possibility of superb clear winter days or a pre-Christmas snowfall justification for pushing 240 pupils through at that time of the year?
- Is the social success of each course sufficient justification to outweigh the possibility that we may be putting some youngsters off the outdoors?
- Are we creating false expectations by offering rockclimbing and canoeing at that time of the year?
- Could we fit more camps or kids in during the summer and fewer in November and December?
- If we don't have school pupils in, what do we do?
- Does the business of selling the outdoors at that time of the year have a sapping and debilitating effect on the morale and enthusiasm of the staff?

It's an annual dilemma, and with no changes to the programme at that time of the year for many years now, the answer seems to be to get on with the job. The average sunshine in Buxton in November and December is 20 hours and 15 hours respectively, per month. At the highest centre in Britain, with some of the fiercest winds and bleakest weather, we carry on regardless. We're very good at it, and some youngsters do go away with an enthusiasm for the outdoors despite the onslaught of the elements.

A year in Australia did not provide any magical answers to this problem, but it did provide a few pointers and did give time to think and to try to put things into perspective.

Winter Courses at White Hall – Ideas for Discussion

- The adoption of written aims and objectives might aid analysis of the motives, validity, and success or otherwise of the winter courses.
- My visit to Bogong School Camp opened my eyes as regards foul-weather indoor alternatives. After a year's drought, on the first day of heavy rain we spent a whole day climbing under cover on artificial climbing walls.
- Bogong's acres of indoor space provided possibilities that we can only dream about at White Hall. They had permanent, single-purpose indoor space for air rifle target shooting and archery target shooting, in addition to the facilities mentioned in 'The Evenings and Recreational Facilities' section of this study.
- Would indoor sessions be in keeping with our aims? If so, could we develop any bad-weather alternative indoor sessions with the present facilities?
- Do we have any long-term development plans to which could be added, as a high priority but high expense need, a multi-purpose indoor area? The possibilities include: indoor climbing wall, slug-gun target shooting, and target archery.
- November and December would be reasonable times to fit in some of the review weeks proposed elsewhere in this study, especially for indoor development work, staff training in caving and, perhaps, staff training in canoeing.

4. Schools' Courses

Rubicon's Course Programmes for Schools

Ten-day Summer Courses (Ref. 38)

These courses are designed to provide each student with an introduction to cycling, canoeing, horse-riding, the ropes course, rockclimbing, mountain walking, orienteering, and hiking with an overnight camp. In addition a selected-activity day gives students the option of repeating one activity at a greater depth. A Fraser Park day gives the whole group of 40 a chance to mix and perhaps rest a little compared to the intensity of the other days. Substitute caving and sailing for horse-riding and cycling, and omit the Fraser Park day, and on the surface you have the long-established White Hall 9-day course. However, this likening would be inaccurate, as it would ignore the lack of the group-instructor system and the different approach to the evening programmes, covered later in this section.

Eight-day Courses (Ref. 39)

These courses are slotted in at the beginning and end of each winter, when reasonable nordic skiing conditions cannot be relied upon, and yet the days are too short and the weather too unreliable for novices to tackle an overnight camp. The programmes include most of the same activities as the 10-day camps, with a night up at an unoccupied State Electricity Commission house in the forest, studying the unique wildlife. The environmental element of these courses was highly regarded by staff and pupils. It fulfilled a need to inform the younger generation, often from urban areas of Melbourne, about the unique Australian wildlife. For a European visitor, these sessions were informative and the sights and sounds were intriguing.

Six-day Winter Courses (Ref. 40)

Six of these nordic skiing courses provide the pupils with two full days of nordic skiing and an introduction to cycling, rockclimbing and orienteering. Horse riding and canoeing is not offered in the winter.

In the 1983 season, all 24 days of nordic skiing on Lake Mountain were able to go ahead. The skiing varied from patchy to excellent. At times the scenery was spectacular. These courses were popular courses among the Rubicon staff.

Special School Courses (Ref. 61)

Rubicon and White Hall both reserve two 5-day (Monday–Friday) slots for special schools. Both centres reduce their intake on these courses, Rubicon from 40 to 20 and White Hall from 40 to 32.

The Daily Routine

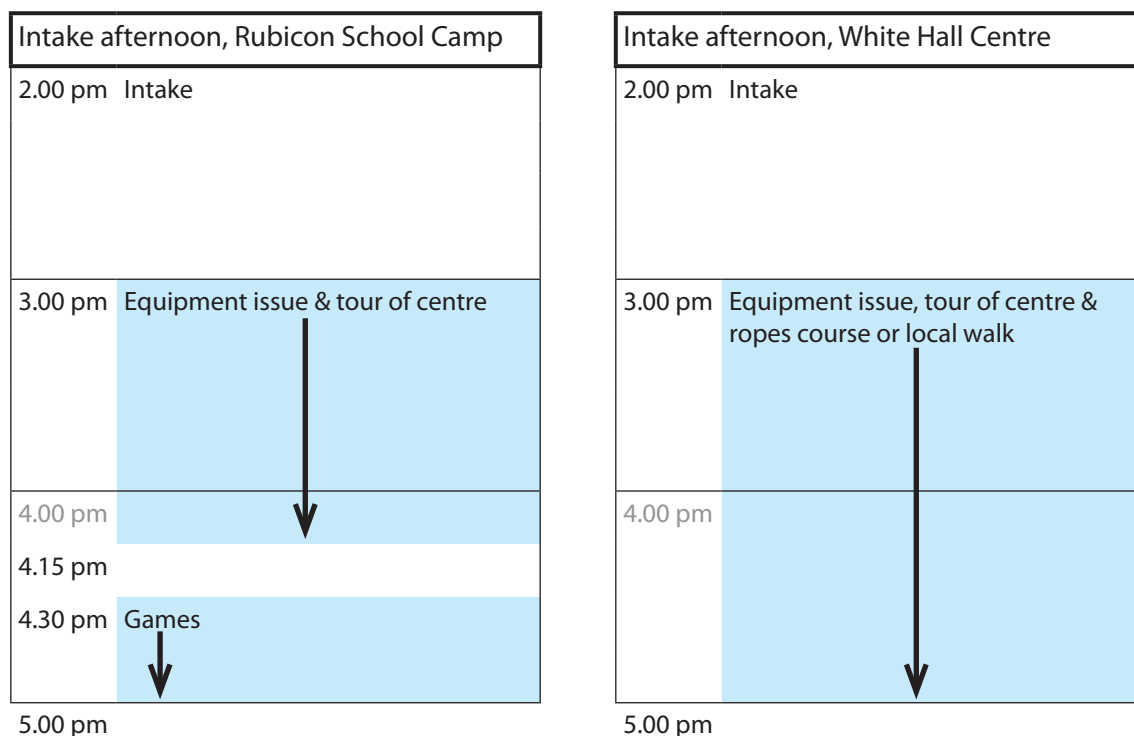
The biggest difference between the daily routines of Rubicon and White Hall was the practice at Rubicon of timetabling a two-hour lunch break between half-day sessions. During this break, the Rubicon teachers were not working, unless on duty. The break resulted in a less hectic routine than is normal on half days at White Hall. The more equitable climate helped, as pupils could often occupy themselves outside on the trampoline or playing ball games.

The evening sessions at Rubicon were always a full one and a half hours, a long time for pupils to concentrate at that time of night.

Rubicon School Camp Daily Routine	
7.00 am	Lights on
7.15 am	Roll call & morning exercises
7.45 am	Breakfast
8.00 am	
8.30 am	Room inspection
9.00 am	Assembly, then morning activity
10.00 am	
11.00 am	
12.00 noon	
12.45 pm	Lunch
1.00 pm	
2.00 pm	Afternoon activity
3.00 pm	
4.00 pm	
5.00 pm	
6.00 pm	
6.15 pm	Dinner
6.45 pm	Canteen (ie tuck shop)
7.00 pm	
7.30 pm	Evening session
8.00 pm	
9.00 pm	Evening drink
10.00 pm	Lights out

White Hall Centre Daily Routine	
7.00 am	
7.30 am	Lights on
8.00 am	Breakfast
8.30 am	Morning duties
9.00 am	Room inspection
9.15 am	Briefing, then morning activity
10.00 am	
11.00 am	
12.00 noon	
1.00 pm	Lunch
2.00 pm	Afternoon activity
3.00 pm	
4.00 pm	
5.00 pm	
6.00 pm	Dinner
6.30 pm	Evening duties
7.00 pm	Tuck shop (sometimes 8.30 pm)
7.30 pm	Evening session
8.00 pm	
8.30 pm	
9.00 pm	Evening drink
10.00 pm	House quiet
10.30 pm	Lights out

Intake Afternoons



Looking at the above diagram, the intake afternoons appear similar. However, one glance at the Rubicon First Day time-table (Ref. 14) shows that the emphasis is rather different. The emphasis at Rubicon is on imparting noticeably more information to the pupils than is the case at White Hall, followed by a short games session to break the ice. The emphasis at White Hall is on imparting just the vital information, and getting out for some exercise, such as a short walk or the ropes course, as soon as possible.

Several of the end-of-course feedback forms completed by visiting teachers during my year at Rubicon remarked on the overload of information on the first afternoon.

The Evenings and Recreational Facilities

Evening programmes at centres offer great scope for aims-related differences. Do you show instructional films, like *Cold Can Kill*, or Hollywood action movies? While the approach to daytime activities tends to settle down after a few years of experimenting, determined mainly by the environment, it is possible to look at the evening programmes even after years of operation and ask: Are these in keeping with our aims? As most centres recognise both skill-related aims and social aims, but to different degrees, the evening programmes tend also to reflect both these aims, to different degrees. There is also an element of just containing and occupying lively teenagers, more necessary on some courses than on others.

The evenings at Rubicon reflected both the social aims of the centre and the skill orientated aims. There was often an indoor games session on the first night of the course, and always a disco on the last night. In between, the other evenings tended to be skill orientated, apart, sometimes, from the film night. Sessions included topics like survival, ski preparation, ski video, first aid and hike preparation. Short night hikes of an hour or so were also programmed. On about three-quarters of the evenings, two or more Rubicon teachers were involved. All the evening sessions were one and a half hours long, quite a demanding feature of the courses (for both staff and pupils). With the prospect of increased recreational facilities in the new hall, 1984 might bring some evenings that are less staff-intensive.

The availability of a large hall opens up possibilities for the evenings which are probably not feasible at White Hall. I visited Rubicon's sister camp, Bogong, for one course. Their use of their local village hall on several evenings was an eye-opener for me. Indoor hockey was a popular occupation, with rolled-up newspaper batons and teams of two. The other indoor game possibilities were endless. In addition, an enjoyable and successful bush dance was held there one evening.

As well as having the use of the village hall, Bogong also had its own wealth of indoor space and recreational facilities. There were a games room, a television room, a library room and a students' lounge. In the games room were five full-size table tennis tables, chess tables, a backgammon table and several table football machines.

The conditions of service of outdoor centre staff members and the role of visiting teachers are both important considerations when analysing evening programmes. See 'The Role of Visiting Teachers' later in this section and section 14, 'Teachers' Working Conditions'.



Evening session, Rubicon School Camp, 1983.



Skiing preparation evening session, Rubicon School Camp, 1983.

The Group-instructor System and Reports

On most school courses at White Hall, the group of forty pupils is split into four groups of ten. Four of the five instructors are allocated to a group each for the whole course. This is the group-instructor system. The pupils do come into contact with several of the other White Hall staff during the course, on staff-intensive activities and in the evenings, but they relate to their own group instructors primarily. On the intake afternoon, their group instructor sets his or her expectations with regard to effort on the activities, attitude towards duties, and consideration for others in the evenings and at bedtimes. As the course progresses, the group instructor takes the opportunity now and again to supply feedback – praise or admonishment – and perhaps reminds the group of the expectations. Any problem which occurs in the evening is dealt with by the member of staff on the spot at the time, but the relevant group instructor will usually be informed on the following day and may choose to follow matters up at a group level.

At the end of each course each group instructor writes short individual reports in which the emphasis tends to be on the positive aspects of the pupil's whole character. Many head teachers write back to White Hall acknowledging the depth and insight of these reports, short as they may be. They provide a valuable link with the schools.

I believe the group-instructor approach to be the system that provides the best course for the pupils, especially with regard to guaranteeing some attention for the more reserved types of youngsters who let others take the limelight. By observing the pupils each day, the instructor builds up a picture of their strengths and weaknesses and as the week progresses is able to help them grow in self-confidence.

I also think that the group-instructor system offers the best solution to the disruptive and uncommitted course that all centres can expect now and again. During the one course of this nature at Rubicon in 1983, I felt that having four group instructors might have created deeper relationships and moderated the discord that occurred.

Working with the same pupils for a week or more also provides the maximum continuity that an instructor can ever achieve in a residential outdoor centre like White Hall or Rubicon. In my opinion it provides more job satisfaction than is the case when you work with different pupils from one day to the next.

It has a few disadvantages. The price the group instructors pay for this job satisfaction is a more intense, unremitting sort of responsibility. Somehow, everything revolves around them nearly all the time, the decision-making never ends, and they can't afford a single off-day. There's no let up, even at lunchtime. Neither do they put pen to paper at the end of each course to write the reports without considerable soul-searching and mental effort. The system as operated at White Hall at the present time places a disproportionate workload onto four instructors each course, leaving the other instructor and the two administrators on the periphery of the action, with possibly correspondingly less job satisfaction.

A glance at the Rubicon timetables (Refs. 38, 39, 40) shows that all the teachers are programmed with different pupils on different occasions during each course. You often had to try to learn twenty, thirty or even forty names. The Rubicon staff were without equal at this task. Even on the ski courses, which came nearest to our group-instructor system, you had to get to know twenty pupils. A counter argument to the merits of the group-instructor system was that pupils preferred the variety of working with several different teachers.

Reference to section 14, 'Teachers' Working Conditions', will show that the Rubicon teachers' present working conditions impede the introduction of a pure group-instructor system, though a modified one could be experimented with. As for reports, any mention or advocacy of them by me was usually greeted with negative vibes.

Looking Back: Reports, White Hall Centre, 1963

'Each instructor is in charge of the same group throughout each stage. He lives with them, works with them, corrects their theory papers and writes a brief report on each member at the end of the course. Successful members receive a certificate at the completion of each stage of their training.'

This reference to group instructors and report writing occurred in a description of Youth Service Special Courses. Reports of some sort were also being written for schools' courses.

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 10.

Staff-pupil Ratios

Outdoor education requires lower staff-pupil ratios than most other spheres of education. Rubicon and White Hall are generously staffed to provide instructor-pupil ratios which classroom teachers can only gloat at. When we compare Rubicon's normal instructor-pupil ratios with White Hall's, there is common ground in most areas, with ratios of 1:10 or 2:10 being achieved. Both centres manage to make the orienteering sessions less staff intensive. There are slight differences in the following areas:

Staff-pupil Ratios for Overnight Hikes

For overnight hikes, carrying camping equipment, an instructor-pupil ratio of about 1:13 or 1:14, plus one visiting teacher, is presently the norm at Rubicon. This compares to 1:10, plus one visiting teacher, at White Hall. Though only slightly larger than the groups that I am used to, a group of 16 people in the bush seemed a bit of a handful to me.

Staff-pupil Ratios for Fraser Park Days.

These days required the hire of a bus and included a visit to a state fish hatchery, a tour of Fraser National Park and the Lake Eildon area, and a BBQ. The days operated with two Rubicon teachers, four visiting teachers, and forty pupils (6:40). The days were non-technical in the sense that no activities requiring experienced instructors were undertaken.

I never reached any conclusion on the social benefits or disadvantages of moving around and BBQing as a group of 46 compared to the small-group situation. The existence of a Fraser Park day on a course programme enabled the camp managers to roster off several Rubicon staff members for their time-off-in-lieu entitlements. See also section 14, 'Teachers' Working Conditions'.

Staff-pupil Ratios for Rockclimbing (Water Tower) Sessions.

These introductory half-day climbing sessions operated with an instructor-pupil ratio of 1:10, plus one visiting teacher. Much of the emphasis was on rope work.

Compared to introductory climbing sessions with an instructor-pupil ratio of 2:10, the options for inspired teaching were few, especially in the absence of extensive bouldering.

Staff-pupil Ratios for Selected Days.

The instructor-pupil ratios on Rubicon's selected days are similar to those on White Hall's option days, except that White Hall's occasional practice of calling on the assistance of voluntary instructors sometimes allows a type of teaching that Rubicon would find it difficult to staff.

Staff-pupil Ratios for Evening Hikes

These hour-and-a-quarter sessions, sometimes in the dark, operated with an instructor-pupil ratio of 1:20, plus two visiting teachers. Although the pupils had much fun on these hikes, I found myself set in my ways and resistant to the idea of a group of 23 people out in the countryside together, especially at night. In particular, the task of maintaining control in the event of an accident, especially with inexperienced visiting teachers, could be formidable.

The Role of the Visiting Teachers

Both centres recognise the importance of the visiting teachers' contributions to each course. At Rubicon, four visiting staff accompanied each schools' course. Much time and effort was spent in informing the visiting staff about the centre and in explaining how they could help and the role expected of them. This preparation included pre-course visiting-teacher days that teachers sometimes travelled hundreds of miles to attend. The briefing of visiting teachers on the course arrival afternoon took about an hour and a quarter. In addition there were explanatory notes and duty sheets such as Refs. 1, 17, 18, and 19. The workload placed on visiting teachers, as far as duties and supervisory responsibilities went, was considerable, as it also is at White Hall.

A couple of points about visiting staff are worth a mention. Firstly, my exchangee, Peter Dingle, said that there were more visiting teachers at White Hall with the expertise to offer help on the activities than at Rubicon. Perhaps White Hall is benefiting in this respect from thirty years of developments in outdoor education. Secondly, Rubicon seldom had the unsatisfactory business of visiting teachers coming and going – swapping over – mid-course, and never to the extent that sometimes happens when groups from local schools are in residence at White Hall.

At all outdoor pursuits centres there are occasions, fortunately infrequent, when the expectations and attitudes of visiting teachers diverge from those of centre staff to such an extent that tensions occur. The reasons for the divergence vary:

- a visiting teacher may find it awkward and unsettling adapting suddenly to informal, first-name relationships.
- a visiting teacher may (rarely) have a less than conscientious attitude towards his or her duties and responsibilities.
- a visiting teacher may (very rarely) have a lukewarm commitment to the whole ethos of a centre, which can play havoc if it gets transmitted to pupils.
- a visiting teacher may lack an understanding of, and be nervous about, the risks of outdoor adventure.
- there may be personality clashes.

Although these conflicts are rare compared to the number of occasions when the visiting teachers contribute invaluablely to the courses, they do occur now and again. It was my impression that slightly awkward situations of this sort arose more often at Rubicon than at White Hall. Alternatively, they may happen just as often at White Hall but be handled differently, perhaps played down a little in some circumstances. It occurred to me, nine months into the year, that the White Hall staffroom, where visiting teachers and centre staff congregate for fifteen minutes or half an hour each morning, had no equivalent at Rubicon. This practice at White Hall doesn't always help groups to achieve punctual starts on the activities, but it nevertheless plays a vital part in the communications and understanding

between visiting teachers and centre staff. In contrast, Rubicon's lack of a joint staffroom (at the time of writing) seemed to limit the scope for this form of informal contact each morning. Also, Rubicon staff were often involved in preparation before the morning assembly. Some advance preparation was necessary, for example, before skiing sessions, before Sugarloaf trips, and before climbing sessions on the water tower.

Outdoor Education or Outdoor Pursuits?

My exchangee expressed some confusion about the aims of the schools' courses at White Hall. Were we providing outdoor education or outdoor pursuits? As we have no written aims (apart from archival mentions of the centre's purpose), his confusion was understandable. It could cause concern that his impression was that White Hall was more involved with the latter and Rubicon with the former. Or, maybe it should not cause concern. Perhaps we're happy with the present double emphasis on adventure activities and social aims, without the addition of other areas of outdoor education, whatever they may be?

What's in a name? Do the two names White Hall Centre for Open Country Pursuits and White Hall Outdoor Education Centre carry different undertones? I will leave these semantics to the academics, with one exception. The time is overdue for changing our designation from 'instructors' to 'teachers'. The archaic 'instructor' label, in failing to conjure up a full picture of our work, may mislead outsiders more frequently than we realise.

DERBYSHIRE EDUCATION COMMITTEE WHITE HALL CENTRE FOR OPEN COUNTRY PURSUITS INSTRUCTOR

Applications are invited for this residential teaching post which will become vacant at the beginning of the Summer Term 1976. Applicants must be genuinely interested in young people and have considerable experience of caving and mountaineering. Experience of canoeing and M.L.C. work would be an advantage. Single bed-sitter available. Salary, Burnham Scale I with additional duties allowance £690 per annum from which a deduction will be made for accommodation.

Further details from the undersigned to whom completed application forms should be returned by February 10, 1976.

C. W. Phillips, Director of Education, County Offices, Matlock, Derbyshire.

This advertisement from 1976 for a vacancy on the staff at White Hall uses the then common job title of 'instructor'.

Schools' Courses: Summary of Development Ideas for White Hall

Course Programmes

- Continue to encourage input from all staff at the planning stage of course programmes.
- Develop low-staff sessions for the days after overnight hikes are completed.
- Develop indoor alternatives as contingency plans for days on the winter courses when the weather makes 'courage nought without prudence'.

The Daily Routine

- Discuss the pros and cons of morning exercises.
- Discuss the possibility of indoor morning exercises (aerobics), including whether suitable indoor space is available.

Intake Afternoons

- Reconfirm present routine and describe it in writing so that all staff know what information to impart during the afternoon and what information to cover on the evening session.

The Evenings and Recreational Facilities

- Make the provision of additional indoor space for recreation a high priority.
- Consider running a disco on the last night of each course, as a climax to the week.
- Consider experimenting with an indoor games night, in the briefing room.

- Consider possible sites for a sunken trampoline and a basketball ring.
- Designate a volleyball court and leave a net erected throughout each summer.
- Continue to provide chess, draughts, dominoes and other robust games that may be easily stored in plastic buckets or similar containers. Encourage pupils to bring their own games. Do not attempt to provide games that are fragile or fiddly and easily lost.
- Provide an ample supply of footballs, volleyballs and Frisbees in a storage space available to the pupils at all times.
- Allocate responsibility for recreation equipment to one member of staff, to include: outdoor games equipment; indoor games; and sound reproduction equipment and tapes.
- Produce a source book of recreational ideas for visiting teachers.

The Group Instructor System and Reports

- Document the aims of report writing, explaining both the rationale behind them (ie, why we produce them) and their content (ie, what we're looking for).
- Allocate two hours for report writing on course departure afternoons.
- Introduce provision for all staff to record comments about individual students as each course progresses, to aid group instructors with their report writing.
- Programme group instructors off duty on the day after overnight hikes are completed.

Staff-Pupil Ratios

- Continue the present 1:10 maximum instructor-pupil ratio.

The Role of the Visiting Teachers

- Consider bringing in visiting teacher reports, similar to those used at Rubicon.

Outdoor Education or Outdoor Pursuits?

- Consider the semantics of White Hall's full name, especially if we intend to formulate written aims.
- Change our designation from 'instructor' to 'teacher'.

