



HORIZON

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association for experiential education

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RESOURCES, ADVICE & INSPIRATION

The last time we sent out an edition of *Horizon*, yellow and orange leaves still clung to the trees and we were gearing up for the Annual International Conference in St. Paul. Now, Boulder is blanketed white, St. Paul seems a distant memory, and the upcoming regional conferences are the buzz. Seven regional conferences will take place throughout North America between early February and mid-April. Early-bird registration for some of the conferences has already begun, so be sure to tune into **Conference Update** for information about the conference in your area.

If you're in search of resources, advice or inspiration, there's no shortage in this issue. Those who work with at-risk youth will want to tap into **Practitioner's Corner**, where Professors Sally Cahill Tannenbaum and Sharon Brown-Welty share their findings and thoughts on ways to leverage student success by combining after-school programs with service-learning. Their observations and advice derives from research findings they published in Volume 29.2 of the *Journal of Experiential Education* ("Tandem Pedagogy: Embedding Service-Learning into an After-School Program").

Student Perspectives will resonate with any educator or practitioner who has ever felt stymied by bureaucracy. Prescott College graduate student Charles Maciejewski shares a collection of poems inspired by the work he is currently doing at Bronx Expeditionary Learning High School—where the rewards, frustrations and revelations never cease.

Stumped on how to make 2007 a year of affirming change? Turn to **Observations from the Field**, where Heartland Regional Chair Joe Sanok draws on personal experience and relationship-based literature to explore the power of positive influence.

Lost Legends pays tribute to Todd Skinner ... pioneering big-wall free-climber, motivational speaker and climbing world beacon. *Horizon* columnist/AEE Book Review Editor Michael Swiderski pays homage to Skinner.

Also in this edition, Minnesota State University at Mankato's Experiential Education Program friends and colleagues say farewell to Andrew Cope, who recently passed away. Turn to **In the News** to read their tribute.

On a more uplifting note, **In the News** also contains information about the 2006 AEE Award Winners, two calls for proposals, and resources for teachers, and grant and contest opportunities.

If your schedule is too packed to click through more than one link, make it **Member Happenings**. Here you'll find important *(Continued on page 2)*

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member updates. Those of you who regularly take advantage of AEE's Jobs Clearinghouse (JCH) know that we made significant improvements to the system in October. JCH is now easier to use, better designed and has increased traffic (more than 11,000 hits per month). With improved service comes increased cost; the new fee structure is outlined herein. And international members will be happy to read about new initiatives to network AEE's international community.

In **From the President**, Steve Pace outlines the Board's agenda for 2007. And in **From the CEO**, Pat Hammond reflects on the 2006 Annual International Conference and highlights what's in store for 2007.

Turn to **Accreditation Update** for a roundup of 2006 Accredited Program successes and 2007 Accreditation Council changes. And **On the Horizon** is your resource for events and trainings occurring worldwide from now through the summer.

Thank you once again to all those who contributed to this issue of *Horizon*. And to those of you who have never contributed ... consider this your official invitation to share your expertise and experiences! Our next edition will be out in July. If you'd like to contribute to that issue or comment on this one, you can contact me at publications@aee.org.

Happy New Year!

Natalie Kurylko
Director of Publications