Looking Back: Schools' Courses at White Hall Centre in 1963

'The normal week's programme follows a basic pattern. The students arrive on Monday evening and are given an introductory talk, which may be followed by a "wide game". On Tuesday morning they are given instruction in map reading which is followed in the afternoon by practice in the field, and by further instruction in the evening. On Wednesday they are given an opportunity to sample at least two activities, normally rock-climbing and canoeing in summer with caving or ski-ing at other seasons. Thursday and Friday are occupied with an overnight expedition on foot or by canoe, the [thirty] students being divided into three or four small groups each accompanied by an instructor. Two groups normally camp out using light-weight equipment; the rest use Youth Hostels or huts belonging to various climbers' clubs. On Saturday and Sunday, when plenty of voluntary instructors are usually available, the party is split into still smaller groups to practice activities of their own choice – canoeing, climbing and so forth – which continue until the course closes on Sunday afternoon.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open County Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 6.

Activities

Walking

The schools' courses at both Rubicon and White Hall include overnight hikes, of which a reasonably long walk, with or without packs, is an integral part. This walking part of the overnight hikes often includes some practice in navigation, some development of the skill of walking on rough terrain, the physical challenge of walking a long way, elements of environmental education, and social aspects. Typically the social facets include cooperating with others, considering others, and contributing towards the group spirit. I did not detect any great differences in the approaches of both centres towards these walks, except that the Derbyshire environment often allows groups of teenagers to operate alone, monitored closely but without the continuous presence of staff.

In addition to the overnight expeditions, a regular and traditional part of White Hall's schools' courses, summer and winter, is a whole-day walk, either on the moorland of Kinder Scout or through Derbyshire dales, or locally, around the Goyt Valley. Likewise, Rubicon programmed most youngsters on a half-day mountain scramble up Mount Sugarloaf, a rocky knife-edged peak. However, the Sugarloaf scramble was seldom more than a two-and-a-half-hour session, and it had a high adventure (or adrenalin) factor, and so could be considered to be something rather different from the White Hall whole-day walks. As an extension of this line of thought, Rubicon had no close equivalent in its programmes to White Hall's routine, all-year-round day walks.

Several of the Rubicon staff felt that 'kids don't like walking'. The same sentiment has been heard in the White Hall staffroom more than once, though not nearly as often as the other side of the coin, 'we've had a great day out walking'. My feeling was that the Sugarloaf-Cathedral area held the potential for a whole-day mountain walk of outstanding quality that could have been a routine and frequent part of Rubicon's programme. These walkable rocky peaks would have had my vote in preference, say, to a Fraser Park day – but only with a group of ten, not forty.

This might sound like an unqualified approval of White Hall's whole-day walk, all-year-round tradition. It is not meant to be. Reference to section 3, 'The Year's Programme of Courses', should make this clear. If we're completely honest with ourselves, we must admit that there are some days on the winter courses at White Hall when we carry on regardless, in this case with day walks, because there is nothing else to do. I once delivered a fourteen-year-old member of my group to the Buxton Cottage Hospital, after a minor slip on a cold wet grey December day. The nurse looked out of the window at the weather, and then back at me: 'You must be insane.'

Walking: Summary of Development Ideas for White Hall

- Discuss whether day walks should ever be severely curtailed or cancelled in severe wet-cold or blizzard conditions.
- If the answer is 'Yes', develop viable indoor alternatives.
- Allocate the responsibility for coordinating the developing of indoor alternatives, and for documenting successful ideas, to one member of staff.



Top of Mount Sugarloaf, schools' 8-day course, Rubicon School Camp, June 1983.



Blue Range bush walk, staff training, Rubicon School Camp, February 1983.



A day on the high plains, Brian Keeble out in front. Schools' course, Bogong School Camp, March 1983.

Overnight Hikes

Despite the differences in the environments, the navigation skills and leadership ability required to take a group on foot across the wild country adjacent to both centres were similar. Navigation techniques acquired on British hills would stand you in good stead in the mountains of Victoria. Wet-cold conditions in the Victorian spring and autumn could be very similar to those experienced (at any time of the year) on British hills. The Victorian wet and cold conditions, however, were seldom accompanied by very strong winds. (Also a little bottle of diesel oil and a rag would light a blazing fire on the wettest day.)

Perhaps the most striking difference between the environments of Rubicon and White Hall was the impenetrable nature of Rubicon's immature eucalyptus and mountain ash forests. This characteristic required taking account of in all the planning of bushwalks. The consequences of losing a student on a bush-bash could be extremely serious, even in warm weather. Perhaps such a situation could be equated to losing a student on the Kinder Plateau on a day with bad visibility and wet-cold or freezing weather.

On these hikes the Rubicon staff were allowed less of a free rein to operate according to their discretion than we enjoy at White Hall. To an extent this reflected the fact that several staff had limited experience of mountain walking prior to their appointments. Consequently, they were still building up their experience. At least one member of the Rubicon staff held the Victorian Bushwalking and Mountaineering Leadership Certificate (BMLC), but he was not accorded the freedom, or allowed the trust, that an instructor or schoolteacher in a similar position in Britain would take for granted. This situation reminded me of the early days of the then Mountain Leadership Certificate in Britain. Several people in positions of considerable responsibility and influence in outdoor education in Victoria were reluctant to accept the BMLC on face value. Others expressed reasonable confidence in it. (See also 'National Differences' in section 2, 'Reasons for and Causes of Differences'.)

One manifestation of the safety consciousness and nervousness surrounding the overnight hikes was the amount of paperwork involved, listed in the following table:

Centre	Walking leader qualifications of staff	Ratios operated	Paperwork and regulations involved in a walk and one-night camp	Reference
Rubicon School Camp	Two staff members hold the BMLC	1:14, plus visiting teacher	Session Management, pp. 12–16. Lesson Notes, pp. 2–7. Bushwalk Data Sheet. Safety in Outdoor Adventure Activities. Students' Hike Checklist. Visiting Teacher Briefing Checklist. Bushwalk Descriptions Sheet.	Ref. 8 Ref. 9 Ref. 34 Ref. 82 Ref. 32 Ref. 33 Ref. 31
White Hall Centre	All staff hold the MLC or a higher qualification	1:10, plus visiting teacher	Derbyshire County Council Safety Regulations. Students' expedition checklist. Journey Board.	Ref. 103 Varies -

There is a possibility of certification becoming the norm in Victoria, at least in some regions, over the next few years. If this happens, then possession of the BMLC is likely to become a prerequisite for jobs at school camps, as the MLC tends to be in Britain. If development does go this way, it would be odd if possession of the certificate were to be demanded, and yet distrust of its worth were to linger on. What would be the point of driving tests by professional examiners if the local road-safety officer could ask for a repeat performance every time you drove? No piece of paper ever guarantees safety in risk activities. Nevertheless, we should respect our paper qualifications. If reservations about the leadership skills of BMLC holders remain, then the structure of the scheme itself may need improving.

Equipment for Overnight Hikes

Both Rubicon and White Hall are generously equipped to send students out on overnight hikes with effective sleeping bags, rucksacks, tents, stoves, waterproof jackets and over-trousers, and other essential gear. White Hall benefits from thirty years' development of the equipment storage and issue system; its camp units, five to a group, make the issuing and returning of equipment simplicity itself. Also, as four of the White Hall staff tend to each use the same five camp units each course, there is an added incentive to take a personal interest in the care and maintenance of the equipment. Often if there's something missing or faulty and not replaced or repaired, you've only yourself to blame.

The one big difference in the type of equipment used by each centre was in the stoves for camp cooking. Before I describe these different stoves, I should point out to UK readers that Rubicon students cook on open fires for most of the year. Stoves are only required on total-fire-ban days, as back-up in very wet weather, and on the ski course snow camp-outs.

Centre	Stoves used	Make, model	Notes on use by secondary pupils or adults	Other notes
White Hall	1 pint paraffin (kerosene) pressure stoves.	Optimus & Primus	Pupils light and use without continuous supervision. If spilt, paraffin will not burn without a wick. Care needed with meths.	Needs methylated spirits or Meta to pre-heat. In the UK, paraffin is cheaper than petrol. Dirty hands.
White Hall	Butane self-sealing throw-away cartridges. Lightweight screw-on stoves.	Epi-gas	Usually reserved for in-service courses or other special courses that need the light weight and convenience.	Safer than the old Gaz type punctured cartridges. Cartridges are quite expensive. Not as hot as pressure stoves.
White Hall	Methylated spirits, non-pressure. (One only.)	Trangia	Not used. Would be easy to light and very wind-proof but dangerous if knocked over.	Meths would be a more expensive fuel than paraffin.
White Hall	Butane double-burners. Exchangeable cylinders, various sizes.	Gaz	Safe and convenient for standing camps with vehicular access.	Used on summer away courses. One double burner per group of ten, supplemented with a couple of paraffin stoves.
Rubicon	1/3 pint petrol (shellite) stoves, known as chuffers.	Optimus model 8R	Pupils not allowed to light them – staff do this. Staff deal with problems. Petrol (shellite) is extremely flammable if spilt.	No separate pre-heating fuel needed. Need filling quite often. In the UK, petrol (shellite) is dearer than paraffin (kerosene).
Rubicon	1 litre Sigg bottle petrol (shellite) pressure stoves.	MSR model GK (ie gasoline-kerosene)	Same as above but could be converted to paraffin (kerosene) fairly simply.	Looked fiddly but performed well. Expensive to buy. Easily damaged when carried in loaded rucksacks by pupils.
Rubicon	Open fire.	Red gum	Staff check safe siting and final quenching.	Smoke gets in your eyes. Not on total-fire-ban days.

Basically, as shown in the above table, while White Hall and many other centres in Britain still use paraffin (kerosene) pressure stoves as their mainline stoves, not dissimilar to the stoves that served polar explorers very well seventy years ago, Rubicon uses petrol (shellite) pressure stoves. Neither centre uses Gaz-type punctured butane cartridges, the cause of many tent fire incidents in recent years. However, petrol (shellite) is potentially more of a fire risk than paraffin (kerosene). The instructions for the MSR stoves emphasise this risk: 'If you must use an MSR stove in a tent, use kerosene in a model GK. Gasoline, Coleman, and Blazo [and petrol and Shellite] fuels are too hazardous in a confined space'.

Overnight Hikes: Summary of Development Ideas for White Hall

- Camp fires are great. Is there anywhere in Derbyshire where we could camp and light fires? It used to be OK at North Lees farm.
- Install large stainless steel sinks and draining boards outside (but under cover) for post-camp clean-ups.
- Develop the Robin Hoods Rocks – Brassington swap over as an alternative to the North Lees – Eric Byne routine. We would need to negotiate an arrangement to camp somewhere at the Brassington end, ideally at Rainster Rocks or Harborough Rocks.
- Purchase one dome tent to see how kid-proof they are.

Looking Back: Equipment Available at White Hall Centre in 1963

'The equipment is good, as indeed it must be, since a life may depend on it, and it is very well kept. Storage and drying arrangements have already been praised. A valuable feature, particularly of the mobile equipment, such as tents, rucksacks and sleeping bags, is that a variety of good types is available to help students to choose their own equipment. There is a particularly good stock of anoraks. Cooking equipment is perhaps less good but is, of course, always having to be renewed. Some sixty pairs of boots are available for students. No case of infection has ever been reported but it might be as well to dust with a suitable powder between issues. A more serious difficulty is that of keeping a sufficient stock to cope with both school pupils and adults. Ill-fitting boots can be harmful as well as merely uncomfortable and it may well be that the centre should carry a bigger stock. The canoes have a hard time at the hands of beginners on the rocky Derwent and the fleet now needs replacing. The present canoes are fibreglass, which is probably the most suitable material for the conditions under which they are used, but most of them were designed for children rather than adults and have barely sufficient buoyancy.'

'It is also suggested that at some future date it may be as well to consider the appointment of a handman to take a major part in repairing equipment. At present this is mainly the responsibility of the instructors, who could be freed for further planning and training ...'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), pp. 3, 5.

Orienteering

Unlike the several activities at Rubicon in which I was a learner, out of my comfort zone, Rubicon's approach to teaching navigation seemed very familiar. The initial navigation sessions were conducted with a staff-pupil ratio of 1:20, in contrast to White Hall's 1:10, but the teaching approach during these sessions was similar to that adopted at White Hall. The map-reading skills covered at Rubicon were the same as at White Hall. Organising the orienteering event at Rubicon mirrored the same task at White Hall. Perhaps the main difference was in the types and scales of maps used:

Centre	Maps used on introductory navigation sessions			Maps used for the orienteering event		
	Description	Scale	Reference	Description	Scale	Reference
Rubicon	(1) Classroom plan	V. large scale plan	Ref. 50	Specially produced orienteering map	1:15000	Ref. 48
	(2) Rubicon grounds plan	Large scale plan	Ref. 49			
White Hall	Adaptation of Ordnance Survey map	1:10560*	Ref. 102	Adaptation of Ordnance Survey map	1:10560	Ref. 102

* A 1:5000 map became available in about January 1984.

The White Hall practice of using the same map for the introductory session and for the subsequent orienteering event has a lot to commend it, especially for the less able pupils. That is, of course, provided that the sole map in question is simple enough for the introductory session and yet still suitable for an orienteering competition. A scale of about 1:10000 is ideal for this purpose, in my opinion. However, I envied the quality of Rubicon's specially produced 1:15000 orienteering map.

Orienteering: Summary of Development Ideas for White Hall

- Discuss what type of 1:10000 map would best suit our needs. (Ordnance Survey style or specialised orienteering style?)
- Investigate the cost of producing a map similar in accuracy and finished quality to the Rubicon 1:15000 map.
- Allocate the overall responsibility for orienteering to one member of staff. This responsibility would include:
 - i. Production of orienteering maps.
 - ii. Production of cards and results sheets for the routine orienteering events.
 - iii. Maintenance of the local White Hall grounds scheme.
 - iv. Maintenance of the marker stakes.

Rockclimbing

There was a greater difference between the Rubicon and White Hall approaches to the teaching of climbing than between their approaches to any other activity they had in common. The differences reflected differences in staff expertise, facilities at the centres, the local environments, the transport available, historical influences and staff-pupil ratios. On the Rubicon introductory sessions, much emphasis was placed upon teaching the pupils to operate a figure-of-eight (or sticht plate), so that they could immediately play an active part in belaying each other. In contrast, pupils at White Hall seldom take this responsibility until they attend a follow-up weekend. Very occasionally the skill of rope-handling may be introduced to pupils on their option (selected) day. Most of the emphasis on the introductory climbing sessions at White Hall is on the fun and challenge of moving on rock.

Another difference in approach was that, at Rubicon, groups of typically ten students stayed together on the introductory rockclimbing sessions, working with two Rubicon staff. The climbs were usually set up for bottom roping at the start of each session and they usually remained so for the whole of the session. At White Hall, groups of ten usually divide into two fives, or even smaller groups, to work independently with individual instructors.

Well, you got fairly good at teaching complete beginners how to use sticht plates, before they had even gone climbing. The existence of indoor climbing walls may be making this approach more common, but I was never happy about this introduction to the sport. I had doubts about the safety involved in trusting all students with this responsibility at such an early stage. Also, the responsibility of running introductory climbing sessions with ten students, and with one other staff member who was often not an experienced climber, was interesting and demanding. It made me cast aside some old preconceptions about teaching climbing. What a luxury it is at White Hall to have always at least two experienced climbers on these sessions.

I had plenty of opportunity during the year to suggest developments in the teaching of climbing at Rubicon (Ref. 46). The next year or two there could see great changes as different approaches are experimented with. However, for a wholesale adoption of the White Hall approach, a sizeable proportion of the staff would need to be able to solo easy climbs, and this is unlikely to be the case in the near future.

Looking at climbing in Victoria from a wider point of view, in the Grampians, Buffalo and Mount Arapiles is some of the finest climbing in the world. The sport of rockclimbing in the state also has an unbelievably good safety record; there has only been one fatality in Victorian climbing. I never worked out whether this indicated the competence of Victorian climbers or the minority nature of the sport. The teaching of climbing in the state seemed to be at an early stage of development, especially compared to the teaching of kayaking and canoeing.

As mentioned elsewhere in this study, the indoor climbing walls at Bogong School Camp were a revelation as regards their potential as wet-weather alternatives. Not every outdoor centre can have a hollow concrete dam on its doorstep with a belaying parapet made to order. The usefulness of indoor walls is so obvious and accepted nowadays that you wonder how White Hall has managed without one.

Rockclimbing: Summary of Development Ideas for White Hall

- Prioritise the development of an on-site indoor climbing wall. If this requires new indoor space by extensions or alterations, make the space a multi-purpose rough area, for the climbing wall, camp return, slug gun shooting and target archery, morning exercises (aerobics), etc.
- Discuss the suitability of harnesses both for introductory climbing sessions and for follow-up courses.

- Prepare line diagrams of popular instructing crags. Reproduce and cover with weather-proof plastic film.
- Allocate the overall responsibility for rockclimbing to one member of staff. This responsibility would include:
 - i. Planning staff-training days.
 - ii. Providing some direction for the weekend follow-up climbing courses.
 - iii. Sometimes running the annual summer climbing course.
 - iv. Reviewing and recommending standards required for the Derbyshire County Council climbing leader registration scheme, and carrying out (or overseeing) the assessments.
 - v. Looking after the climbing store (including general adventure equipment) and providing the principal with an annual order list for equipment replacement.
 - vi. An advisory role, to assist the principal to respond to requests for advice about rockclimbing .
 - vii. Responsibility for climbing visual aids and the climbing noticeboard.



Introductory climbing session on the water tank, Rubicon School Camp, 1983.



One of several climbing walls at Bogong School Camp, March 1983.



First pitch of Lavers Route, Mount Sugarloaf, selected day, Rubicon School Camp, March 1983.



Bottom belaying on single-pitch climbs, Mount Sugarloaf, selected day, Rubicon School Camp, March 1983.

Skiing

The mountains of Victoria and New South Wales rise to 2229 metres and include thousands of square miles of elevated plateau grasslands, above the tree-line. These grasslands, called high plains, provide important summer grazing for cattle, though perhaps less now than in the past. In the winter these areas provide unique and attractive nordic skiing; a statistic often quoted is that the area of nordic skiing terrain in this part of Australia is greater than the whole area of Switzerland. There are also several well-developed downhill ski resorts.

Rubicon's sister camp, Bogong, is situated near one of Victoria's main centres for nordic and downhill skiing. Throughout the winter of 1983 Bogong ran schools' courses introducing pupils to nordic and downhill skiing. These courses were specialist skiing courses, skiing every day.

The forested and rolling mountains around Rubicon rise to about 1500 metres, not quite high enough for extensive high plains, or for reliable downhill skiing, but nevertheless high enough to provide reasonably reliable nordic skiing on developed loop trails. Rubicon ran six six-day courses during the winter, each of which provided the pupils with two days of nordic skiing and four days of other activities. In the winter of 1983, out of the 24 skiing days programmed, conditions varied from excellent to patchy, but skiing was always possible. Herein lies the biggest difference between Rubicon and White Hall as far as skiing is concerned. Skiing at White Hall is an opportunist activity; when it snows, which may be anytime between December and April, you drop everything and head for the snow. But you can seldom write 'Skiing' on the programme until the day before, or even the morning of, the event. Even so, White Hall is fully equipped to put 20 students out on downhill skis. The justification behind the initial outlay was:

- On the few occasions each winter when we do have good snow, it would be incredibly frustrating not to have any skiing equipment.

- These occasional days of skiing break up the winter for staff and benefit staff morale.
- Over an extended time-span, say 10–15 years, many students will be introduced to skiing, and the outlay per year, if calculated, would be comparable to what is spent on other activities.

Nordic Skiing and Downhill Skiing

Working at Rubicon provided me with an opportunity to assess the potential of nordic skiing as an activity for an outdoor centre. In both Australia and the UK, nordic enthusiasts are in the minority. However, in Australia, with some outstanding cross-country skiing and only mediocre downhill skiing, the debate wasn't as one sided as in Britain. Conversation among skiers in Australia often seemed to find its way onto this topic, and opinions often polarised around the two types of skiing. Which is most suitable for a particular outdoor education centre will depend on the centre's terrain.

It becomes interesting when we consider a place like White Hall, which, when snow covered, provides usable downhill slopes and possibly some cross-country routes. If limited finances preclude the purchase of both downhill and nordic equipment, which type should we buy? For the last thirty years, White Hall has had downhill skis. Having spent a winter teaching on nordics, I see this choice as open for discussion. The basic pros and cons are:

	Downhill	Nordic
Mobility – with skis off	Awkward to walk in downhill boots.	Easy, like wearing trainings shoes.
Mobility – with skis on	Very limited for beginners.	Heel lift provides immediate mobility. Can even walk uphill.
Weight – of boots	Heavy.	Light and comfortable.
Weight – of skis	Heavy, awkward to carry around.	Light.
Expense	Expensive, especially the bindings.	Comparatively cheap.
Safety	S i m i l a r	
Maintenance – of skis	Should be waxed.	Wax-less, but care needed to avoid damaging the fish scales.
Maintenance – of boots	Plastic, no maintenance.	Plastic, no maintenance.
Straight running downhill	Excellent.	Good.
Learning to turn	Excellent.	More difficult, but pupils can still learn step turns and snowploughs on their first day.
Touring	Only if you carry the skis.	Excellent in prepared tracks and on trails. Possible even off the trails.

Skiing: Summary of Development Ideas for White Hall

- Lesson notes for introductory skiing sessions would be particularly relevant, as we teach skiing infrequently and possibly with a lack of direction.
- For the same reason, staff training both in skiing personal skills and in the teaching of skiing would be valuable.

- Investigate the nordic skiing possibilities of:
 - i. The area within walking distance of White Hall.
 - ii. Areas slightly further away with access by road, eg Cat & Fiddle Inn to Errwood Reservoir.
 - iii. Kinder Scout (nordic skis being light to carry up).
- Consider the possibility of purchasing enough nordic skiing equipment for a group of ten.
- Allocate overall responsibility for skiing to one member of staff. This responsibility would include:
 - i. All the above developments.
 - ii. Planning staff training in skiing.
 - iii. Looking after the skiing equipment and providing the principal with an annual order list of replacement equipment.



Nordic skiing, Lake Mountain, schools' course, Rubicon School Camp, early July 1983.



Nordic skiing, Lake Mountain, schools' course, Rubicon School Camp, early July 1983.



Nordic skiing, on the way to an overnight camp on Lake Mountain. Schools' course, Rubicon School Camp, August 1983.



Nordic skiing, overnight camp on Lake Mountain. Schools' course, Rubicon School Camp, August 1983.

Canoeing and Rafting

Victoria and New South Wales have many splendid rivers running off both sides of the Great Dividing Range. Precipitation as winter snows and rainfall on these mountains is higher than Australia's drought-prone reputation might suggest. The rivers usually provide months of winter and spring canoeing. Huge reservoirs control the flow of some of the rivers for irrigation during the summer; consequently a few sites provide worthwhile canoeing even in mid-summer and during droughts. Rubicon's local canoeing river, the Goulburn, was controlled from the massive Lake Eildon, which has a 300-mile shoreline. Even in the drought of 1982–3 we enjoyed fine canoeing at the slalom site all summer.

Legal Access to Rivers

While Rubicon uses Canadian double-seat canoes and White Hall uses single-seat kayaks, over-attention to this difference would mask a more basic and far-reaching difference between the river canoeing of Victoria and England. That is, the different legal access circumstances.

Much of the river mileage in Victoria winds through crown-owned forested mountains. Elsewhere, such as on privately owned farms, the river banks in Victoria are often crown

land for some metres up to and across dry land. My subsequent enquiries of canoeists during the year failed to produce any further information on the legal access position. Problems seldom arose and few people bothered to look closely into the legal details. In the Victorian Amateur Canoe Association booklet *Canoeing Guide to Victoria*, the word 'access' appears frequently. The word's meaning differs from its most common usage in the UK canoeing context. The booklet's sections on access simply tell you how to get to the river; the question of permission and ownership never seems to arise. The booklet covers thirty-nine rivers. No legal access problems are mentioned.

In contrast, the situation in the UK, and in Derbyshire in particular, regarding the right to canoe rivers, is a complex mix of ancient laws and conflicting interests. The sport of fishing predates the sports of canoeing and kayaking by hundreds of years. The landowners and anglers have much of our river mileage tied up. They have little to gain from negotiations with kayakers. At many moving-water sites, with anglers wishing to fish just below rapids, fishing and kayaking just don't intermingle well. Political initiatives by politicians sympathetic towards canoeing and kayaking would face powerful opposition.

Canadian Double-seat Canoes and Single-seat Kayaks

Working with novices in Canadian double-seat canoes this year introduced me to a type of boat I hadn't used before. Rubicon's Canadian canoes were more stable than White Hall's kayaks. This stability enabled pupils to cope with bigger water than would have been the case in kayaks. For schools' outdoor pursuits courses, the teamwork required to paddle two-seat canoes is an attractive aspect of this type of canoeing.

Introductory Flat-water Sessions

Rubicon's flat-water half-days were made purposeful by the necessity to cover certain basic skills that would be essential for those pupils who went on to choose canoeing on the option day. The River Goulburn had tree hazards that meant that some skill was a prerequisite for any trips on it. Rubicon's lesson notes provided useful guidance; all staff knew what knowledge was to be imparted and what basic skills were to be taught on the flat water. Despite my reservations about some of the other lesson notes, expressed elsewhere in this study, the introductory canoeing notes seemed entirely appropriate.

It was nevertheless still interesting, towards the end of a flat-water session, to find yourself running short of ideas – just like in Derbyshire. Both centres' flat-water sites would be improved by providing such aids as slalom gates, permanent canoe polo goals and starting lines for races.

Moving-water Sessions on Schools' Courses

On the option days at Rubicon, canoeing was a popular choice, rivalled only by horse riding. The potential seriousness of the River Goulburn trip made competent instruction and leadership a necessity. The Rubicon staff were highly professional. Much of the teaching of canoeing throughout Victoria was similarly proficient, bearing the imprint of the Victorian Board of Canoe Education. This body had been set up originally to reduce a heavy accident toll among inexperienced canoeists on Victorian waters. It seemed to be doing an excellent job.

White Hall's kayaking session at Darley Abbey lack the seriousness of the River Goulburn and can have a greater fun element. In retrospect, however, some staff training – both in personal skills and in the teaching of kayaking – could have improved my own efforts at Darley Abbey.

Staff Training in Canoeing

Early in the year at Rubicon we had a few staff-training sessions (on review days) at the local slalom site. In a couple of days my canoeing skills improved markedly from their previous mediocrity. They are still nothing to shout about, but I now know what a bow

draw stroke is. The point is, why were my skills so neglected before, despite the presence of accomplished kayakers on our staff at White Hall? Why did I have to come to Australia to learn a bow draw?

Rafting

Three days of rafting in six-person rubber inflatables down the grade 3 waters of the Upper Mitta Mitta left me thinking that we're all going in the wrong direction, bothering with canoes and kayaks. Rafting down suitable rivers, given experienced leaders, is a fun adventure activity. It has a sizeable following among outdoor educators in Australia (and, apparently, in the US). Two six-person rafts fit comfortably in a car boot and can be inflated by one person, by hand, in fifteen minutes.

Canoeing: Summary of Development Ideas for White Hall

- Support initiatives to improve legal access to rivers and gain canoeists a better deal.
- Seek outside support for long-term plans to gain canoeing access to either Errwood Reservoir or Fernilee Reservoir.
- Agree on which knowledge and skills should be taught on still-water sessions preceding option days, and prepare lesson notes accordingly.
- When writing these lesson notes, collect and collate ideas for still-water kayaking activities, including skill practices and games.
- Investigate the possibility of erecting slalom gates, canoe polo goals and a starting line for races at the Dove Holes lake.
- Make canoeing a priority in any staff training that is introduced into the annual programme.
- Allocate the overall responsibility for canoeing to one member of staff. This responsibility would include:
 - i. Planning staff-training days.
 - ii. Planning and running the annual summer canoeing follow-up course.
 - iii. Providing some direction for the weekend follow-up canoeing courses.
 - iv. Preparing lesson notes as mentioned above.
 - v. Reviewing standards required for Derbyshire County Council canoeing leader registration, and carrying out (or overseeing) the assessments.
 - vi. Looking after the canoe store and undertaking or directing canoe maintenance.
 - vii. Providing the principal with an annual order list for replacement equipment.
 - viii. An advisory role, to assist the principal to respond to requests for advice about canoeing.
 - ix. Responsibility for canoeing visual aids and the canoeing noticeboard.
 - x. Investigating the possibility of introducing rafting as a general adventure activity.



A group heads for Camp Jungai lake for an introductory canoeing session, schools' course, Rubicon School Camp, March 1983.



Introductory flat-water canoeing session, Camp Jungai lake, school's course, Rubicon School Camp, October 1983.



Practising sweep strokes for turning, canoeing selected day, River Goulburn. Schools' course, Rubicon School Camp, March 1983.



River Bank at Heard's caravan site, River Goulburn, Victoria, Feb 1983. A state-owned strip of land along the bank, sometimes called the Queen's Chain, provides public access to the river. Canoeists have legal access to many of Victoria's rivers. In comparison, canoeists in England and Wales face varied and sometimes complex legal-access situations.

Ropes Courses, Assault Courses, Initiative Activities

After a couple of months in Australia, I had gained the impression that the UK or, more correctly, White Hall, was being left behind in this area. I had heard of teachers travelling interstate to a ropes course in-service course; the Bogong assault course and ropes course caused me to use a whole film in one afternoon; and Karl Rohnke's informative book, *Cowstails and Cobras*, was already well known. Then I heard a sceptic criticising the fashion of building ropes courses and doubting their value and place in outdoor education. From White Hall's point of view, it begs the question: if we haven't any written aims, how can we assess an activity's value? That aside, common sense tells us that activities which pose challenges, develop skills (such as balance), arouse spirit, and provide enjoyment and laughter must be of some value. Some pupils might put their value higher than that of activities like bushwalking and map-reading.

There are several reasons why we have been slow to develop these activities at White Hall. These are:

- We have a wealth of climbing, caving, sailing, canoeing and walking on our doorstep, but we have no large trees in the grounds of White Hall. (Conversely, in some parts of the world, these activities have been developed to a fine art in areas with plenty of big trees but little else.)
- We have had minimal development time.
- Money to build a better ropes course may not have been available.
- Some staff may not have been convinced of the need for these developments.

In recent years we have recognised the potential usefulness of having these facilities on site, not requiring transport. It would be possible to design a ropes course (or an assault course or initiative activities) that could be supervised by visiting teachers alone, with a minimum of explanation and preparation. Even when using centre staff, they are low staffing activities (1:10) with a high-interest attribute.

A few years ago we made the mistake of rushing into a ropes course. It eventually proved to be a heavy maintenance burden, but at least it demonstrated the usefulness of a ropes course for White Hall schools' courses. More recently the approach of using substantial materials has been adopted, and some money has been allocated. What we have still not grasped is the need for proper planning, with input from all staff and outside specialists, visits to other centres' ropes course, written plans and diagrams, and time for discussion and construction. When Bogong School Camp needed to rebuild its ropes course, they shut the centre for several weeks while all seven staff worked on the rebuild. (See also 'Long-term Planning and Development' in section 9, 'Administration'.)

We need to be clear in our minds about the differences between ropes courses, assault courses, and initiative activities. At Rubicon and Bogong in 1983, these terms were used as follows:

- **Ropes Courses.** The challenge to an individual on attempting a low ropes course is to complete the course without stepping down onto the ground, or, only stepping down in specified places. No time element is involved. Balance, strength and agility is required. High ropes courses are similar but require nerve too, and possibly self-belaying arrangements.
- **Assault Courses.** Assault courses comprise a collection of obstacles well within the ability of most pupils, but to be completed in the shortest possible time, usually as a competition between individuals.
- **Initiative Activities.** These are tasks posed to small groups of pupils. They can be the highlight of a course for some groups. Whether they guarantee development of group understanding or individual initiative and leadership is debatable, but people certainly get to know one another on these activities (see also Ref. 53).

Ropes Courses, Assault Courses, Initiative Activities: Summary of Developments Ideas for White Hall

- Make a policy decision on the continued development or otherwise of the present ropes course.
- Allocate overall responsibility for the planning of the ropes course, construction of it, maintenance of it, and safe use of it, to one member of staff.
- Allocate maintenance time.
- Acquire, treat, and stockpile large timbers. Enquire at the Forestry Commission.
- Consider the development of an assault course.
- Consider the continued development of the present initiative activities and especially the construction of a wall and a beam and some of the other ideas in Refs. 53 and 83.
- In future developments in these areas, follow the planning procedures outlined in 'Long-term Planning and Development' in section 9, 'Administration'.
- Be on the lookout for help in the construction of these facilities, such as labour or know-how or finance.
- Consider designing some or all of these facilities to allow safe supervision by inexperienced staff, with a minimum of explanation and preparation.



Tyre over pole, initiative activities, schools' course, Rubicon School Camp, June 1983.



Assault course, schools' course, Rubicon School Camp, June 1983.

Pioneering

On their long summer courses Bogong School Camp turned the clock back a few years and programmed half a day of pioneering. Plenty of strong spars in various sizes were available, and ample hemp ropes for the lashing. An all-weather site, inside the hollow dam, made pioneering a reasonably comfortable activity whatever the weather. The sessions involved two main elements: firstly, learning the lashings; and secondly, using this new skill to solve a task, as a group initiative activity.

I was a boy once (as Baden-Powell wrote in 1932) and, judging from the enjoyment I got from re-enacting some wartime engineering, I haven't grown up much. Glancing through *Scouting for Boys* makes you wonder if the British general who founded the Boy Scouts in 1908 was fifty years ahead of his time. Although they would phrase it differently and avoid the gender bias, many modern educationists would agree with his statement, 'I knew that every true-blooded boy is keen for adventure'. By 1932 he was able to write: '... you fellows have taken it up so readily that now there are not only hundreds of thousands of Boy Scouts, but millions about the world'.

Pioneers, he explained, are 'men who go ahead to open a way in the jungle or elsewhere for those coming after them'. Hence the obligatory final task in most Bogong pioneering sessions: to build a bridge to cross a real or imagined river. But to achieve that, he pointed out, 'a chap can't expect to become a thorough backwoodsman all at once without learning some of the difficult arts and practices that the backwoodsman uses'.

Learning the Lashings and Solving the Task

An hour or so was usually spent teaching a clove hitch, square lashing and shear lashing, the last of these being for a tripod top. Enough ropes and small spars were available for each individual, in a group of 24, to practise these skills.

After a demonstration of and some practice at constructing tripods, a bridge-building task was usually posed. At this stage in the pioneering session, the group of 24 usually split into two groups to compete with each other.



Learning how to tie a square lashing, pioneering session, Bogong School Camp, March 1983.



Learning how to tie a square lashing, pioneering session, Bogong School Camp, March 1983.



Crossing the river, pioneering session, Bogong School Camp, March 1983.

Pioneering: Summary of Development Ideas for White Hall

- When alternative activities are most needed, in bad weather in the winter, the appropriateness of pioneering outside would be doubtful as it is a fairly stationary activity that requires bare hands.
- However, the outlay on materials would be modest and the sessions could be very successful in comfortable weather.
- Like ropes courses, assault courses and initiative activities, pioneering offers an on-site activity that requires no transport and fewer staff than activities like rockclimbing and caving.

General Adventure (GA), Rock Hopping and Gorge Walking

The White Hall GA (general adventure) session has traditionally been held at a disused railway viaduct upstream of Miller's Dale. The session originally included an abseil, a giant Tarzan swing across the river, and the building of a makeshift rope bridge. More recently, because of access limitations on one side of the river, a caving-ladder climb has superseded the swing. There was no equivalent to the Miller's Dale viaduct in the Rubicon area, and so no close equivalent to this session had been developed at Rubicon. Bogong had the use of a hollow concrete dam, which provided several convenient abseil sites.

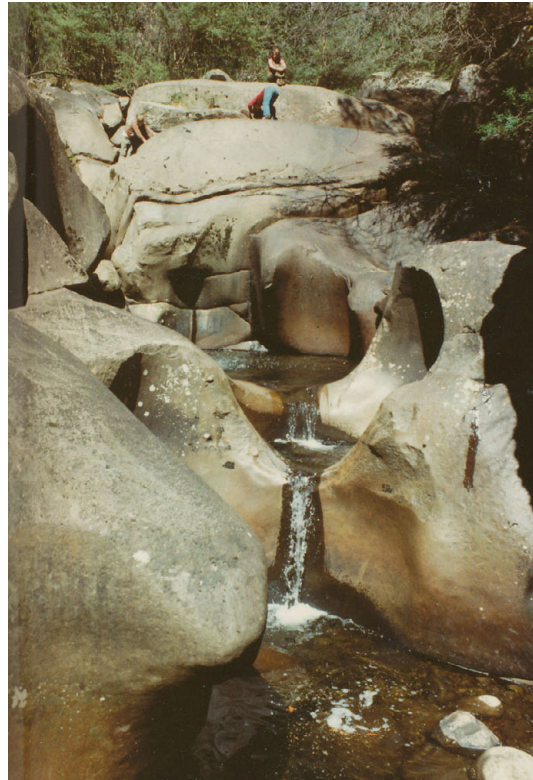
Both Rubicon and Bogong recognised the potential of their local rivers for rock hopping and gorge walking. These sorts of sessions were regular features of their programmes, either as ends in themselves, or as constituent parts of other sessions, such as overnight hikes or even cycling. The approach to these activities was comparable to White Hall's Goyting and Padley Gorge sessions.

General Adventure (GA), Rock Hopping and Gorge Walking: Summary of Development Ideas for White Hall

- Tackle the problem of the sand at the top of the Miller's Dale viaduct which is very abrasive on the ropes .
- Consider the possibility of reinstating the giant Tarzan swing at the Miller's Dale viaduct.
- Keep alert for possible alternative sites for general adventure (GA).
- Allocate responsibility for GA to one member of staff, most conveniently to whoever is also responsible for climbing. This responsibility would include:
 - i. The above developments.
 - ii. Looking after the GA equipment.
 - iii. Occasional reviews of the safety aspects of GA sessions.
 - iv. Upkeep of the couple of obstacles on the River Goyt.



Following the Rubicon River, schools' course, Rubicon School Camp, 1983.



Following the Rubicon River, schools' course, Rubicon School Camp, 1983.

Horse Riding

Horse riding was a core part of Rubicon's curriculum and a popular choice for the selected day. Rubicon was lucky to have a horse-riding centre situated just half a mile away down the valley.

Horse riding can be a fairly expensive activity for a centre to provide. The annual hire fees paid by Rubicon School Camp to the Rubicon Valley Horse Riding Centre might have been considerable. No additional fees were levied from pupils for this activity. A sizeable proportion of pupils would have picked horse riding as the best activity they did during their week at Rubicon.

Some of us at White Hall will remember the days of the pony-trekking option, which used the facilities of a local pony-trekking centre. The pupils who chose this option had to pay the fees themselves. Pony trekking was eventually dropped from our curriculum. One of the arguments for this dropping was that pupils could pay to go pony trekking at any time, but only had the chance to try the other activities we offer once in their school lives. This argument may not have been entirely valid, but other reasons may have contributed to the decision to end the pony-trekking option.

Horse Riding: Summary of Development Ideas for White Hall

- Get cost estimates for providing pony trekking.
- Review the policy on pony trekking accordingly.



Introductory horse riding session across some local paddocks, Rubicon School Camp, about 1983.



Horse riding, selected day, Rubicon School Camp, about 1983.

Cycling

Cycling has always struck me as a neglected facet of physical education and outdoor education, in the UK. Often, unless a school has a keen cyclist on its staff, prepared to work after school or at weekends, most pupils will never be introduced to cycle touring. Neither do many of our outdoor education centres include cycling on their programmes. Yet some of the Derbyshire countryside is brilliant cycling country. The sport provides exercise, appreciation of the environment, and friendship. The first bike that I rode 100 miles on in a day cost me, second-hand, twelve pounds.

There is one big snag. A friend who switched from cycling to fell running put it succinctly: 'In fell running, you don't get knocked down and killed, youth!' Long Hill and similar Derbyshire main roads are no place for novice cyclists, wobbling around precariously between the kerb and the double white line. The county's byways, however, are relatively free of traffic, and some are prohibited to heavy vehicles.

So, I was interested to see the approaches being developed at Rubicon to cycling safety and teaching methods, and the experience being accumulated of cycle types and cycle maintenance.

Road-cycling Safety

The Rubicon attitude towards road-cycling safety, and the practices developed to achieve it, reflected the influence of extensive state-wide campaigns in the recent past, aimed at reducing the road toll among cyclists. In towns and country all over Victoria, helmets and visibility clothing are becoming common, and pennants are seen occasionally.

Unlike motorcyclists, cyclists on roads are rarely a serious danger to themselves. The main danger to them comes from other road users. In most towns and on main highways, cyclists and motor vehicles are basically incompatible. The perfect solution is to separate them. The money required for this is unavailable in most countries, except sometimes for cycleways in new towns. The hundreds of miles of cycleways in Canberra show what can be achieved in a new town.

In the meantime, the most effective safety improvement open to cyclists is increased visibility. Three means of improving visibility are available:

- Visibility garments: the best combine fluorescent and reflective materials.
- Visibility attachments: for example, pennants, reflectors on pedals and spokes and rear mudguard, and reflective tape on the frame.
- Escort vehicles: for large groups on main roads.

The wearing of orange safety vests for all cycling trips was routine at Rubicon, even in the heat of the Australian summer. New cycles arrived from the supplier already equipped with spoke-mounted and pedal-mounted reflectors. An escort vehicle accompanied all cycling groups on main road. Usually this was the camp's Holden station waggon, carrying a large sign, WARNING, CYCLISTS AHEAD.

Another safety precaution was the routine wearing of lightweight plastic helmets for all cycling. The helmets were brightly coloured, thus further aiding visibility. This development is also occurring in some parts of the US and in some European countries, but the same change is not yet happening to the same extent in the UK.

Teaching Methods and the Organisation of Groups on the Road

At Rubicon, all the introductory cycling sessions started with checking and adjusting the bikes, followed by practising skills in the camp grounds. The skill exercises included riding in a straight line, signalling turns, riding with one hand, looking behind, gear changing, and slow races. Then one or two rules of the road were explained, such as riding in single file (or double), not overtaking, maintaining adequate spacing, and allowing traffic to overtake on narrow roads. As usual, guidance to staff was available in the Rubicon lesson notes.

On the selected day cycling, which included a portion of the busy Maroondah Highway, Rubicon upheld and reinforced the established right of cyclists to travel two-a-breast. On this highway, the escort vehicle travelling behind the group was essential. Also, the Rubicon staff member instructed the pupils to stay close together in a compact group. On the quieter roads, some individual aggression was allowed more leeway, especially on uphill and downhill sections.

Bikes and Maintenance

After some years of experimentation with 3-speed hub geared bikes, 12-speed road bikes and the new adult-size BMX bikes, the 5-speed derailleur geared bike appeared likely to be the mainstay of Rubicon's equipment for some time to come. About 25 bikes were kept in stock, half of these being adult size (27¼-inch wheels) and half being a slightly smaller size (26⅜-inch wheels). Some people preferred straight handlebars, and others drop handlebars. The bikes were sold and replaced about every four years.

Maintenance of these bikes was a problem. The factors included a lack of routine lubrication and adjustment, and inexpert repairs by many of the people who used the bikes, staff and pupils alike. While minor repairs such as punctures were often tackled en-route, more complicated repairs were the responsibility of the camp maintenance man, who spent much time working in the cycle shed. However, no planned programme of lubrication and adjustment had been started yet. It was possible that the four-year-old bikes had never had their wheel bearings and bottom-bracket bearings greased, or even oiled, since new.

Cycling: Summary of Development Ideas for White Hall

- Make a policy decision as to whether or not to investigate the possibility of introducing cycling.
- If affirmative, allocate the overall responsibility for the investigation to one member of staff.
- Require that staff member to produce:
 - i. Financial estimates, including the initial outlay and annual expenses of buying and maintaining bikes and the cost, alternatively, of hiring them.
 - ii. Suggestions on storage possibilities.
 - iii. An estimate of likely maintenance requirements.
 - iv. Suggestions on safe itineraries from White Hall, with and without an escort vehicles.
 - v. Suggestions on safe itineraries from cycle hire centres.
 - vi. Advice on teaching and managing groups of cyclists.



Cycle shed, Rubicon School Camp, September 1983.



(Left) Checking the bikes before setting off. Mary Tehan on left, Dean McLean at the back. Schools' course, Rubicon School Camp, March 1983.

(Right) Road-skills practise, doing a right turn, before a bike ride. Schools' course, Rubicon School Camp, 1983.



(Left) Pushing the bikes uphill on the way to the aqueduct. Schools' course, Rubicon School Camp, October 1983.



Turned out nice again. Skyline Road, cycling selected day, schools' course, mid-winter. Rubicon School Camp, 21 June 1983.



Near Eildon dam at the end of the cycling selected day. Laurie Morton by the escort vehicle. Rubicon School Camp, 21 June 1983.

Sailing

Neither Rubicon nor Bogong includes sailing in its curriculum, although Rubicon's proximity to Lake Eildon, which has a shoreline of 300 miles, means that the possibility of expansion into this area will always be available. Victoria does have magnificent sailing both off shore and in the sheltered Gippsland Lakes. Apparently several school camps in the Gippsland Lakes area teach sailing, but I didn't manage to fit in a visit.

Despite my not learning anything directly about the teaching of sailing, some of the general lessons learnt and described in other sections of this study – on aims, lesson notes, professional standards, staff training, the delegation of responsibility and the range of expertise of our staff – may have a bearing on this important part of White Hall's curriculum.

Sailing: Summary of Development Ideas for White Hall

- Consider whether written aims would help our approach to the sailing sessions.
- Allocate the overall responsibility for sailing to one member of staff, to include:
 - i. Liaison with Derbyshire County Council sailing headquarters.
 - ii. Formulation of aims, if required.
 - iii. Writing of lesson notes, if required.

- iv. Planning of staff training in sailing.
- v. Planning and running the annual week's sailing course.
- vi. An advisory role, to assist the principal to respond to any requests for advice on sailing.
- vii. Responsibility for any sailing visual aids in the centre.
- Continue to seek an adjustment in the regulations that stipulate that an RYA senior instructor must be present at our introductory sailing sessions.
- Continue to welcome the assistance of outside experts on our annual week-long sailing course.

Caving

Readers familiar with novice caving in Derbyshire will understand me if I mention that during my year in Australia I did not miss my weekly trips down Carlsward. However, the weather above ground was pretty good. There was seldom any need to escape from it.

What can I say about caving? ... Not my favourite sport, but there's no finer group activity, particularly when the weather is grey, damp and cold.

There is a place for a little staff training in caving. There's no harm in our reminding ourselves what is in those red emergency equipment bags that we carry around all the time.

Caving: Summary of Development Ideas for White Hall

- Allocate the overall responsibility for caving to one member of staff. This responsibility would include:
 - i. Liaising with cave landowners.
 - ii. Planning staff training days.
 - iii. Planning and running the annual follow-up caving course.
 - iv. Providing direction for the weekend follow-up caving courses.
 - v. Reviewing and recommending the standards required for Derbyshire County Council caving-leader registration, and carrying out (or overseeing) the assessments.
 - vi. Investigating any reported deterioration or changes in the condition of caves regularly used by White Hall.
 - vii. Looking after the caving store and providing the principal with an annual order list for replacement equipment.
 - viii. An advisory role, to assist the principal to respond to requests for advice about caving.
 - ix. Responsibility for caving visual aids and the caving noticeboard.

Air Rifle Target Shooting and Archery

As mentioned in section 3, 'The Year's Programme of Courses', the indoor space at Bogong School Camp, some of which was used for slug gun shooting and archery, had to be seen to be believed. As with the subject of ropes courses and assault courses, sceptics might ask what place have these activities in outdoor education. I venture to suggest that if we had similar facilities at White Hall, they would be heavily used, especially in the winter, and nobody would be complaining. They are not merely time-filling activities. In requiring some physical skill, they pose challenges that many adolescents respond to. They require responsible attitudes towards safety, like many of the more traditional outdoor adventure activities.

Air Rifle Target Shooting and Archery: Summary of Development Ideas for White Hall

- See the subsection 'Winter Courses at White Hall', in section 3, 'The Year's Programme of Courses'
- Make a policy decision as to whether indoor bad-weather alternative activities are in keeping with our aims.
- At the outset we would need to consult outside experts and draw up safe-practice routines.

- Investigate possible rooms for these activities in the present buildings.
- Provide for these activities in the planning of any new multi-purpose indoor areas.
- In the event of introducing these activities, allocate overall responsibility for them to one member of staff.



Slug gun shooting, schools' course, Bogong School Camp, March 1983.



Target archery, schools' course, Bogong School Camp, March 1983.

Environmental Studies

Environmental Studies at Rubicon School Camp

The wildlife of the forested areas in the mountains around Rubicon and Bogong is spectacular. You could hardly imagine an outdoor education centre in this part of Australia operating without offering environmental sessions in its schools' courses. Even as I write this, a wedge-tailed eagle has just taken some small prey from the rushes around the house dam. The bright coloured crimson rosellas (of the parrot family) are everywhere, making the whole place like a giant aviary. Up in the hills, the forests teem with a variety of small mammals. As well, of course, there are the insects and reptiles. Before Elaine and I had left England, my exchangee, Pete Dingle, had encouraged us to appreciate the timidity and beauty of Australia's much misunderstood snakes and spiders. At his house here in Australia, he thoughtfully left us a recent paper from the Australian Serum Laboratories, which began:

Australian venoms rank amongst the most potent in the world ... We have the potentially most venomous snake (the small-scaled snake), the most dangerous jelly-fish (the box jelly-fish or sea wasp) and the most poisonous octopus (blue ringed octopus). We also have the only spider in the world known to kill humans in less than 30 minutes (the Sydney funnel-web spider).

Rubicon has developed a two-day environmental session based at an old house up in the ranges. During these visits, the pupils trap, record and set free small mammals. They also examine artificial hollow-tree nesting sites and they spotlight possums at night. Various other activities are also possible. A full description of these Royston House sessions is contained in Ref. 60.

The trappings, artificial hollows, and spotlightings were often very productive, making these visits to the bush intensely interesting for staff and pupils alike. It was evident that there was some ignorance among urban Australian youngsters about their wildlife, so the educational value of these sessions was considerable.

As regards ideas for White Hall, some important aspects were:

- The thoroughness of the planning and preparation that went into developing these sessions successfully.
 - The bringing-in of outside experts to assist the camp staff with the development work.
- After several years of help from outside experts, the Rubicon staff now possess a high level of expertise in this area and they are almost ready to operate without any further aid.



Examining an artificial nesting site, Royston House environmental-studies overnight, schools' course, Rubicon School Camp, June 1983.



Examining an antechinus (marsupial mouse) at Royston House during the environmental-studies overnight session. Schools' course, Rubicon School Camp, June 1983.

Environmental Studies at Bogong School Camp

Like Rubicon, Bogong School Camp too had a well-developed environmental element in its schools' courses. On Bogong's 10-day summer courses, the environmental proportion amounted to three half-day sessions:

- Introductory lecture and a short walk to set the mammal traps.
- The next morning, an examination of the mammal traps.
- Learning stations.

Using its acres of indoor space, Bogong had developed a three-hour classroom circuit, during which the pupils visited 12 learning stations. Groups of 24 pupils were divided into 12 pairs, and each pair spent about 10 minutes at each station. The twelve stations were:

1. Mammals
2. Insects
3. Reptiles
4. Dangerous species
5. Geology
6. Birds
7. 3-D map of Bogong with aerial photograph and flat map
8. Fish
9. 3-D map of Kiewa hydro power scheme
10. Kiewa Valley history, since settlement (with headphones)
11. Land use in Kiewa Valley
12. History of Kiewa Valley

The learning stations were attractive and informative. They must have taken hundreds of hours to build. The Bogong staff had used every tool in the teachers' audio-visual armoury to make the stations come alive: stuffed mammals, stuffed birds, dioramas, coloured spot lighting, huge creepy crawlies, preserved snakes, microscopes, rock samples to touch, 3-D models, live fish, tape recordings, slide projectors, photographs and posters.



Brush-tailed possum, mammal-trapping part of environmental studies session, schools' course, Bogong School Camp, March 1983.



Station No. 6 – small forest birds. Stations part of environmental studies session, schools' course, Bogong School Camp, March 1983.

Environmental Studies at White Hall Centre

White Hall, set up in the early 1950s, was the pioneering residential outdoor adventure centre in the UK. People are apt, however, to forget that field studies had been going on in secondary education since pre-war days. The expansion of outdoor education centres, in the two decades that followed the setting-up of White Hall, saw the establishment of many field studies centres as well as outdoor adventure centres. Some of these centres aimed to provide both these facets of outdoor education.

There are competing arguments as to whether centres that are primarily outdoor adventure centres ought to always include an explicit environmental element in their schools' courses. Some people may feel that an environmental session should be an automatic component of every schools' course at places like White Hall. On the other hand, there's the argument that some environmental content is already included in the school curriculum but that few schools are equipped and staffed to provide the outdoor adventure that many young people thirst after.

These two polarised arguments miss an important point. The concept of a centre, like White Hall perhaps, concentrating solely on providing outdoor adventure is hardly fair to the staff who work in this sort of a centre. You'll not find anywhere such a group of committed conservationists as the climbers, canoeists, sailors and cavers who staff Britain's outdoor adventure centres. Even if the word 'environmental' does not appear on White Hall's standard schools' programmes, imparting environmental knowledge is part of every day's work. What better way of making historical, geographical, geological, biological, botanical, climatic and agricultural matters interesting is there than integrating them into a vigorous day's walk?

Having seen the success of the environmental sessions on Rubicon and Bogong schools' courses, I wonder what the possibilities are for something similar in Derbyshire. The nearest we've approached to including explicit environmental content in our courses in recent years were the Peak Plumbago half-days that we tried out. These centred around a visit to Magpie Mine, a lead mine with a fascinating history, but they met mixed success: limited interest or uninterest from some pupils and a correspondingly lukewarm enthusiasm from staff. Secondary pupils will not tolerate explicit environmental sessions that are inexperienced and half-hearted.

Environmental Studies: Summary of Development Ideas for White Hall

- Include a policy on environmental education in any written aims that are drawn up for White Hall schools' courses.
- If these aims allow for specific environmental sessions, seek input from outside specialists to develop a session that will interest pupils of varying abilities.

Looking Back: Environmental Studies, White Hall Centre, 1963

I had to look hard for a mention of environmental studies in the HMIs' report of 1963. The report's only allusion to this area of knowledge was brief and lacking in detail and, in part, tentative:

'There is also much to be said for including in the programme, particularly in the hillcraft exercises, more systematic practice than is now given in observation of the weather, the rocks and vegetation and so forth. A case might even be made for asking students to produce a simple, informal record of such matters on paper.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 10.



The trampoline, Rubicon School Camp, February 1983.

5. Other Courses

Rubicon's annual programme contained no courses equivalent to White Hall's follow-up weekends and summer-holiday courses in caving, rockclimbing, canoeing and hillwalking. Neither did it contain any close equivalents to White Hall's Youth Service weekends or family weekends. Neither were there any in-service courses except self-programming ones in the holidays. Rubicon's charter to 'respond to community demand' has so far meant providing 100 per cent schools' introductory courses.

Follow-up Courses (White Hall)

The existence of these courses means that all pupils who pass through White Hall's standard schools' courses have the chance to return and pursue one or two of the activities in greater depth. If interested, they must book individually on their own initiative. These courses provide an immediate response in answer to the question: where do I go from here? They also provide variety and a professional stimulus for staff. The annual sea kayaking trips off the Welsh coast, the Yorkshire caving weeks and the sailing courses demand professional competence from the staff involved.

Youth Service Weekends (White Hall) and the Legacy Course (Rubicon)

White Hall programmes about four Youth Service weekends each year. The atmosphere, behaviour, attitudes, commitment and expectations on these weekends vary. At best, the weekends can be friendly, vibrant and successful. At times, for various reasons, the expectations of staff and students on these short courses have differed so widely that the weekends have been anything but successful.

The only course to turn sour at Rubicon in 1983 was a self-programming Legacy course in the holidays. It suffered from the same confusion in expectations as has sometimes characterised White Hall's Youth Service weekends.

In-service Courses

In-service Courses at White Hall Centre

The in-service courses at White Hall, staffed by White Hall instructors and part of the normal annual programme, include:

- MLC training and assessment courses.
- Sailing courses.
- Sometimes an adult kayaking course.
- Teachers' weekend courses.
- Mountaineering first aid courses.

Like the schools' follow-up courses, these in-service courses add variety to the annual programme and they stimulate staff professionally. The two alpine courses that I have worked on, which were for Derbyshire teachers, White Hall voluntary instructors and members of the public, have been high points of my career.

The longer in-service courses are usually programmed to coincide with the school half-term holidays. Fees for teachers from within the county are very reasonable.

As mentioned elsewhere, I was surprised by the apparent disinclination of the Victorian Department of Education to take full advantage of the outdoor-education expertise at its own centres. To have the Rubicon and Bogong teachers working solely with youngsters all the year round is perhaps well intentioned, but it may not be the most efficient use of a scarce human resource. It is a shame that no opportunities exist for them to pass on their knowledge and skills to other teachers (unless they work on the education department in-service courses voluntarily in their holidays). They are all under-achieving.

In-service Courses in Victoria

One of the highlights of 1983 for me was a nordic skiing in-service course for a week in July. The course was based at Bogong School Camp but was run by professional development officers of the Victorian Department of Education. My previous comments about Rubicon School Camp and in-service courses are not intended to detract from the professionalism and efficiency of the branch that runs the in-service courses at present.

The course covered the organisation of a nordic ski camp, safety factors in alpine snow areas, nordic skiing teaching methods and personal skills. The standard of teaching on the course was exemplary. Also, a manual with all the teaching progressions was provided. In just one week, the teaching progressions and methods learnt on this course made me better prepared to run the introductory skiing sessions at White Hall (even on downhill skis) than had the previous years of blundering discovery learning.

In-service Courses: Summary of Development Ideas for White Hall

Mountain Leadership (MLC) Courses

Allocate overall responsibility for MLC courses to one member of staff. This responsibility would include:

- Directing some of the training and assessment courses.
- Keeping up to date all our MLC documents, such as theory papers, handouts, and trainers' notes.
- Vetting course applications and corresponding with course members before the course.
- Reviewing our MLC course programmes and collating input from staff and from course members.
- Exchanging to other centres of training and assessment to compare syllabuses and standards.

The same responsibility area would probably include:

- Reviewing standards required for the Derbyshire County Council hill-walking leader registration and carrying out or overseeing the assessments.
- Providing some direction for the hill-walking follow-up weekends.
- Sometimes running the annual summer holidays hill-walking course.
- An advisory role, to assist the principal to respond to requests for advice about walking leader qualifications.
- Responsibility for hill-walking visual aids.

Sailing and Canoeing In-service Courses

See the sailing and canoeing subsections in section 4, 'Schools' Courses'.



Early morning on the Bogong high plains after a cold night (minus 8°C). In-service nordic skiing course organised by a branch of the Department of Education of Victoria and based at Bogong School Camp, July 1983.



Early morning, setting off from the campsite. In-service nordic skiing course based at Bogong School Camp, July 1983.



In-service nordic skiing course based at Bogong School Camp, July 1983.

6. Review Days

Twenty of Rubicon's two hundred working days in 1983 were designated 'review days'. They occurred in 2-day, 3-day, 4-day and 5-day blocks. As can be seen from Ref. 41 and Ref. 42, these days were used for the following purposes:

- Maintenance (about 4½ days in total). For example, working on bicycles, climbing equipment, and skiing equipment; repairing waterproofs and tents; checking first aid supplies; tidying and processing the library books; and maintaining the orienteering courses.
- Development (about 4½ days in total). These sessions in 1983 included preparing lesson notes, planning the new ropes course, preparation and development at Royston House, and preparation at Lake Mountain. Before maintenance and development sessions, staff were required to submit their plans and time requirements to the director.
- Staff training (about 5 days in total). The staff training sessions in 1983 included first aid, canoeing, cycling and rockclimbing.
- Staff meetings (about 6 days in total). All review blocks included a generous amount of time for staff meetings, either in half days or full days. When we also take into account the time allocated in every course for pre-course and post-course staff meetings, we see that a great deal of time was available for discussion. The review-week programmes show that this discussion was carefully planned, purposeful and wide ranging. However, at least one member of staff thought that there was scope for adjusting the distribution of review time, reducing staff-meeting time and increasing development and staff-training time.

Rubicon's longer established sister camp, Bogong, also had 20 review days in 1983.



Rubicon staff on a visit to Xavier School Camp to gather information on ropes courses. A development day, February 1983.



Dean McLean and Leanne Guy on the Shark's Tooth Rapid, Mitta Mitta River. A staff training day, Rubicon School Camp, March 1983.



Left to right: Laurie, Kenny, Pete (and Nugget), Dean, Leanne, A.N. Other, John. Horse-riding staff training, Rubicon School Camp, February 1983.



Summit trig point, Blue Range bush walk, staff training day, Rubicon School Camp, February 1983.

The Need for Review Days at White Hall

White Hall's push for ever increasing student overnights has left little time in recent years for reflection and discussion, developments, new directions, staff training and maintenance. We have been working flat out for two hundred days a year, for year after year, squeezing essential maintenance, essential course planning and essential staff meetings into odd half hours here and there. There has been no time for staff training and almost none for developments.

A comparison of course-member overnights in 1983 gives us:

Rubicon School Camp: visitor overnights in 1983		
23 schools' courses for 174 days = 151 nights occupied. 40 students each night.	151 x 40 =	6040 student overnights
In-service courses, say 20 nights occupied. 30 persons each night.	20 x 30 =	600 person overnights
	Total =	6640 visitor overnights

White Hall Centre: visitor overnights in 1983	
Estimated total (Ref. 105) =	7782 visitor overnights (5482 of whom were school pupils)

The White Hall estimated 1983 total of 7782 overnights has grown from a 1970–71 total of 4941 overnights (p. 1, Ref. 105). Also the addition of self-programming courses to our programme in recent years has frequently required one staff member to be programmed off the normal courses. We are caught in a cycle of increasing usage and decreasing review time. Working at Rubicon has forced me to look critically at my approach to teaching canoeing, sailing and skiing. How can I improve my skills and teaching in these areas with the present workload at White Hall, family responsibilities, and a continued commitment to mountaineering? How can we even discuss the ideas floated in this study without significantly increased time for staff meetings? How can we embark on major developments without time?

Although not directly connected with the issue of review days, as another indication of the relative workloads at Rubicon and White Hall, while in Australia I took up running and found that I had time to train for between one and two hours on six or seven days a week. The present workload at White Hall makes this level of commitment almost impossible.

Review Days: Summary of Development Ideas for White Hall

- Look into the financial repercussions of establishing twenty review days a year, and reducing the overnights by 680. (Three 5-day courses and one 2-day slot and one 3-day slot.)
- If the twenty review days are brought in, proceed in the first year with two weeks of staff meetings to review the ideas that appear in this study. Also proceed with some staff training and some maintenance but probably limited developments in this first year.
- The ideal time for these two weeks would be winter.

7. Branch Conference and Wardens' Association Meetings

Three days out of the working year at Rubicon were reserved for a branch conference, intended to provide an opportunity for all the staff from the state's three school camps (Rubicon, Bogong and Somers) to meet and discuss issues of mutual interest or concern. In the event, the staff from Somers could not make it to the 1983 conference, yet the meeting was nevertheless a useful chance to improve inter-camp communications and to exchange ideas.

The only equivalent inter-centre communications mechanism that exists formally in the UK is the Association of Wardens of Mountain Centresⁱ, which was formed in the early 1960s. (In the early years of UK outdoor education, some outdoor-centre administrators laboured under the job-title 'warden'.) This association provides an important link between the UK's many outdoor centres, through their principals. More-casual links are created by chance socially and through membership of the National Association for Outdoor Education (NAOE).

However, the extent to which feedback occurs from wardens' association meetings to centre staffs, and in the other direction, leaves a lot to be desired (this is my impression). Neither are all teachers in outdoor centres members of the NAOE; many are not. They are fully occupied working long hours, gaining and maintaining instructing qualifications, and sustaining a commitment to their own sports. The situation begs the questions:

- Are the views of all centre teachers adequately represented in local and national discussion about outdoor education?
- Is there a need for an occasional conference of teacher representatives from all centres, to discuss areas of mutual interest – such as MLC standards, access to rivers, and working conditions – and especially areas not covered at NAOE conferences?

Summary

- Thirty years into the growth of outdoor adventure centres in the UK, is it time for a grand-slam conference open to all centre teaching staff?
- A date would need setting two or three years in advance to enable centres to fit their annual programmes around it.

i The name of this organisation is now (2014) the Association of Heads of Outdoor Education Centres.

8. Voluntary Instructors

Implementation of all the ideas in this study would see White Hall a far cry from the days of Joe Brown, when groups walked down Long Hill wearing caving boiler-suits, on their way to Axe Hole, and when bacon sarnies appeared at all hours. However, one tradition that needs preserving, and perhaps some rebuilding, is the practice of calling on the services of voluntary instructors (VIs) at weekends. In an activity like rockclimbing, the extra help can allow a teaching approach that would be impossible with only White Hall staff. Also, the frequent presence of voluntary instructors beneficially influences the atmosphere and character of the place. With a town of 20,000 people on its doorstep and larger towns only a few miles away, there is every reason to think that White Hall will continue to receive help from volunteers.

In contrast, with no such centres of population close by, Rubicon seldom enjoys the help and company of voluntary staff. Under the Voluntary Workers' Act, voluntary adult experts can assist on sessions at Rubicon and are covered by Workers' Compensation, but they can only assist in the continuous close presence of Rubicon's own teachers. An expert climber could assist at a single-pitch outcrop, but could not take pupils up a multi-pitch climb unaccompanied by a Rubicon teacher.

Voluntary Instructors: Summary of Development Ideas for White Hall

- Continue this tradition.
- Assess and register all VIs under Derbyshire County Council's local outdoor pursuits leader registration scheme, otherwise double standards can arise.
- Advertise to increase the register of VIs; avoid over-using individuals.

Looking Back: Voluntary Instructors at White Hall in 1963

'A notable feature of the centre's life is the way a great number of volunteer instructors, over 150 of them, help with the weekend training, for no reward other than their travelling expenses and board – and the satisfaction which the job affords them. About fifty of them have learned their skills at White Hall; about one fifth are women. Their standards of skill and instruction are carefully controlled by the Principal and his permanent staff [of three], and are very high indeed. The mere existence of such an army of volunteers speaks volumes for the spirit of White Hall and the loyalty and enthusiasm which the Principal has inspired. It is a very real measure of the achievement of the centre in its first twelve and a half years.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 3.

9. Administration

Being but an occasional visitor to the main control rooms of each centre, on administration I can only remark on what a small cog in the machines has perceived. An exchange of administrators would be a more potent way of swapping managerial ideas than an exchange of teachers can ever be. Also, as mentioned in section 2, I was six months at Rubicon before a picture of how it worked began to form. My exchangee at White Hall also felt that this familiarising and learning took about six months. So, there's the problem: how can fairly complex administrations, which took six months to half understand, be described in a few pages? Also, the risk exists (as with the section on teachers' working conditions) that readers unfamiliar with one of the centres might dwell upon isolated differences out of context and gain an incomplete understanding of the wider picture.

Backroom Administrative Tasks

At Rubicon the essential administration is shared mainly between the director, the assistant director and the bursar. Similarly, at White Hall it is shared between the principal, the deputy principal and the secretary. The tasks include:

- Planning the annual programme and receiving bookings.
- Planning most course programmes.
- Planning review weeks (Rubicon).
- Office organisation.
- Stocktaking.
- Purchasing of furniture, AV equipment, office equipment, recreational equipment, first-aid supplies and most outdoor pursuits equipment.
- Long-term planning and development.
- Producing information sheets and booklets.
- Producing lesson notes and session management notes (Rubicon).
- Managing finances – estimates and accounts.
- Dealing with miscellaneous correspondence.
- Advising people.
- Managing vehicle licensing and maintenance.
- Overseeing domestic operations – engaging staff, defining duties, facilitating working relationships.
- Initiating building maintenance and repairs.
- Instilling fire safety procedures.
- Presiding over outdoor activity safety standards.
- Sustaining relations with the local community, press, schools, youth organisations, parents, and County Hall (White Hall) or the Regional Office (Rubicon).
- Delegating responsibilities to teaching staff; communicating with teaching staff by staff meetings, etc; supporting the in-service professional development of teaching staff; and maintaining the professional standards of teaching staff.
- Arranging emergency staff to cover for absent staff.
- Arranging voluntary instructors (White Hall).

- Supervising student teachers on placement.
- Drawing up centre rules.
- Displaying information on centre noticeboards.

Front-person Roles During Courses

As well as carrying out or delegating these administrative tasks, the managers at both Rubicon and White Hall have substantial teaching loads and leadership responsibilities during each course. The leadership jobs include:

- Welcoming the courses on arrival afternoons, setting the main expectations and laying down two or three main rules.
- Welcoming the visiting teachers on arrival afternoons, discussing with them the course aims, and briefing them on the programme, domestic operations and their responsibilities.
- Liaising with centre staff and visiting teachers if any serious individual behaviour, medical or homesickness problems arise and assisting in resolving these problems if necessary.
- Liaising with centre staff and visiting teachers if any general drop in standards (breaking house rules, littering, noise levels in the dining room, manners, etc) occurs during the course, and taking appropriate action to maintain standards.
- Making the daily room inspections (White Hall).
- Addressing the course members with a course summary on departure afternoons.
- Holding a de-briefing with the visiting teachers before their departure (Rubicon).
- Providing visiting teachers with written information on follow-up courses.



John Margetts, the Rubicon School Camp director, employing some advanced computing power of the early 1980s. Rubicon School Camp, September 1983.

Other Administration

The office side of the catering at each centre is the responsibility of a housekeeper and two cooks. Each teacher too deals with some paperwork in connection with his or her responsibility areas. At Rubicon these delegated jobs might include writing lesson notes and session management notes and drawing up equipment estimates. At White Hall, all instructors plan follow-up and in-service courses, write reports, and prepare equipment estimates.

Differing Administrative Styles

The size of the total staff at Rubicon and White Hall is similar.

Despite the many similarities in the administrative tasks involved in running Rubicon and White Hall, there are marked differences in the styles of the two administrations. These differences reflect personality influences, philosophical influences, national influences and historical influences all rolled into one.

Rubicon's Administrative Style

Rubicon's approach to administration is highly structured and deliberate. Lines of communication, duties and responsibility areas, aims and objectives, and all procedures required for the efficient running of the centre and as safe as possible teaching of the activities are clearly set out in writing. All sessions routinely on the pro-

gramme have specific lesson notes and session management notes. These notes sometimes provide room for teachers to use some discretion and room for minor variations, but major departure from the norm is not encouraged without the approval of the director. Within the notes, and also in other documents, safety procedures and safety regulations are listed in detail.

Aids to administration include a telephone switchboard (as at White Hall), an intercom system, and two-way radios for communications between the camp office, camp vehicles and groups on activities. Office machines include a photocopier, an electric typewriter linked to a computer (providing a word processing capability) and a booklet binder. Having all these office aids, Rubicon produces more paper than does White Hall. I am grateful to the principals of both centres for permission to reproduce many of their centre documents in the file that accompanies this study. As regards ideas for White Hall, some Rubicon documents struck me immediately as worthy of consideration. Others I have been pondering over for a year without reaching any conclusion. The session management notes and lesson notes, fundamental to the operation of Rubicon, come into this category. Finally, there are some documents that would definitely not be appropriate for White Hall.

It is probably fair to say that the administrators at Rubicon were appointed primarily for their proven managerial abilities, with their backgrounds in outdoor education being important secondary considerations. What is certain is that they attached much importance to organising every aspect of centre operations efficiently. Rubicon was organised almost to the point of being over-organised. There were rosters for rosters. Part of the reason for this was a feeling among management that, at the present stage of development and acceptance of outdoor education in Victoria, an excess of paper was preferable to an insufficiency of planning and control.

Also an important difference between managing an outdoor centre in Victoria and one in the UK was that the roles of school-camp director and assistant director were more unique, lonely roles in Victoria than in the UK. By 1983, England and Wales had an estimated 400

Rubicon	White Hall
Director	Principal
Assistant director	Deputy principal
Teacher 1	Instructor 1
" 2	" 2
" 3	" 3
" 4	" 4
" 5	" 5
Bursar	Secretary
Housekeeper	Housekeeper
Cook	Cook 1
–	" 2
Maintenance person	Caretaker
–	Storekeeper
Cleaner	Cleaner 1
–	" 2

local-education-authority day and residential outdoor centresⁱ. In Victoria, with only three school camps of the Rubicon type (state funded), there were only three camp directors and three assistant directors. There was correspondingly less scope for exchange of information between administrators and fewer precedents to guide them than in the UK.

White Hall's Administrative Style

Compared to Rubicon's approach to administration, White Hall operates with a minimum of paper. The instructors have much freedom and discretion to operate with their groups as they think fit, within the limits of transport, equipment, staffing and the daily timetabled routines. They vary their approach according to the ages and abilities of the particular pupils, the weather and time of year, and their personal philosophies of outdoor education. They are expected to operate within the limits of their experience and the well-established safety norms. White Hall has an excellent safety record and an established staff. The written safety guidelines and regulations are probably less prominent and more taken for granted than are their equivalents at Rubicon. These White Hall documents are, nevertheless, available for reference in the staffroom and the White Hall office.

Miscellaneous Administrative Matters

Further aspects of administration at Rubicon can be derived and surmised from reading the Rubicon documents that accompany this study. The notes below cover miscellaneous matters that strike me as worth a mention.

Teaching Load of Administrators

A Rubicon teacher's total hours of work in 1983 was 1600 hours (see section 14, 'Teachers' Working Conditions'). Much of this, but not all, involved what could be described as face-to-face contact with course members.

At both Rubicon and White Hall the administrators have a teaching load. At Rubicon this load is defined (Ref. 2, p. 19) to be: director, one third; assistant director, one half. So, for example, using the 1983 figure of a 100% workload being 1600 hours, the assistant director's teaching load in 1983 will have been about 800 hours.

Likewise, the practical involvement of the administrators at White Hall improves the staff-pupil ratios and enhances the character of many sessions. Without their involvement the nature of the schools' courses would change for the worse.

The Absence of a Chief Instructor/Senior Teacher Role

Neither centre had a chief instructor. I believe that outdoor centres of the size of White Hall and Rubicon would benefit considerably from the appointment of a chief instructor or senior teacher, who would retain a full teaching load but would be brought into, or consulted on, major planning initiatives at an early stage. He or she would also inform the principal/director of any minor grievances that develop in connection with working conditions.

This consultation and communication does happen already to some extent, casually at White Hall and more formally at Rubicon. My contention is that by appointing an experienced person to the role that I've proposed, problems could be foreseen and aired early on, the line of communication would be clear, and the teaching staff's point or points of view would have more clout – if valid – than might otherwise be the case. Also, the creation of such a position would be a small step towards solving some of the problems outlined in section 15, 'Career Prospects'. An instructor/teacher, on becoming the chief instructor/senior teacher, would face new challenges and could gain and exercise some basic managerial skills.

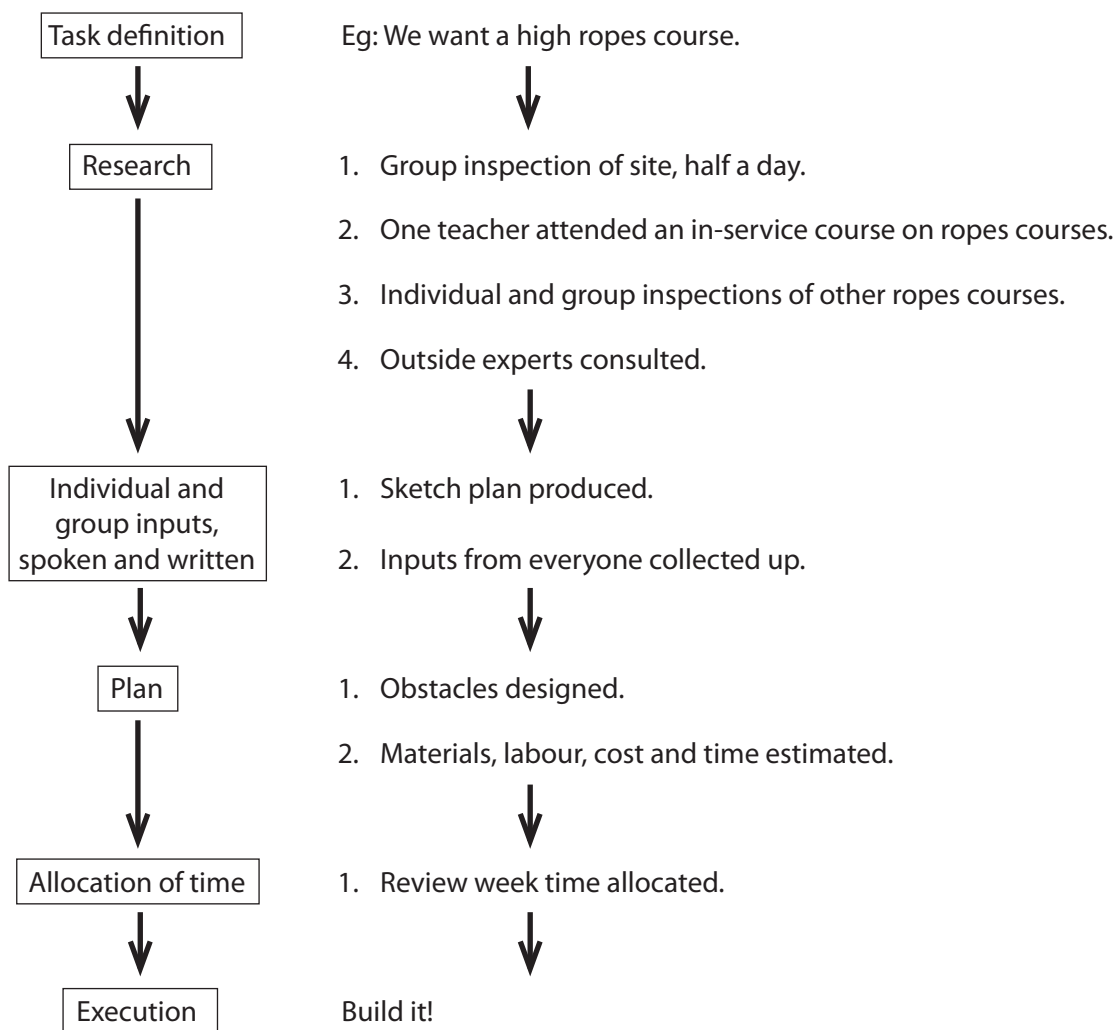
i HM Inspectorate [England], *Learning Out of Doors: An HMI Survey of Outdoor Education and Short Stay Residential Experience* (London: Department of Education and Science, 1983), p. 3.

Planning Course Timetables

It is the policy at Rubicon to prepare and display on the staff office noticeboard a draft timetable for each course about one month in advance. Staffing is usually finalised about one week in advance. (Ref. 2, p. 18.)

Long-term Planning and Development

This is organised at Rubicon both by triennial plans and annual development-project lists. (Ref. 46 and Ref. 45.) All teaching staff are required to submit written ideas and suggestions for inclusion in the triennial plans. The process of planning and implementing is often something like this:



Planning the high ropes course is only one of several planning examples that I could have used, but it is a particularly relevant one for a comparison between Rubicon and White Hall. It hardly needs me to point out the difference between this approach and the way in which the White Hall ropes course has struggled fitfully into life over the last few years.

Information Sheets and Booklets

Much of the information material at Rubicon has been combined into four booklets:

- Rubicon School Camp (Ref. 1)
 - i. Information for principals and visiting teachers.
 - ii. Information for parents.
 - iii. Application and consent forms.
 - iv. Medical forms.
 - v. Visiting teacher and student details forms.

- Staff Information (Ref. 2)
- Lesson Notes (Ref. 9)
- Session Management (Ref. 8)

Rubicon purchased a booklet binding machine in 1983. This machine has made it possible to produce the booklets neatly and efficiently.

Lesson Notes and Session Management Notes

I had my doubts about these documents when I arrived at Rubicon. I felt that they could take the initiative away from the teacher and might be too rigid and detailed to allow or encourage experimentation and change. Also, they seemed to replace experience with unbending written procedures, as if writing things down would minimise risk more effectively than relying on the skills and judgment of individual teachers. After a year's work at Rubicon I remain undecided about the merits of this approach.

There are aspects of the lesson notes and session management notes that may not be obvious to UK readers. Even after nine months at Rubicon, I hadn't grasped a complete understanding of all the functions of these documents. Aspects put forward in support of the need for them included:

- They guided all Rubicon staff on the organisation and teaching points for all sessions routinely on the programme. On occasions I found these notes to be very helpful, especially in areas outside my special interests.
- This guidance was particularly useful for new staff, emergency teachers, student teachers and visiting staff.
- The lesson notes helped to ensure that certain skills were taught on all introductory sessions, a uniformity that was essential preparation for some selected days, such river canoeing.
- The session management notes helped ensure the correct preparation of equipment and the correct storage and care of it after the activities.
- The managers perceived the lesson notes and session management notes to be pioneering and demonstrating safety standards and teaching approaches for the state as a whole.
- A set of the lesson notes, illustrated with coloured photographs, provided an attractive and impressive source of information for all visitors to the centre.
- The managers saw value, as an end in itself, in giving all staff the opportunity to contribute to the production of these notes.
- There was a feeling that the cause of outdoor education in the state could be promoted if outdoor educators were prepared to document things. The managers intended the lesson notes and session management notes to assist Rubicon's public relations role. The booklets, it was thought, would help promote the validity of outdoor education, especially perhaps in the eyes of the education department administrators who pulled the purse strings. Also, there was a statewide attitude in some schools that school camps were like holiday camps, and consequently there was a need to create a respectable image of school camps as serious educational institutions.

Courses in Educational Administration

Courses in educational administration seem to becoming increasingly popular and available (this was my impression) on an in-service basis to administrative staff in schools in Victoria. The Rubicon director and assistant director both took long courses in 1983-4, and the bursar took a 3-day course in the use of a word processor.

Visiting Teacher Reports

An invitation is extended to the four visiting teachers at Rubicon each course to write a report. Several hours are set aside on the last night of each course for them to meet and produce these reports (Ref. 23 and Ref. 24). This feedback helps to improve the centre and

the courses. Also, having a collection of the reports on file constitutes a convincing body of evidence for the existence of the centre. The reports often contain complementary remarks about the educational value of the courses.

Maintenance of Professional Standards

There is a continuous three-pronged endeavour at Rubicon to establish, maintain and improve professional standards. Firstly, there is the staff training and the opportunities for discussion in review weeks. Secondly, all staff are encouraged or obliged to attend in-service courses and to gradually improve their professional qualifications. Thirdly, there are the lesson notes and session management notes, discussed earlier.

In contrast, at White Hall for a long time we have probably assumed that we have maintained professional standards. To an extent, our situation has justified this assumption. An important element in the maintaining of professional skills and knowledge is the continued enthusiasm for the outdoors of individual instructors. In my opinion, the commitment of the five White Hall instructors to their particular outdoor interests is as strong as ever.

Part of the difference in approach can be explained historically. Rubicon is a young centre and outdoor education in Victoria is a relatively recent development, compared to in the UK. However, working at Rubicon made me look critically at my teaching in areas other than my special interests. This self-scrutiny revealed limitations in my teaching of kayaking and skiing. My experience in kayaking in particular has largely been one year's experience repeated fifteen times. Part of the reason for this is that Derbyshire's river kayaking is – how can I put this? – negatively remarkable. I need to improve my own kayaking and skiing skills and also my teaching of these activities.

An important difference between Rubicon and White Hall is in the range of expertise of the staffs. Teachers at most outdoor activity centres soon acquire enough basic skills in all the activities to teach on the whole range of introductory sessions; indeed, in the eyes of the pupils they are experts at everything. Many of these teachers do become skilled at sports other than their original specialities. However, as a generalisation, most of them are appointed in the first place partly because of their experience in, ability at, and commitment to one particular activity. For example, mountaineering, in all its forms. Or canoeing, in all its forms. I will call this their 'primary skill'.

My impression was that the Rubicon staff's primary skills covered the range of centre activities fairly uniformly, there being no noticeable slant towards any particular pursuit. In contrast, few would dispute the fact that the present White Hall staff's primary skills lean towards mountaineering and caving. The expertise and experience in canoeing and sailing is high in one or two individuals, but these sports are not the first choice for the rest of us. None of us have been appointed as environmental specialists.

This primary skill concept is a loose one, with obvious flaws, and it risks individuals exclaiming, 'What about me? I'm MIC, BCU Sen. Inst., RYA Sen. Inst., etc.' However, the concept still seems to me to be valid, and it helps to provide an overall view of staff expertise.

Following one subjective impression with another, my feeling was that the professionalism of the teaching on the schools' courses was slightly more all-round at Rubicon than at White Hall. I learnt a lot about running the introductory sessions for canoeing and skiing and cycling. On the other hand, White Hall's routine teaching of rockclimbing and caving reflects the staff's strengths, and I was able to suggest improvements to Rubicon's teaching of climbing.

Looking Back: Expertise and Make-up of the White Hall Centre Staff in 1963

'There are at present three resident instructors apart from the Principal. All are skilled climbers, since it is rightly felt that skill in leadership in climbing is of vital importance and demands a long apprenticeship, but all regularly lead other activities as well and all have something special to contribute ... Two matters of staffing policy may be briefly mentioned here. One is that when future appointments are made it might be as well to consider the advisability of appointing a woman instructor to take care of the interests of girls in the field. The other is the rather delicate matter of salaries. The instructors are paid on the Burnham scale and as two are technically unqualified as teachers their salaries do not seem to be commensurate with their skill and responsibilities. This is a national problem arising out of the fact that centres such as this are still comparatively rare, though their number is increasing quite rapidly; it is to be hoped that a way of remedying the present unsatisfactory position will be found before long.'

The White Hall staff were Eric Langmuir (principal), Gordon Mansell, Arthur ('AB') Afford and Joseph (Joe) Brown.

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 3, 18.

Administration: Summary of Ideas for White Hall**Aims**

- Consider the necessity for and advantages of written aims.
- Could we ever reach agreement between ourselves?
- Would the result of consensus be so general and wide-ranging that having written aims would be little different from having no written aims?
- If desired, attempt to draw up written aims, welcoming input from outside.
- Define the aims of report writing.

Role Definition

- Consider redistributing the administrative workload shared between the principal and deputy principal and consider establishing a chief instructor (or senior teacher) role.
- Set out all roles and responsibility areas in writing, indication time allocations for those tasks and responsibilities that require significant time. Because of the many in-service courses and follow-up courses that we run, the responsibility areas of all seven of us when fully documented will be more extensive than those at Rubicon.
- Include a statement on the teaching load of administrators.
- Include a breakdown of a group instructor's responsibilities (Ref. 104).

Communication

Increase communication between all staff and encourage input from all staff by:

- Allocating regular and adequate time slots for staff meetings, preferably before course arrival.
- Introducing staff-meeting agenda sheets.

- Using staff-meeting time efficiently by sticking to the agenda and limiting the discussion time for some topics.

Maintenance

Allocate time for maintenance of kayaks and kayaking gear, caving gear, climbing equipment, ropes courses, and maps and orienteering courses.

Developments

Establish mechanisms to encourage new ideas and individual contributions towards new developments by:

- Scheduling staff meetings as listed above.
- Formulating annual and five-year plans, with inputs from all staff and when necessary from outsiders.
- Adopting an ordered procedure for planning and carrying out major developments.
- Allocating time for development work in the annual programme.

Professional Standards of Teaching Staff

- Discuss whether there is room for improvement and, if so, decide the priorities.
- Plan staff training accordingly.
- Do we lapse into 'enjoyment' too early on some sessions, like skiing, when we could have persevered with skills for a little longer?
- Discuss the pros and cons of Rubicon's session management notes and lesson notes.

Visiting Teacher Reports

Discuss the pros and cons of visiting teacher reports.

Course Programmes in Advance

Prepare and display draft programmes some weeks in advance.

Information Booklets

Consider whether the Rubicon type of booklet (Ref. 1 and Ref. 2) would offer any advantages over our present information sheets.

Educational Administration

Consider whether in-service courses in educational administration would have anything to offer to the White Hall administrators.

Office Machinery, Filing Systems, Office Space and Office Hours

- Consider whether the capabilities of our office would be improved by a word processor and booklet-binder, as used in the Rubicon office.
- Make all office machines and supplies available to teaching staff for paperwork necessary for their responsibility areas.
- Expand our office space to create separate spaces as follows:
 - i. Principal's office.
 - ii. Main administrative office (secretary and housekeeper).
 - iii. Staff office with six desks and filing cabinets for the deputy principal and other members of the teaching staff.
- Establish office hours for all routine managerial business, dealing only with urgent matters outside those hours.

10. Transport

It doesn't seem all that long ago when my school friends and I considered ourselves lucky to have a trek cart that we loaded with Black's Niger patrol tents and seamen's canvas kitbags and pushed to camp a few miles out of suburban Merseyside. About six years earlier, in 1952, on one occasion a group of Derbyshire secondary-school pupils 'had no money for transport' and, on the first day of their course, walked from their homes the twenty miles to White Hall.ⁱ

Those were the days. I still remember the smell of the latrines. We have gone soft on transport now. Both centres are well equipped with vehicles, as follows:

Rubicon transport		
Vehicle	Engine	Seating capacity
Bus – Toyota Coaster	Diesel	19 + driver
4WD – Toyota Landcruiser	Diesel	10 + driver
Station wagon – Holden	Petrol V8	5 + driver



(Left) Rubicon School Camp's new bus at the Arapiles camp-site, before we hit the kangaroo. March 1983.

(Right) Course transport at Royston House, environmental studies overnight. Rubicon's Toyota Landcruiser on the right. The other vehicle may have been a staff member's or hired. Schools' course, June 1983.



i This story of the twenty-mile walk was an anecdotal part of White Hall's history. A teacher, Ken Oldham, accompanied the group and described the trek in his private papers, quoted in Lynn Cook, 'Outdoor Education: Its Origins and Institutionalisation in Schools with Particular Reference to the West Riding of Yorkshire Since 1945' (PhD thesis, University of Leeds, 2000), p. 133.



Rubicon's Holden in use as an escort vehicle, cycling selected day, schools' course, June 1983.

The Rubicon bus was leased from a local transport firm. Advertisements were put out for supply by tender for twelve months. The lease cost \$500 a month (not in the school holidays), which covered all maintenance, insurance and overheads except fuel. This was a low rate because the owner used the bus during Rubicon holidays, and occasionally on other days when the camp didn't need it.

The task of cleaning a vehicle after a dusty or muddy activity is a universal ingredient of life in an outdoor centre. It was interesting to travel halfway around the world only to come up against a familiar mystery: 'Where have all the brushes, dustpans, sponges and buckets gone?'

White Hall transport		
Vehicle	Engine	Seating capacity
Minibus – Ford Transit, MRA	Petrol	16 + driver
Minibus – Ford Transit, JNN	Petrol	13 + driver
Minibus – Ford Transit, THL	Petrol	14 + driver

White Hall's minibuses perfectly suit its group system, in which the groups are most often of ten pupils and one visiting teacher. The four groups share the three minibuses, but each group is usually transported separately.

Transport: Summary of Development Ideas for White Hall

- Take advantage of any opportunities that arise to develop activities that could reduce the centre's dependency on transport. One obvious area for enquiry is the possibility of kayaking on either Errwood Reservoir or Fernilee Reservoir.
- Store vehicle cleaning equipment in clearly labelled places.

Looking Back: Vehicles at White Hall Centre in 1963

'It is essential that the centre should have its own transport for taking students to the scenes of their activities. This is provided by two standard trucks with four-wheel drive. So arduous are the conditions under which they operate that their useful life is relatively short. It might be sound policy to replace one, in due course, with a larger vehicle.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]ly Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), p. 5.

Looking Back: Bicycles as Affordable Transport, White Hall Centre, 1963

There were only 8,000 cars in the whole of Britain at the start of the 20th century. By the end of the century the car population had soared to 21 million. In 1963, about 64 per cent of households in the UK still had no regular access to a car. The inspectors who visited White Hall Centre in 1963 were aware of this. They were concerned about the possibility of a lack of transport preventing young people from taking up outdoor pursuits:

‘For most pupils, [the one White Hall course] may be their only chance of receiving training and it is therefore desirable that they should be given as much as possible, particularly in camp craft, which is the activity they are most likely to continue on their own. More might perhaps be made in other ways of giving guidance to these young students in ways of following up these activities with their own resources. For instance it is reasonable for the centre to use motor transport to save time, but it would be a pity if the students were given the impression that this is essential and it might be worth while giving instructions or at least advice in the use of the bicycle as well as the canoe and the rucksack as an adjunct to mobile camping, which in its turn enables the young to carry on their chosen activities in areas otherwise inaccessible to them.’

‘The centre has transport, but most individual students have not and they will have to rely on mobile camping to reach and live at the places where they wish to pursue their activities.’

Lindsay, Craig, ‘A Century of Labour Market Change: 1900 to 2000’, *Labour Market Trends*, (Mar 2003), pp. 133–144 (p. 141).

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), pp. 6–7, 10.

11. Finances

I am not an accountant. The intention of this section is to provide a little background information only.

Running Costs of Rubicon School Camp

Until regionalisation in late 1983, Rubicon was financed by an advance (an annual budget) from the state treasury in Melbourne. This money was offset by a third to a half reimbursement from student fees. In 1983 Rubicon cost about \$240,000 (£145,000) to run, the funds coming from two sources, as follows:

Source of funds for Rubicon	Amount in AU\$
State Treasury	
Budget allocation for overheads (food, power, ancillary staff wages ... everything except tuition)	90,000
Teaching salaries and superannuation	120,000
Student fees for tuition, eg for hire of horses, hire of vehicles	30,000
Total	\$ 240,000 = £145,000 (AU\$1 = £0.60)

- The total income from student fees was actually about \$60,000, but half of this went straight to the state treasury as consolidated revenue.
- The cost to the community was thus \$210,000 less the \$30,000 levy on student fees, ie \$180,000 (£108,000).
- Student fees were about \$7 to \$10 per day (£4 to £6 per day).

Group on a half-day cycling session, special-school course, Rubicon School Camp, February 1983.



Running Costs of White Hall Centre

In 1983 White Hall cost about £217,000 to run, the funds coming from two sources, as follows:

Source of funds for White Hall	Amount in £
County rates and the Treasury	
Budget, excluding salaries	51,000
Salaries – teaching staff	87,000
Salaries – clerical staff	12,000
Salaries – domestic staff	29,000
Student fees	38,000
Total	£ 217,000

- The cost to the community (ie nett expenditure) was £179,000.
- Student fees were about £2.70 per day (for Derbyshire school children).

Finances: Summary of Development Ideas for White Hall

- Investigate energy conservation possibilities: insulation, double glazing, heat control, etc. White Hall is probably one of the highest inhabited educational buildings in the UK.
- Estimate the cost of transport (vehicles and fuel) in years to come. Make contingency plans accordingly. For example, ways to reduce our dependence on vehicles.



The laundry, Rubicon School Camp, August 1983.

12. Catering

Rubicon and White Hall both cater for the same number of visitors a night, typically 40 school pupils and four visiting teachers. In 1983 Rubicon's usage amounted to 6640 visitor overnights, White Hall's to 7782 visitor overnights (as listed in section 6). Rubicon has a housekeeper and one cook. White Hall has a housekeeper and two cooks. The meals provided each day and the involvement of the catering staff in 1983 were as follows:

	Rubicon	White Hall
Breakfasts	DIY continental breakfast. Organised by visiting teachers. No cook involved.	Cooked breakfast prepared by cook. Plus cereals, toast. Overseen by duty instructor.
Lunches in	Light set meals. Cook and housekeeper.	Sandwich lunches, prepared by the cooks.
Lunches out	Variety of fillings prepared by cook or housekeeper. Usually individual students make their own sandwiches of their choice.	Packed lunches, prepared and packed by the cooks.
Evening meals	Main meal prepared by cook with the assistance of housekeeper.	Main meal prepared by both cooks. Overseen by duty instructor.

Use of Duty Groups at Mealtimes

Both centres use duty groups to assist at mealtimes. At Rubicon the duty group – the slushies – eats half an hour before the main assault. The washing-up then takes place simultaneously with the serving of the meal. At White Hall all the course members eat together and the duty group starts work after the meal has finished. Provided that the dining room is big enough for the whole course to eat together, the latter procedure seems to me the simplest. It also accommodates a slightly late return from activities when desired or unavoidable, without disrupting the duty group system.

Daily Meals

Breakfasts

The Rubicon breakfasts of a choice of cereal and toast, high in carbohydrate and without a fried course, seemed in line with current trends and preferences. These breakfasts were adequate for the nordic-skiing days.

Lunches In

The light set meals at Rubicon were a pleasant change from sandwiches. They also avoided any need for the cook to spend time each morning making sandwiches. Helpings were moderate and salads were frequent, so as not to immobilize people for the afternoons' strenuous activities. However, White Hall's sandwiches system allows group instructors plenty of flexibility on the timing of half-day sessions, which is used to great advantage.

Lunches Out

When packed lunches for whole-day activities were required at Rubicon, individual pupils usually made their own either on the previous evening or after room inspection. The Rubicon cook always prepared a wide selection of fillings for this sandwich making (cheese, meats, chopped lettuce, sliced tomatoes, peanut butter, Vegemite, honey, etc). There was something to suit everyone's taste. So the Rubicon cook was mostly spared the actual job of sandwich making, a major daily task for the White Hall cooks. Occasionally, such as for overnight hikes, the cook, housekeeper and cleaner teamed up to make all the packed lunches, to predetermined individual choices, in named paper bags.

Evening Meals

I was well fed at Rubicon, as also I have always been at White Hall. Salads and fresh vegetables were more in evidence than at White Hall. As well as the main course, brown bread, spreads (peanut butter, Vegemite and honey) and fruit were always available. This guaranteed that there was enough to eat, even for the hungriest.

As regards the menus, I noticed that something which had seemed unusual or even a product of inspiration soon became the same old dinner. Visitors for one course at residential centres do not notice this, but permanent staff soon recognise a rotation.

Camp Food (for One-night Expeditions)

The food for overnight hikes at Rubicon was not quite as organised as at White Hall (which has what could be described as a tent-number-poly-jar system), but otherwise was similar. Like their White Hall counterparts, the permanent teachers at Rubicon had developed a dislike of high-tech foods and were apt to call in the kitchen before the hikes, for pocket-fuls of onions, potatoes and other veggies.

On occasions we had frozen homemade stew, packed individually in polythene bags. This was an excellent food solution for an outdoor-activity-centre overnight hike: tasty, nutritious, simple to warm up, and probably cheaper than high-tech alternatives. On a single overnight, weight is not usually so crucial that freeze-dried food is essential.

Catering: Summary of Ideas for White Hall

- A good breakfast is the most important meal of the day. Rubicon's breakfasts, in lacking a cooked part, differed from White Hall's. Both are probably sufficiently nutritious.
- Lunches in. Consider the possibility of providing light set meals occasionally, for a change.
- Sandwich making. Experiment with the Rubicon system (ie, pupils make their own, individually).
- Evening meals.
 - i. Develop more variety (ie, a bigger menu rotation).
 - ii. Consider providing salads more frequently.
 - iii. Have two vegetables in menus that presently contain only one.
 - iv. Avoid serving dried or frozen vegetables when fresh are in season and economical.
 - v. Consider providing bread, spreads and fruit on the tables as extras at some evening meals, if affordable.
- Camp food. Experiment with frozen homemade stews, and if successful compare the cost with present alternatives.
- If visiting teacher reports are introduced (see section 9), include a question on catering.



Course members on washing-up duty, Bogong School Camp, March 1983. Both at Rubicon and at Bogong, washing-up was one of a course member's daily duties, in the same way as it is at White Hall.



Huge sinks for camp clean-ups, Rubicon School Camp, August 1983.

Looking Back: Situations Vacant, 1950. The most important job in the centre.

DERBYSHIRE Education Committee: White Hall, Buxton. Married couple reqd. for cooking and housework in the Derbyshire Education Committee's new Centre for Open Country Pursuits three miles outside Buxton. Some help with rough work. Residential post very suitable for people fond of moorland country and young people. Comfortable accom. but no room for children. Salary in accordance with Ancillary Staffs Council, at present £5 and £4/7/- less 23/- each for board and accommodation. —Apply as soon as possible to Mrs. P. Mosedale, White Hall, Manchester-rd., Buxton. 298c

Derby Evening Telegraph, Fri 15 Dec 1950, p. 10.

13. The School Council and the Board of Governors

By another one of those coincidences that made the exchange a perfect match, both centres have formed governing bodies recently. Rubicon set up its first school council in response to a departmental directive to all schools to form school councils by 31 August 1983. Four ministerial papers directed changes in the ways decisions were to be made in education in Victoria. Paper No. 4, 'School Councils' (Ref. 62), laid down how decisions were to be made at school level. The key words used to describe the relationship between schools and their communities were 'collaborative' and 'participatory'. Teachers, parents and students were to work together in deciding educational policy at the school level. Towards the end of 1983 Rubicon's interim school council was finding its feet, and democratic decision-making appeared to be evolving.

The composition of the emergent school council was similar to that of White Hall's board of governors:

Rubicon School Council

1. Director (executive officer).
2. Local farmer (president).
3. Local farmer.
4. Shire rep.
5. National Parks rep.
6. State Electricity Commission rep.
7. Forestry Commission rep.
8. Rubicon teaching-staff rep.
9. Rubicon teaching-staff rep.

(Minutes and finance – Rubicon
bursar – nonvoting.)

White Hall Board of Governors

1. Principal.
2. County councillor.
3. County councillor.
4. County councillor.
5. County councillor.
6. County councillor.
7. Visiting-teacher rep.
8. Visiting-teacher rep.
9. Invited rep. Eg, Peak Park warden.
10. Invited rep.
11. White Hall teaching-staff rep.
12. White Hall nonteaching-staff rep.

The main differences in membership are:

- Rubicon's council has no visiting-teacher members, whereas White Hall's board has two.
- Rubicon's council has two elected teaching-staff representatives, whereas White Hall's board has one. (Parents and teachers in Victoria have agreed that elected teachers should make up one third of each school council.)

The Influence of Outdoor Centre Teachers on Decision Making

As can be seen from the 1984 Agreement (Ref. 28, para. 19) between teachers' unions and the Victorian Department of Education, Victorian secondary schools, as well as forming school councils, are also obliged to set up representative committees to ensure staff participation and consultation in school-level decision making. In each school these committees are to include one with an administrative function and one with a curriculum function. They are to assist the principal in administration and curriculum matters. He or she will have the right to reject the conclusions of the committees, provided that reasons are given. In the case of a school camp like Rubicon, it appeared likely that all members of the teaching staff would participate in these committees.

In contrast, it is possible that the formation of White Hall's board of governors about two years ago might have inadvertently removed some of the influence of the teaching staff on some of the decision making. Some matters that may at one time have been discussed in depth at staff meetings may now just be read about in the minutes of governors' meetings. As governors' meetings have evolved, staff-meeting time has dwindled. We have no equivalent to Victoria's staff administrative and curriculum committees. We have no machinery for discussing the agenda before governors' meetings or for briefing our one teaching-staff representative on our views.

The Board of Governors: Summary of Development Ideas for White Hall

- Make provision to discuss board-meeting agendas in staff meetings before, as well as after, the board meetings.
- Increase the number of teaching-staff representatives to two.



Photo display, students' lounge, Rubicon School Camp, August 1983.



Roll call, Rubicon School Camp, February 1983.

14. Teachers' Working Conditions

This section examines the circumstances of the five group instructors at White Hall and the five teachers at Rubicon. No attempt will be made to compare or comment upon the working conditions of cooks, cleaners, caretakers, administrators, secretaries or housekeepers.

It was my impression that teachers in Victoria in 1983 enjoyed generous pay and working conditions. Part of my evidence for this was outrageously flimsy: the sort of cars they drove. However, there was nothing complicated or superficial about their extraordinary long-service leave provisions. Little further mention of pay will be made as I do not consider it to be all that relevant to the aims of this study. What is important, for this study, is what constitute reasonable working conditions for a teacher at an outdoor education centre. The different approaches adopted by the two centres and the different ways in which working conditions have evolved, and are still evolving, are worth looking at. I will pay attention firstly to the point of view of the teachers themselves. In summary I will offer an opinion on which system gives the best value for money to the consumers.

About the only thing in common between the working conditions of the Rubicon and White Hall teachers is that teachers at both centres work about 200 days a year. There, for numerous reasons, the similarity ends. Two very different approaches have successfully evolved from similar beginnings, to serve similar ends. There is a danger that readers not personally familiar with both centres may pluck certain facts or statistics out of the material in this section and quote them in isolation from the whole. Also, in contrast to classroom teachers in Britain, classroom teachers in Victoria have most specific and detailed conditions of service, laying down 'teacher attendance time', 'total student contact time', 'total timetabled duties', 'face-to-face teaching component', and so on. The approaches to, and attitudes to, working conditions at the two centres reflect these substantial differences in the working conditions of teachers in schools.

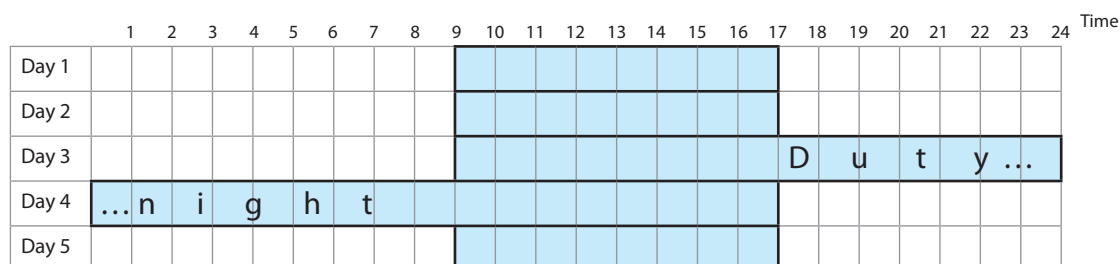
Teachers' Working Conditions at White Hall Centre

Instructors are appointed to the rigours of White Hall for life or until they choose to retire, whichever is the shorter. Although designated 'instructors', on appointment they receive conditions-of-service documents identical to those of classroom teachers, with an additional short job description of an instructor's duties at White Hall. Compared to the approach in Victoria, these documents could be viewed as nebulous and open to interpretation, but the system about to be described works well and while both employer and employees are satisfied, the status quo remains.

Instructors work about 200 days a year, from 9am to 5pm on most days. Each group instructor supervises his or her group's lunch and so, in Australian jargon, works eight hours' 'student contact time' on most days. Many weekends and some public holidays are worked; these days are treated, in the grand scheme of things, like weekdays. For overnight hikes, evening duties (including sleeping in) and long away courses, the instructors receive an annual extraneous duties allowance. There is seldom more than one White Hall staff member programmed on duty in the evening, and these duties roughly follow alphabetical order.

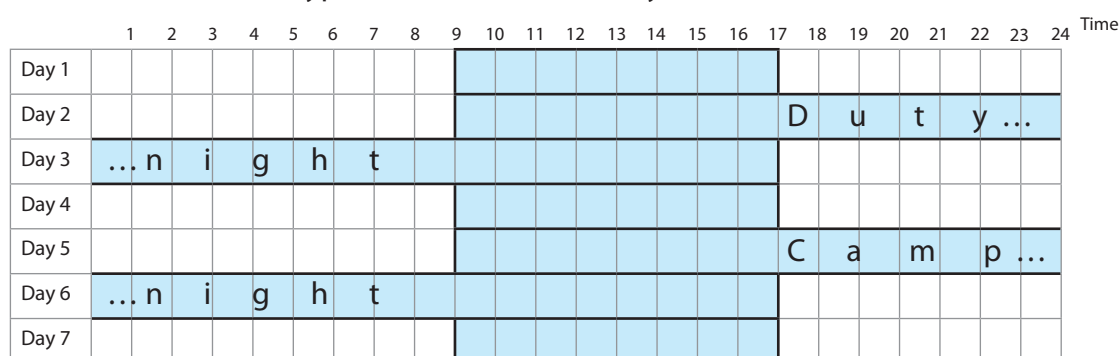
Instructors' Hours of Work, White Hall Centre, Early 1980s

White Hall instructor, typical workload on a 5-day course



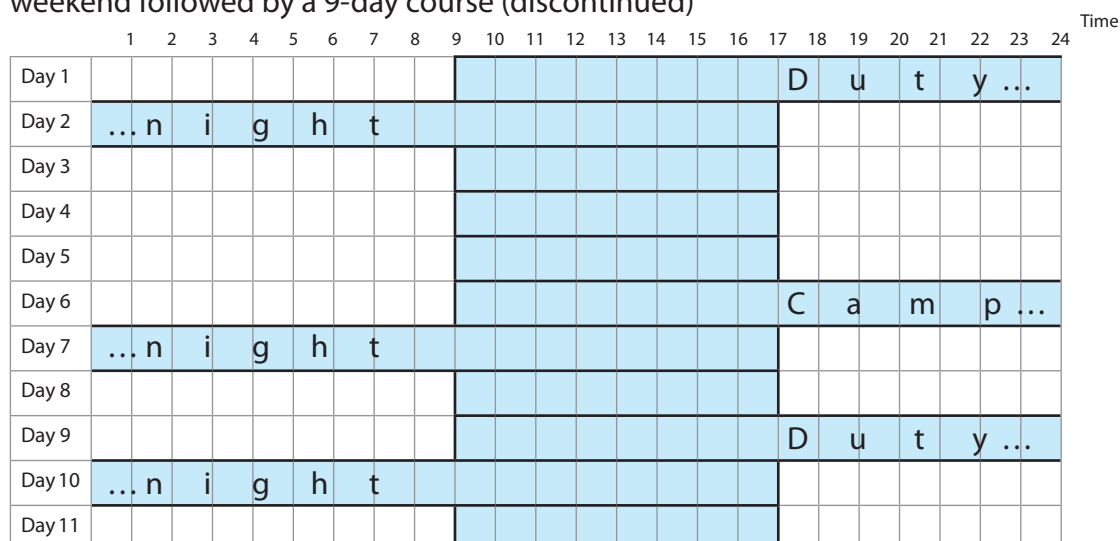
Total hours worked in five days = 56

White Hall instructor, typical workload on a 7-day course



Total hours worked in seven days = 88

White Hall instructor, worst-case workload,
weekend followed by a 9-day course (discontinued)



Total hours worked in eleven days = 136

In addition to normal teaching duties on basic schools' courses, and maintenance responsibilities and report writing, all five instructors are also responsible for the planning and execution of several special courses each year. This adds a valuable extra dimension to their work, but time to work on the preparation for these courses during working hours is sometimes elusive. Finally, all instructors have the added responsibility from time to time of assessing candidates for national certificates in instructing and leadership and also assessing candidates for the local (Derbyshire County Council) outdoor pursuits leader registration scheme.

No attention is paid to, or records kept of, the number of hours worked each day, course or year. This system is simple and has worked tolerably well for years. However, most instructors who succeed on the competitive road to a job in outdoor education are committed and devoted sorts, and minor grievances tend to be shrugged off. In addition, with years of government cutbacks and the vulnerability of outdoor education (real or imagined) uppermost in our minds, the don't-rock-the-boat maxim has been evident. From the viewpoint of the consumers of outdoor education, the extraneous duties allowance system may be seen as ideal, as large numbers of hours can be demanded and lumped together as 'extraneous duties', and hence terrific staff-pupil ratios can be provided, unobtainable in most other spheres of education. From an instructor's point of view, the system's major disadvantage is:

- When sleeping in on duty, or on overnight expeditions, instructors work from 9am on one day until 5pm the following day, a 32 hour stretch with no time off the previous day or following day. Towards the end of long courses they can be too tired to teach potentially dangerous pursuits energetically, safely and with flare.

Other disadvantages of the present White Hall timetable, directly connected to instructors' conditions of service, are:

- When course departure afternoons are taken up with staff meetings, there is no time for report writing, and the reports have to either be written at home or on the first morning of the following course. A group instructor's time commitment is huge without this burden. The practice of leaving report writing until the morning of the following course is unsatisfactory as it eats into scarce maintenance, development, preparation and staff-meeting time.
- Instructors' holidays sometimes do not coincide with their children's school holidays.
- See also section 6, 'Review Days for Maintenance, Development, Staff Training and Discussion'.

It is doubtful whether instructors' working conditions at White Hall will ever be in concordance with modern labour legislation without undesirable and fundamental changes in timetabling, staff-pupil ratios, and structure of the basic schools' courses. However, minor changes could move some way towards alleviating the workload situations outlined above. Compared to the early expansionist days of outdoor education, there are few career prospects now, and instructors tend to be older and often have family responsibilities. It is a credit to the administrators who set up White Hall that the working conditions that were established in the 1950s and which have evolved over thirty years have served well until recently. It is also a credit to the teaching staff in recent years that they have soaked up the relentless pressure, the increasing student numbers, and the demise of maintenance and staff training breaks with scarcely a murmur. The lack of absenteeism alone is a measure of their commitment.

Teachers' Working Conditions at Rubicon School Camp

By the time that this report is finished and typed, these notes may be out of date. They could even contain important factual inaccuracies. The pace of change and evolution of course programmes and working conditions at Rubicon is fairly steady and continuous. The situation at the time of writing (August 1983) is as follows.

Staffing is arranged by secondment, for one year at a time, from secondary and technical schools. The camp administrators could, and usually did, recommend extension of these secondments, but there was no guarantee of this. Free accommodation for single teachers was available, but none for married staff (apart from the two administrators). Meals, when staff were on duty or chose to eat in, were free.

As can be seen from the Year Plan (Ref. 37), the five Rubicon teachers each work about 200 days a year. In 1983 these 200 days were made up as follows:

	174	days with schools' courses in progress.
	20	review days – for preparation, maintenance, development and staff training.
	2	days for stocktaking.
	3	days for the branch conference.
Total	199	days.

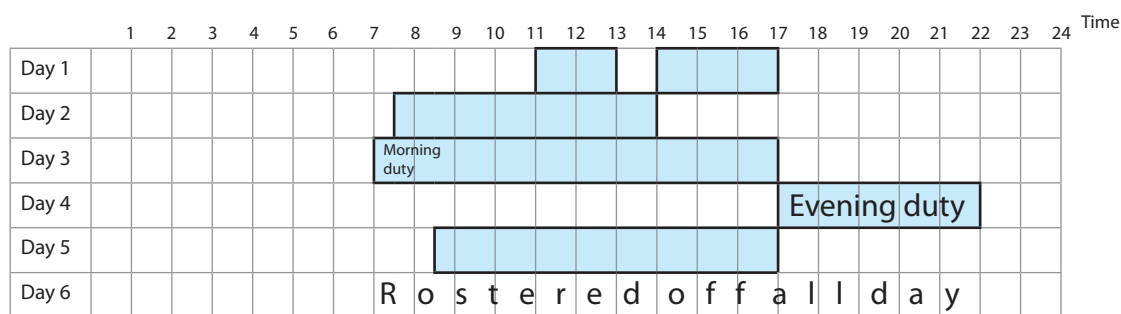
Each year's programme at Rubicon follows the normal three school terms. Within these terms many weekends and some public holidays are worked. The basis of the timetabling on schools' courses is rostered shift-work, often including early morning duties, evening duties and split shifts, but no sleeping-in is required as the visiting teachers take full responsibility after 10pm. Instead of paying the Rubicon teachers an extraneous duties allowance, or overtime, for the hours worked over and above those in a normal school, the department of education has adopted the approach of time-off-in-lieu. This explains the meaning of, and reason for, the term 'rostered off' in the following diagrams. Rostering off is a fundamentally different system from that which operates at White Hall. I took a while getting used to having mornings, afternoons or even whole days off in the middle of courses. In practice, it meant that in 1983 we actually worked on school courses somewhat less than the 174 days mentioned above. A record of actual hours worked was available on the staff-office noticeboard. The following diagrams (next page) show the variety of shifts involved. It was hardly possible to call any particular day or camp typical as the workload varied greatly from day to day. However, over the whole year the workload was thought to average out to about eight hours of timetabled activity a day, including morning and evening duties (Ref. 2, Page 18). In calculating the hours worked, a 9am to 5pm overnight hike was considered to be 32 hours of timetabled duties.

My first impressions of the Rubicon working conditions were that they seemed utopian, at least from the teacher's point of view, compared to what I had been used to. Whether rostering-off was the best way to staff an outdoor education centre was another matter.

The reality, in practice, was more down to earth. Some of the work necessitated split shifts, so a Rubicon teacher sometimes needed to be in attendance for a period much longer than the eight hours quoted above. This could be frustrating and tiring for a teacher living out some distance away. There were times when the split shifts seemed inefficient and wasteful. Also, the evening timetable often required two members of Rubicon's staff, and this resulted in an appreciable amount of evening work and a high unsociability factor. Despite all the rostered time off, the sheer lack of routine hours was sometimes surprisingly tiring. Some of the Rubicon teachers, however, saw this lack of routine hours as an

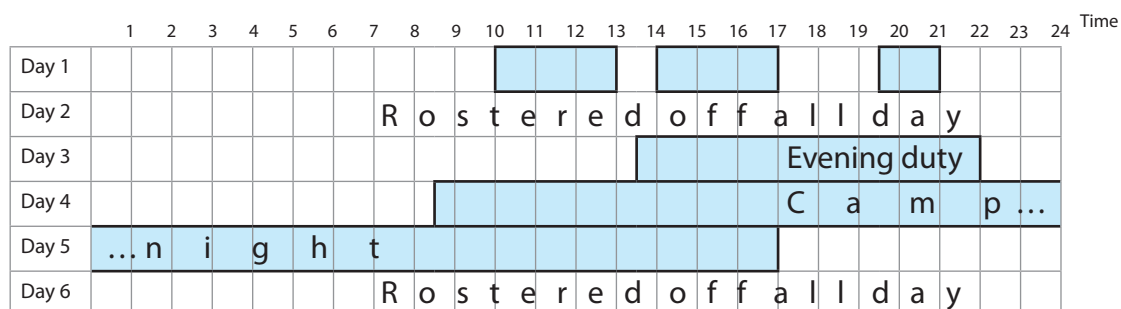
Teachers' Hours of Work, Rubicon School Camp, 1983

KD, Camp 13, a 6-day ski camp without an overnight tent camp



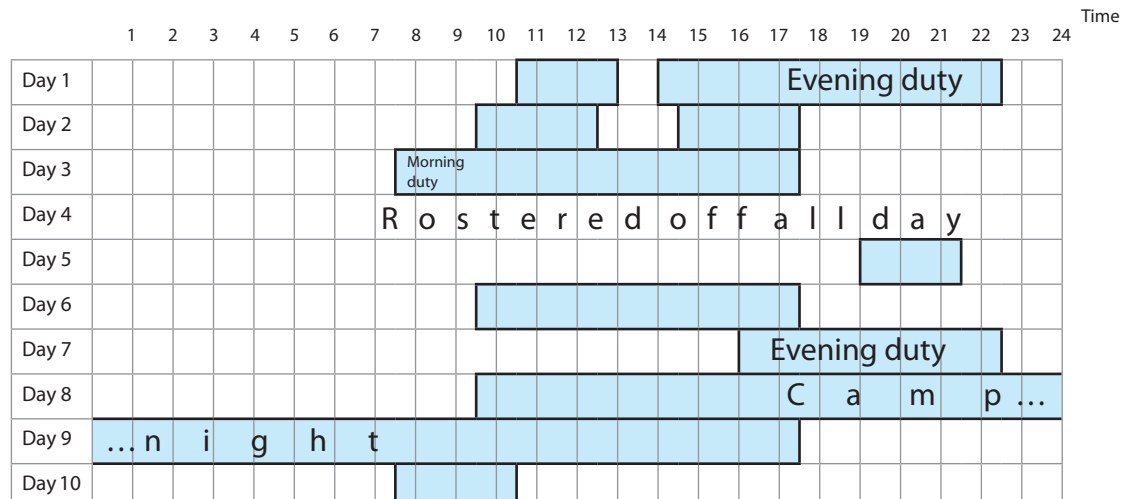
Total hours worked in six days = 35

KD, Camp 14, a 6-day ski camp which included an overnight tent camp



Total hours worked in six days = 48½

MT, Camp 2, a 10-day schools' summer camp which included an overnight tent camp



Total hours worked in ten days = 79

advantage. Maybe one year was insufficient time for me to adjust to such a big change. To sum up, the disadvantages of their working conditions, not apparent at first sight, were:

- Occasional split shifts.
- More evening and early morning work.
- Longer and more demanding evening sessions.
- Lack of routine hours caused by the timetabling gymnastics.

How the Rubicon Teachers' Working Conditions Had Evolved

It was interesting to learn how the Rubicon teachers' working conditions had been established and were continuing to evolve. The original stage was set by the senior Melbourne administrators who set up the camp. They decided that a teacher at Rubicon should work roughly the same hours as a teacher in a school. Since that start, the working conditions have evolved further, influenced by administrative decisions taken by the Rubicon administrators and also by a process of consensus among all the teaching staff.

The present Rubicon working conditions have clear connections with the very specific working conditions of teachers in schools in Victoria. The 1984 Agreement (Ref. 28) includes such statements as:

- The sum total of timetabled duties (including any organizational duties) shall not exceed 18¾ hours per week.
- Teachers shall be in attendance and be regarded as being on duty for a minimum of 7 hours daily. [35 hours per week.]

In other words, something like 16 hours a week is available in work time for preparation, marking, departmental meetings and so on.

With the strong support of the director and the assistant director, a detailed analysis and comparison of Rubicon working conditions, compared to those in schools, was carried out in 1982 and a discussion document (Ref. 26) was produced. The arguments in this document included, in one section, adjustment of hours worked before 9am and after 5pm by time-and-a-half. The sort of comparisons made were:

Role	Hours per day	Days per year	Total hours per year
Secondary school teacher in Victoria	7	200	1400
Rubicon school camp teacher These figures are unadjusted hours. Inclusion of the dead hours between split shifts would raise the total.	8	200	1600

A similar analysis of a White Hall teacher's hours would be slightly more involved:

Role	Hours per day	Days per year	Hours per year
White Hall teacher Basic 9am to 5pm days.	8	200	1600
35* nights (duty nights, overnight expeditions, away-course nights) 5pm to 9am = 16 hours 16 hours x 35 occasions = 560 hours			560
Total hours per year			2160

* More than this on some years. See Ref. 105, p. 7.

Even though Rubicon staff at present receive time off in lieu for hours worked on early morning duties and on evening duties and at camp, the final recommendation of the discussion document was that staff be allowed a further 15 days 'equal time allowance' each year, to bring them into line with secondary school teachers. If implemented, this change would mean that they would work 185 days a year, being 160 days with school courses in progress plus 25 review days. The administration was confident of implementing this proposal in the near future.

However, at the branch conference in April 1983 when the staffs of Rubicon and Bogong school camps met, support for the proposal was by no means unanimous. Strong feelings were patiently expressed both for and against the equal-time allowance. After a democratic discussion, those present decided to shelve the plan for the time being.

To conclude, a basic characteristic of the Rubicon system is the practice of rostering staff off duty before or after early morning duties, evening duties, and overnight hikes. The theoretical advantages of this in terms of staff recovery and lack of tiredness are, at present, blunted by the wastefulness of the split shifts, more frequent early morning duties and evening work than at White Hall, and the lack of routine working hours. With only one married teacher living out at present, the full effects of these antisocial aspects have yet to be felt. As for the overall rationale of the Rubicon working conditions, I found it a surprising way to staff an outdoor education centre. Of all spheres of education, outdoor adventure education demands the lowest staff-pupil ratios, but Rubicon's adoption of the time-off-in-lieu solution, instead of an extraneous duties allowance approach, places a restriction on the development of staff intensive and time intensive activities. One way around this problem would be to make the evenings less staff intensive; the recreational facilities of the new hall could help here. However, it is still hard to see how Rubicon can develop the sort of away courses that enrich White Hall's programme, without radically different working conditions. Neither can it experiment with true group-instructor courses.

Finally, the practice of working three school terms, while fine for staff with young families (coincident holidays), rules out the possibility of having students back on follow-up courses during the long summer holidays, or even of timetabling Rubicon staff to work on in-service courses during school holidays.

Teachers' Working Conditions: Summary of Development Ideas

Ideas for White Hall

Working conditions at White Hall test the effectiveness of modern labour legislation. Those evolving at Rubicon attempt to comply with the norms. Which approach is most appropriate for an outdoor education centres? My feeling is that Derbyshire county council's approach of a moderate extraneous duties allowance, without any precise statement of the

number of extraneous hours to be worked, has worked adequately for a long time. It should continue to do so. However, we could learn from the Rubicon approach by including, in some circumstances, time off for recovery, especially before or after overnight expeditions on schools' courses. It should be recognised that these two-day expeditions are sometimes the most demanding and tiring part of the schools' courses, and that they should not just be sandwiched between normal full days of work. So, my suggestions for White Hall are:

- That course programmes be developed which allow group instructors time off for recovery after overnight expeditions.
- That two hours for writing reports be timetabled on the last afternoon of each schools' course.
- That teaching staff should start work at 10am. on course arrival days, to allow them time for banking and other essential business at least once a course.
- That 20 review days for maintenance, preparation, development, staff meetings and staff training be introduced each year. This is the same as at Rubicon but our responsibility areas are more extensive.
- That adequate preparation time be timetabled for any instructor responsible for planning and running week-long away courses, MLC training and assessment courses and other special courses.
- That staff who often get two sets of clothing a day filthy dirty, especially in winter, be allowed to use the centre washing machine. (It would remain unavailable for family washing.)
- That applications for leave for expeditions and weekend outdoor pursuits events (eg, canoe slaloms, orienteering events, and mountain marathons) be treated sympathetically and granted when possible.

Ideas for Rubicon

As for Rubicon, my feeling is that the administrators and staff should consider making some basic changes. Firstly, they (and the teachers' unions) ought to recognise that outdoor education and modern labour legislation do not easily coexist. Outdoor education is staff intensive. When you introduce beginners to real rockclimbing, there is a huge difference between working with a staff-pupil ratio of 1:5 and one of 1:10. Rubicon's hour-for-an-hour time-off-in-lieu system tightly controls the total number of teaching hours that the administrators have at their disposal when they are designing course programmes.

Secondly, the split shifts are complicated, use people's time inefficiently, and are of dubious necessity. A normal 9am – 5pm. working day, with occasional duty nights, could be substituted.

Teachers should have security of tenure and there should be no disadvantage to them should they decide to live out. It should be possible for a Rubicon teacher to live a normal life outside in the community. His or her commitment to outdoor education need be no less than that of a teacher living in.

I am confident that the Rubicon staff will give a fair hearing to these arguments. If we judge from the pace of change and development in 1983, they would take the changes in their stride if they so desired. If the 'new system of industrial relations' heralded in the 1983 Victorian Secondary Teachers Association agreement document is all that it's held out to be, the unions ought to recognise the nature of outdoor education and the unique staffing considerations that exist at a place like Rubicon.

15. Career Prospects

Career Prospects in Outdoor Education in the UK

The career situation summed up in the following notes is what seems to me to exist in the UK thirty years into the development of outdoor education centres. I haven't discussed this subject with my White Hall colleagues or with any other UK teachers. People will have varying perspectives.

It's hard to get into outdoor education on a full-time, career basis – and even harder to get on once you're in – and pretty hard too to get out once you've been in for a while.

Getting In

It is common for young teachers to spend some years working towards the goal of a permanent or even temporary job at an outdoor centre. These years are often in addition to the time spent acquiring initial teaching qualifications. Even after gaining experience of teaching outdoor pursuits and obtaining instructing qualifications, many of these people never realise their aspirations. Those of us who do end up at places like White Hall and Rubicon are the lucky few.

Getting On

As the writer has not yet attempted to get on, his qualifications to comment on this aspect of career prospects are nil. It's just conjecture. But, let's face it, principals and deputies in centres all over Britain tend to stay put for a long time. This blockage has a knock-on effect throughout the profession. The centre teachers tend to stay where they are too, and the opportunities for young men and women to enter this physically demanding profession are infrequent.

Also, while administrators may have a fair amount of influence and time to follow their development interests and enthusiasms, their instructors can start off wholly committed, only to end up some years later disillusioned by the lack of time for developments, a lack of consultation, and responsibility without influence.

Getting Out

Many instructors probably bear in mind the possibility of stepping sideways, back into schools, without financial disadvantage. There aren't many other places they can go. Many successful physical education teachers in schools also step sideways, as they get older, and sometimes upwards into teaching posts with managerial elements. For their contemporaries from outdoor education, the move is more likely to be merely sideways, into the classroom. It's likely to mean retraining and starting again at the bottom, possibly with a small drop in pay.

The only way to approach such a career dilemma is as a fresh challenge with many positives, but this would be easier without the possibility of a drop in pay or the thought – real or imagined – that twenty years' experience of working with children out of doors would be wasted or would count for nothing professionally.

In a sense the career prospects and options for outdoor-centre deputies and principals may be more limited than for instructors. Not many of them would view the prospect of

moving back into the classroom with much relish. After years in administrative capacities in outdoor education centres, what would you do in a school? However, as the roles of principals and deputies in outdoor centres are primarily administrative, the possibility exists of their carrying on where they are until retirement.

Career Prospects: Summary of Development Ideas for White Hall

In the continued absence of any expansion of outdoor education or increase in staff mobility, some interim measures are obvious:

- Exploring all avenues to maintain and assist the vigour and optimism of staff who have been in the same jobs for a long time. These possibilities include such devices and considerations as:
 - i. An adequate variety of courses.
 - ii. Staff training of a refresher sort.
 - iii. Exchanges.
 - iv. Frank discussion of the career situation outlined in this section.
 - v. Frank discussion of long-term minor grievances.
 - vi. Encouragement for expedition involvement.
 - vii. Encouragement for involvement in events, which often take place at weekends (eg, canoe slaloms, orienteering events, mountain marathons).
 - viii. Annual development projects.
 - ix. Adequate consultation on any major changes in direction.
- Discussing the career situation at a high level to establish pathways for instructors onto retraining courses and hence back into schools.

Career Prospect in Outdoor Education in Victoria

The career situation in Victoria is very different from in the UK, especially with regard to Victoria's practice of seconding teachers from schools. (See section 14, 'Teachers' Working Conditions'.)

Teachers were seconded to Rubicon School Camp for one year, with extensions of these secondments possible on the recommendation of the Rubicon director. The original intention behind the secondments approach seems to have been the idea that teachers, after a year or two at Rubicon, would then return to schools, and in this way the number of skilled outdoor educators would gradually increase throughout the state. Irrespective of the pros and cons of this approach, in 1983 Rubicon's teachers did not seem to be returning to schools in the way that had been envisaged. Several staff had been there for six years.

In 1983 a situation arose in which the termination of the secondment of one staff member was under discussion. Viewed in this light, the career prospects of the five teachers at Rubicon, in the context of continuing in full-time outdoor education, could be seen to be delicately poised. An implication in their system was that the two administrators were there until such a time as it suited them to move on, but that the teachers might get stale and need to be moved on. The implication may have been unintentional.

If we had that system at White Hall, I might have been moved on long ago. While the extendable-secondment system did make sense from some points of view, and could avoid the career blockages of the UK system, it could also introduce the possibility of strained relationships within centres. It could give administrators unreasonable power over a person's future career.

16. Regulations on Outdoor Adventurous Pursuits

In section 2, I mentioned how the Department of Education in Victoria controls adventurous activities in outdoor education. Of particular relevance to this comparative study were the matters of excursion approval, Rubicon's lesson notes and session management notes, and in-loco-parentis. The documents which guide staff at both centres are as follows:

Rubicon School Camp

- 'Education Department of Victoria, *Safety in Outdoor Adventure Activities* (Melbourne: Publications and Information Branch for the Curriculum Services Unit, Outdoor Education Section, 1982).
- 'Session Management', a booklet produced by Rubicon administrators and teachers (1983).
- 'Lesson Notes', a booklet produced by Rubicon administrators and teachers (1983).

White Hall Centre

- Department of Education and Science, *Safety in Outdoor Pursuits*, DES safety series, no. 1, 3rd edn (London: HMSO, 1979).
- Derbyshire County Council's own Safety in Outdoor Pursuits regulations.

Risky sports tend to attract the slightly anti-authoritarian element among us. The issue of certifying and registering outdoor leaders has been contentious in the UK since the early days of outdoor education. However, hardliners against certification have lost the argument. Most people now look upon paper leadership or instructing qualifications – and regulations requiring people to hold these qualifications – as necessary improvements. The tragic headlines of the 1950s and early 1960s highlighting poor leadership are less in evidence now.

The same sentiments that apply to national leadership and instructing qualifications also apply to Derbyshire's local registration scheme. It has the advantage over national certificates that teachers can be approved to operate at less ambitious levels than the national certificates are designed for. For instance, they may be registered for canoeing just on still water, or for rockclimbing just on short roadside crags, or for walking on Derbyshire moors but not on the more mountainous areas of Britain. My exchangee approved of White Hall's role in assessing the county's teachers for some of the outdoor activities. Compared to Victoria's excursion approval system, now regional, approving individuals to operate at a limited local level seems to me to be a more efficient and flexible solution.

Our local registration scheme, however, is itself still evolving. There are some points that concern me:

- We do not assess and register ourselves (in areas other than our specialities), our voluntary instructors, or our relief teachers. We could be accused of double standards.
- In my opinion the MLC should be obligatory for teachers wishing to take pupils out of the county to more mountainous areas of Britain.
- Similarly, approval to supervise canoeing without holding the relevant British Canoe Union (BCU) qualification should be limited to still water or specified moving-water sites within the county.

17. Advisers and Consultants

In 1983, with regionalisation and the demise of the old School Camps Branch in Melbourne, a vacuum was created as regards excursion approval for teachers wishing to lead adventurous pursuits in Victoria. With no widespread acceptance or confidence in certification, school councils still wished for someone to approve proposed excursions, but the regions had no administrative staff trained for this role. It appeared likely that the regions would appoint consultants for this purpose. Leaving outdoor education aside for a moment, the practice of appointing consultants with a 50% teaching load and 50% consultancy, and for three years at a time, seemed quite common in Victoria. An outdoor-education consultancy advertised in the Benalla region towards the end of 1983 was a 0.6 post. I.e, three days of consultancy and two days in the classroom each week. This seemed a sensible solution to the problem of consultants (advisers) becoming divorced from the realities of the classroom.

Derbyshire County Council, unlike some other local education authorities in Britain, does not have a formally appointed adviser in outdoor education. Many requests for advice land on the desk of the White Hall principal.



The author on BBQ duty, Fraser National Park day, schools' course, Rubicon School Camp, April 1983.



Course members visiting an old homestead, normally under the water of Lake Eildon. Fraser National Park day, schools' course, April 1983.

18. Original Conclusions, 1983

This study started out as a few pages and has ended up an inch thick. You get carried away in the professional stimulus of these exchanges. I will try to extract those aspects which seem the most important.

For what it's worth – this is just an opinion – I can give an almost unqualified endorsement to the group-instructor system operated by White Hall. Compared to systems in which students work with different centre teachers from day to day, the White Hall group system adds a deeper dimension to the social aspects of the courses. The individual reports link White Hall closely to the schools. Without the continuity of the group system, there was a hole in my job satisfaction this year, and the relationships that I achieved with the students were more shallow and fleeting than is usually the case at White Hall. My exchangee also 'really liked the form of independence that the group system provides'.

It may be a while before Victoria emulates the ambitious follow-up courses that White Hall has been running for many years. Indeed, some other UK centres do not run any courses as enterprising as the sea kayaking, Yorkshire caving and Welsh climbing courses that we offer to secondary school pupils. Many do not run any courses as demanding as the alpine mountaineering courses that we have conducted for Derbyshire teachers, White Hall voluntary instructors and members of the public.

In particular, regarding rockclimbing, Victoria could benefit from more exchanges of outdoor educators. Some experienced outdoor educators in Victoria (not at Rubicon) exhibited unease about the place of rockclimbing in outdoor education, because of the alleged risks involved. The idea of having a student lead a rock climb, a routine practice on White Hall follow-up courses (using carefully chosen, well-protected climbs), they would find difficult to agree with. Perhaps with good reason. At the present stage in the development of climbing instruction in the state, there may be few people competent enough to teach leading to school-aged climbers.

We in our turn, at White Hall, can learn from Rubicon. Anyone who has waded through the whole study will now be familiar with the following submissions:

- Communication and planning mechanisms are needed to encourage, collate, and develop the ideas, resources and opinions of all staff.
- Time is needed for these communication and planning procedures. Time will be needed for subsequent developments.
- Time is needed for staff training and maintenance.
- Roles and responsibility areas need to be identified in detail and allocated and the results documented.

Both centres can be the winners from this exchange. There are enough ideas flowing both ways to ensure that both centres remain vigorous pioneers. The slant in this study has been on ideas from Rubicon to White Hall. In these pages are enough ideas to immunise White Hall against middle-aged spread for a decade. My colleagues may have an equal number of untapped ideas of their own. Some of the ideas are minor ones which can be acted upon by individuals without further ado. Some will require staff-meeting decisions. Some will be matters for the governors to decide.

A few daft ideas may have slipped through which need dismissing. Some of the views and opinions I've expressed will differ from those of my colleagues. If, by a consensus of opinion at staff-meeting or governors' level, a suggestions is rejected, there will be sound reasons for the rejection. There will be financial restraints, impracticabilities and aspects that never entered my head. Something that works in Australia may not work in Derbyshire.

On the other hand, there may be some development ideas that we agree upon and which are financially viable. I cannot see a way to properly tackle these without reducing student overnights. The slack at White Hall has been taken up long ago. A glance at section 14, 'Teachers' Working Conditions', should show this. If the county, board of governors, administrators and all staff recognise the importance of the proposed review days, we can leap forwards. Without the necessary allocation of time and a reduction in overnights, ideas will remain in frustrating sterility. We stand a chance of sliding gently downhill on our laurels if the overnights remain at their present level.

On several occasions in 1983, members of the Rubicon staff discussed matters with their teachers' union to clarify their conditions of service. Going into 1984, there were indications that the conditions of these teachers' existing 1984 Agreement on Conditions and Staffing (Ref. 28) would be adopted, with variations. Clause 14.1.1 would remain, meaning 1400 hours of work (in attendance) a year. This compares with the estimate of 2160 hours for a White Hall teacher that I calculated earlier (section 14). Despite the huge difference in workload it should be clear from the study that I endorse the White Hall working conditions, with modifications. The minor modifications proposed elsewhere would only slightly ease the pressure. Teachers will still be working long hours, with a large proportion of student-contact time, throughout the year. Only the establishment of several major breaks for review will provide the breathing space for us to look carefully at ourselves.

Although most of us at White Hall are members of a teachers' union, we have kept union involvement in the background at White Hall, almost nonexistent. This situation is delicate, poised on consensus and give-and-take, and propped up by commitment. If our influence on decision making is minimal, commitment to new directions may not be what it should be, disagreement may replace consensus, and minds may turn towards working conditions. Increased communication between us and increased representation on the board of governors could provide the influence on decision making that is needed.



Group photo, schools' course, Rubicon School Camp, February 1983.

Closing Note to Digital Version, 2014

Rubicon Outdoor Centre, 2014

This study and the related collection of photographs record many aspects of the outdoor education that took place at two outdoor centres – 12,000 miles apart – in the 1970s and 80s.

Readers who are familiar with the Rubicon Outdoor Centre or the White Hall Centre of 2014 will probably have spotted many differences between the present centres and their 1983 ancestors. Each centre, for example, has changed its name slightly. Rubicon's capacity has grown from 40 beds to 60. White Hall's has grown from 40 beds to 70. Prominent on Rubicon's website in 2014 are global warming, sustainability and green initiatives; these issues hardly existed in outdoor education in 1983. But in some sections of the study readers may have thought: Some things never change.

On Rubicon, I cannot offer any update more detailed than what I have just said. I haven't visited Victoria since 1983. So I'm lacking any specific or inside knowledge of that centre. However, interesting things have happened and are happening in outdoor education in Australia, which deserve a mention.

In 1991 in Victoria, 'there was a serious attempt to close down some or all of the three [state funded] camps i.e. Bogong, Rubicon and Somers, as a financial saving. All camps mounted a large, effective and widespread public campaign through media coverage, support from user schools, petitions to parliament and deputations to the Minister to stop this. The campaign had the desired effect and the plans were scrapped.'ⁱ

In contrast to that period of uncertainty, more-recent developments give cause for some optimism. In 2010 the Department of Education and Early Childhood Development gave Rubicon a second campus, Nayook Outdoor Education Centre, near Neerim Junction. Together the two campuses provide about ninety student beds. The other state-funded outdoor centres, Bogong and Somers, also expanded to dual campuses.

Outdoor education and outdoor recreation now receive considerable prominence in the health and physical education section of the Australian Curriculum. 'Challenge and adventure activities' are a focus area of the curriculum. The word 'outdoor' appears thirty-two times (having only occurred once in a 'draft shaping paper' of 2012). The curriculum acknowledges the place of outdoor education as a school subject:

Outdoor education

Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Elements of learning in outdoor education will draw on content from across the Australian Curriculum: Foundation to Year 10, including Health and Physical Education, Geography and Science. The primary content drawn

i Bogong Outdoor Education Centre, 'Bogong Outdoor Education Centre: History' (c. 2010) <<http://www.boec.vic.edu.au/our-school/history/>> [accessed 2 May 2014].

from Health and Physical Education will be in the areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing.

In the Australian Curriculum: Health and Physical Education (F–10), outdoor recreation refers to recreational activities, or the act of engaging in recreational activities. These are typically associated with outdoor, natural or semi-natural settings. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.ⁱ

Note, in this curriculum, the inclusion of the need to understand risk. Not long ago the chair of White Hall Centre's advisory committee was stressing the same point.

The curriculum's recognition of the importance of outdoor education is a considerable boost for outdoor education in Australia, despite there being irony in some aspects of the story behind it. Peter Martin commented: 'With elements of Outdoor Education theory and practice becoming imbedded in the new national Health and Physical Education curriculum it may seem like back to the future for some. Over the past 20 or more years I have contributed to justifications for OE to be separate from Physical Education, yet ultimately [have] contributed to the re-unification with Health and PE.'ⁱⁱ

Finally, regarding the things that never change, two Melbourne secondary pupils have unintentionally helped me out:

Camp Rubicon [2013]

On Monday the 18th of November we went to Camp Rubicon along with another 30 students. We were also joined by several students from Zhenghua Secondary School in Singapore.

We felt like this week was the best week of our lives.

Camp Rubicon was filled with happy faces and lovely staff who always had a good attitude towards all the activities. Our experiences were amazing!

Our favourite activity was the day hike up Mount Sugarloaf. It was challenging but also built our confidence. We were able to go outside our comfort zone and work as a team.

Throughout the week we also made new friends and learnt skills about leadership, which we are able to use for the rest of our lives.

By Rachel Turner and Caitlyn Ball
Strathmore Secondary College, Melbourne

Turner, Rachel and Caitlyn Ball, 'News Archive 2013: Rubicon Camp', Strathmore Secondary College (Nov 2013) http://www.strathmore.vic.edu.au/home-news/2013/rubicon_2013.aspx [accessed 17 Mar 2014]. Reproduced by permission.

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- i Australian Curriculum Assessment and Reporting Authority, 'The Australian Curriculum: Health and Physical Education: Version 6.0' (18 Feb 2014) <<http://www.australiancurriculum.edu.au/healthand-physicaleducation/Curriculum/F-10>> [accessed 2 May 2014].
 - ii Peter Martin, 'In Search of a Narrative for Outdoor Education's Contribution to Schooling', in program for 18th National Outdoor Education Conference (2014) <<http://www.achpersa.com.au/wb/media/OEASA/NOEC%2014%20Final%20Program.pdf>> [accessed 2 May 2014].

White Hall Centre, 2014

In the mid-1980s at White Hall, some of the main suggestions in this study were accepted and acted upon: staff-training reappeared on the annual programme; we formulated predictably wide-ranging aims (which did not influence anything in the 1980s but might have done so since); our staff meetings acquired agendas and minutes; conditions of employment were revised; responsibilities were drawn up; centre rules were written down; Rory built an indoor climbing wall; Dave Edwards improved the ropes course; and I developed cycling.

'The Place Hasn't Changed Much [Since Your Day]'

I left White Hall in February 1992. Recently an ex-colleague wrote in an email to me: 'The place hasn't changed much [since your day].' He was talking about the building, but I took it to mean the ethos too. I wonder about this. John W Gardner, a US administrator and teacher, said that 'history never looks like history when you are living through it'. I can think of a few examples of this. Working at White Hall before the term 'risk management' arrived never struck me at the time as being a distinct period in history; but that period is now clearly identifiable and is history. Maybe the arrival of risk management, as we now know it, was inevitable. Perhaps it was progress.

A considerable advance took place at White Hall in May 2007 when a new climbing wall was officially opened, together with a dining-room extension and storage space for equipment, thanks to a grant of £260,000 from the Big Lottery Fund.ⁱ

The years since then, though, for local-education-authority subsidised outdoor education in Britain, have been difficult.

Campaign to Save Outdoor Education Centres

The worldwide recession of 2008–9 hardly reached Australia, but the UK was severely affected. By January 2012, fifteen local-authority outdoor education centres had closed because of government cuts in funding to local authorities. In the period 2010–12, White Hall Centre twice came under threat of closure but survived. In July 2013, the Field Studies Council and four other organisations launched a petition calling for the government to protect outdoor education centres from imminent closure. An estimated one in three local-authority centres were at risk.ⁱⁱ

The ownership of some local-authority centres has been transferred to private profit-making companies or to charitable trusts. It is likely that many of the centres that survive will have to increase their charges, excluding those children and young people least able to pay. Trusts will need solid financial foundations to be able, over the long term, to employ qualified staff, heat and repair buildings, and purchase and maintain equipment and vehicles. Concern has been expressed 'that centres which slipped out of local authority control [could eventually lose] their educational emphasis, in part at least because of the financial pressure to stay open, keep staff and pay the bills.'ⁱⁱⁱ

Here's to the Next Sixty Years!

Aside from these major challenges, what else has changed at White Hall since 1992 and what has not? I cannot provide informed comment. However, I did spot one clue. At White Hall's sixtieth birthday celebrations in June 2011, Robin Baldry, the chair of the centre's advisory committee, reportedly said: 'The need for adventure in young people's lives and their ability to assess risks is as important ... today as it was 60 years ago. White Hall has

i 'White Hall Centre Gets £260k Boost', Buxton Advertiser (9 May 2007) <<http://www.buxtonadvertiser.co.uk/news/local/white-hall-centre-gets-163-260k-boost-1-643708>> [accessed 29 May 2014].

ii Tony Ryan, 'Campaign to Save Outdoor Education Centres' (26 July 2013) <<https://www.thebmc.co.uk/campaign-to-save-outdoor-education-centres>> [accessed 3 May 2014].

iii Richard Baynes, 'Leap of Faith as Ardroy Adventure Centre is Brought Back to Life', BBC Radio Scotland (14 Aug 2012) <<http://www.bbc.com/news/uk-scotland-19110703>> [accessed 5 May 2014].

helped an estimated one millionⁱ Derbyshire young people have these fantastic, valuable, life-changing experiences. Here's to the next 60 years!

This sounds to me like an enthusiastic endorsement of White Hall's adventure ethos. Composed by Jack Longland, the instigator of White Hall, adventure – in the form of outdoor pursuits – was the dominant melody at the centre, always in the foreground. Other tunes accompanied this melody, usually in the background and in harmony with the melody. This fundamental character – the essence of White Hall – did not look like history to me when I was living through it in the 1970s and 80s, except when faddish and discordant new tunes threatened to overwhelm the melody. Nor does it look like history now that I'm looking back at it from 2014. If we judge from Robin Baldry's reported statement, the adventure aspect of White Hall is not something that was but is no longer. It was and still is a guiding belief.

In 1983, pupils' post-course comments sometimes appeared in writing and artwork at school. Sometimes they emerged in letters written to the principal or to an instructor. Occasionally a letter with some youthful literary merit took pride of place on the staff noticeboard. Correspondence is different now. I don't suppose the postman brings as many thank-you letters as in the past. Nowadays the reactions to a dose of adventure are scattered around Twitter and Facebook and Google+ and YouTube. Or they exist in text messages or in podcasts or in digital newsletters or on blogs. The means of communication have changed dramatically; the sentiment hasn't changed at all:

Whitehall Residential [2011–13]

me and cara loved whitehall!!

–holly

I LOVED IT THANK YOU

–ELYSSA COMINS

It was fab, loved it

–Megan Alcock

it was fabulous and [to] any who are going this time
coming it is worth going

–charlotte sawyer

What a fantastic time

–i

i likes Chris as a friend and i miss him

–rachel gregory

i had a fantastic time and cant wait for next year x

–kristen

It was awesome!

–George

Amazing

–Peggy

I had the best time ever

–natasha-jane

i miss white hall i had chaws lol

–courkejones

So scared but exited:-P

–Bethany.Erroch

Bolsover C of E Junior School, Derbyshire

Extracts from comments on slideshows of 2011–13, 'Sports Page: Whitehall', Bolsover Church of England Junior School (13 Mar 2014) <<http://derbyshire.schooljotter.com/bolsover/Sports+Page/Whitehall>> [accessed 27 Mar 2014].

i 'Thanks a Million from UK's Kids', Buxton Advertiser Online (19 June 2011) <<http://www.buxtonadvertiser.co.uk/news/local/thanks-a-million-from-uk-s-kids-1-3493014>> [accessed 26 Mar 2014]. The estimate of a million Derbyshire pupils, over sixty years, is a bit puzzling. To reach a total of a million would require an average of 16,600 different pupils visiting White Hall each year.

Scientific Credentials

It is common for teachers to argue against the overemphasising of the importance of measurable educational outcomes. Some of the effects of outdoor education are immeasurable; teachers, both in the classroom and out of doors, are wary of spending a disproportionate amount of energy in the pursuit of the quantifiable results. The need to remain alert to the overemphasis, as I see it, has never been more obvious than it is now. But the gravitational pull of the UK education system, at present, is strongly towards giving primacy to assessable outcomes. It can be difficult for outdoor educators to resist that force.

Furthermore, desperate times call for desperate measures. To survive, some outdoor education centres may choose to package their wares as a bundle of 'proven changes' and 'positive outcomes' and 'evaluated impacts' and 'testable goals'. Some organisations are already heading enthusiastically in this direction. North Yorkshire Outdoor Learning Service (NYOLS), which runs three outdoor centres, is one such body. Its well-designed website is a model for other centres to try to emulate. The activities page provides a no-nonsense visual message: a lively collection of sixty-nine photographs of course members engaged in dozens of different outdoor activities.ⁱ Elsewhere, a document called 'Impact Report 2012' adds what some readers might regard as a more scholarly layer to the message; this report confidently dangles all the available lures, guaranteed to establish NYOLS as a respectable brand:

We have measured and evaluated the impact [of our courses] from a number of sources: formal action research, evaluation forms, online surveys, student feedback, letters from teachers, parents and students, and external monitoring visits. We still have a long way to go, to truly assimilate all the impact the Outdoor Learning Service has on a student following his or her own pathway through the Service, but we are confident that it is full of positive outcomes. We are aiming to work more closely with academic institutions, research bodies and our users to further increase our knowledge base, and use this to further develop our provision and practice.ⁱⁱ

Will other outdoor centres head in the same direction, scientising their public profiles? Does White Hall need to present its product to the public in this new way? Of will its board resist any temptation to rebrand it, rather than risk marginalising the frosty mornings and crimson sunsets. Here is a sample of promotional literature from the White Hall of 1961, taken from an official description of the centre:

Our students learn to walk, to read a map, to steer a compass course in cloud or darkness, to camp and cook in the open, and to acquire the basic skills of some open-air sports. Our youngsters ... get cheerfully wet and muddy exploring the limestone caves, develop from tumbling novices to quite accomplished skiers on the nursery slopes of the Combs Valley, learn to use their own canoes and explore the countryside on horseback.

They emerge, after only a week's course, not only with a wealth of valuable new experience, but also more alive, more self-reliant, and with the humility that comes from pitting yourself against natural obstacles much larger than the ordinary human scale.ⁱⁱⁱ

i North Yorkshire Outdoor Learning Service, 'Activities', North Yorkshire County Council (2013) <<http://www.outdoored.co.uk/activities/>> [accessed 17 May 2014].

ii North Yorkshire Outdoor Learning Service, 'Impact Report 2012', North Yorkshire County Council (2012) <http://issuu.com/nyccols/docs/nyols_impact_report_2012/1> [accessed 5 May 2014], p. 3.

iii Quoted in 'Getting a Firm Foothold in Open-country Skills', *Guardian*, 6 Mar 1961, p. 19.

The two marketing styles are starkly different. The language of the first pronouncement displays the influence of sixty years of pedagogical research, perhaps allowed full expression by some market-driven pragmatism. The result is an education officialese, heavy with gravitas and apparent authority. Monotonous in its certainty. The paragraph would be better balanced if it acknowledged that some of the beneficial effects of outdoor education cannot be measured. It could point out, without detracting from its marketing effectiveness, that the area of outdoor education is very complex and that outdoor education is, arguably, an art and not a science.ⁱ

The second example is lyrical in its rhythm, uplifting in its simplicity. It uses the active voice, linked to the concrete nouns of outdoor pursuits. It is a vestige of the early days of state-funded outdoor education, scientifically unsophisticated but delightful for its optimism and innocence.

Her Majesty's inspectors, in 1963, were equally buoyant in tone and lacking in jargon. My mum would have understood this:

Looking Back: Inspectors' Conclusions on White Hall Centre in 1963

'It is abundantly clear that the centre is fulfilling admirably the task for which it was set up. It is introducing hundreds of young people to healthy open country pursuits and it is producing leaders in these pursuits. It has been suggested that there may be some need for taking another look at the campcraft and that the observational side of the courses might be developed, but the centre's work as a whole deserves nothing but praise. The leadership of the Principal has been of the highest order and his staff have responded splendidly. It is also clear that the time has come to spend more money on the building and its equipment. What is being done is so valuable that there should be no risk of its being hampered by makeshift facilities. The introduction of young people to the healthy pursuits fostered at White Hall and the development of their character, skill and wider interests in this way are matters of major educational importance in the modern world.'

H M Inspectors, *Report by H. M. Inspectors on White Hall Centre for Open Count[r]y Pursuits, Buxton, Derbyshire* (London: Ministry of Education, 1963), pp. 10–11.

i Allison, Pete, 'When I Stop and Think about It ... Further Research Is Not Required', in *Proceedings from 3rd International Mountain and Outdoor Sports Conference, Hrubá Skala, Czech Republic, 23–26 November 2006* (Czech Republic: IYNF, 2007), pp. 78–91 (pp. 78, 85).

Appendix I. Notes on the Exchange

Our year in Australia was a wonderful social and recreational experience for both my wife and myself. Professionally its interest and relevancy exceeded all expectations. The exchange was organised under the auspices of the League for the Exchange of Commonwealth Teachers (LECT) and the International Teaching Fellowship Association of Victoria. Because of the specialized nature of the exchange, a departure from the league's normal matching procedure was approved, allowing me to make enquiries abroad myself in the two years before the exchange. Other teachers in the relatively small field of residential outdoor education would probably need to do the same to stand any hope of finding a match – but apply to the LECTⁱ first. In my case, my enquiries abroad started the ball rolling that led to the final match.

I received financial assistance from the LECT, mainly in the form of a return air ticket. However, an exchange teacher's own financial commitment needs to be quite substantial too, especially if there are air fares for family members and in connection with what to do about cars. Exchangees in outdoor education (risk sports) also need to research the matters of third-party liability insurance and medical insurance. My involvement with third-party liability insurance, medical insurance for myself, medical insurance for my wife's pregnancy, and dental insurance (I had some big dental bills) was complicated and messy, despite well intentioned enquiries before the exchange.

Neither was the exchange without problems of adjustment and settling down but, in retrospect, coping with these sorts of things was part of the value of the year. Finally, the paperwork involved in these exchanges from beginning to end has to be seen to be believed, and anyone contemplating an exchange would be well advised to start off by buying a filing cabinet.

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- i Post-to-post teacher exchanges between Commonwealth countries are now (2014) organised by the Commonwealth Teacher Exchange Programme (CTEP), which is managed by Xchange Partners, an arm of the Commonwealth Youth Exchange Council.



Left to right: Pete McDonald, Cheryl Dingle, Elaine McDonald and Pete Dingle. In London while en route at the start of the exchange. We met for three hours and revised the last few details of swapping houses.

Appendix II. Centre Documents and Other References

I would like to thank the heads of both centres for permission to include documents 1 to 62 and 101 to 106, which accompany this study in a loose-leaf file.ⁱ

Rubicon School Camp Documents, 1983

1. Rubicon School Camp. (Booklet, 1983.)
2. Staff Information. (Booklet, 1983.)
3. Responsibility Areas.
4. Discipline Policy – Rubicon School Camp.
5. A.M. Duty Officer – Duties.
6. P.M. Duty Officer – Duties.
7. Bargain Bar Policy.
8. Session Management. (Booklet, 1983.)
9. Lesson Notes. (Booklet, 1983, Sept.)
10. Dormitory List. Activity Group List.
11. Meal Duty Groups List.
12. Weather Duty Groups List.
13. Weather Recordings Sheet.
14. First Day Timetable.
15. Staff Information Sheet on Illness, Discipline, etc.
16. Bus Booking Form.
17. Visiting Teacher Daily Time and Duty Schedule.
18. Visiting Teacher Tasks and Duties Roster. Duties Ski Day.
19. Selected Day – Student Choices. Student' Lists.
20. Lake Mountain Emergency Procedures.
21. Staff Meeting Agenda Form.
22. Stock Card.
23. Visiting Teacher Report – Invitation to Report.
24. Sample Visiting Teacher Reports.
25. Instant Type Student Photograph.
26. Working Conditions Discussion Document.
27. Time Schedule Tabulation 1982.
28. Agreement on Conditions and Staffing. 1984.
29. VSTA Report on Visit.
30. Sample Staff Hours Sheets.
31. Overnight hikes – Bushwalk Description Sheet.
32. Overnight Hikes – Students' Hike Check List.
33. Overnight Hikes – Visiting Teacher Briefing Check List.
34. Overnight Hikes – Bushwalk Data Sheet.
35. Overnight Hikes – Main Store Issue Sheet.

i Update note, 2014: unfortunately my copy of this file of centre documents has not survived the thirty years.

36. Overnight Hikes – Main Store Loss Sheet.
37. Year Programme 1983.
38. Ten-day Programme. Camp 6.
39. Eight-day Programme. Camp 8. (Environ. Camp)
40. Six-day Programme. Camp 11.
41. Review Week Outline and Stocktake Schedule. 1983.
42. Sample Review Week Programme. 1–4 Feb 1983.
43. Branch Conference Agenda. 1963.
44. Software Submission.
45. Development Projects. 1983.
46. Triennial Planning Papers. 1984–7.
47. The New Hall. Summary of Inputs.
48. Orienteering. The Rubicon 1:15 000 Map.
49. Orienteering. Camp Grounds Map.
50. Orienteering. Classroom Spot Course.
51. Orienteering. Results Sheet.
52. Orienteering. Score Cards.
53. Ropes and Initiative Activities.
54. Proposed Ropes Course Map.
55. Rock Climbing Training Cliff Diagram.
56. Royston House Programme. (Booklet.)
57. Royston House. Post Mortem, Review and Follow-up.
58. School Council. Implementation Paper.
59. Lake Mountain Nordic Skiing Map.
60. Royston Environment Studies Lesson Notes.
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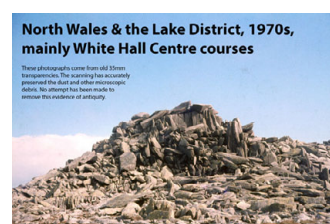
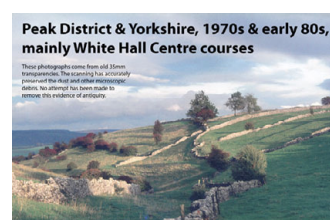
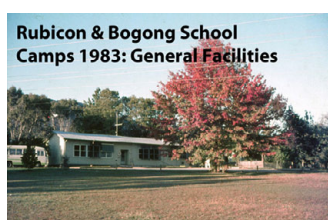
Office machines, Rubicon School Camp, September 1983.

Appendix III. Related Photographs

The link below leads to about 770 photographs illustrating the outdoor education that took place in 1983 at Rubicon School Camp and in the 1970s and early 1980s at White Hall Centre: <https://get.google.com/albumarchive/109345388233448740104?source=pwa>

~~<https://plus.google.com/photos/109345388233448740104/albums>~~

Clicking this link will take you to an Albums page. You will see about 14 albums. Nine of them, shown below, contain Rubicon or White Hall photographs.



Note – Viewing Several Albums on Google+ Photos

When you have finished viewing an album and you want to close it and return to the Albums page, there may be no obvious Albums tab or exit button. Instead, use the browser's Back button. This will close the album and return you to the Albums page.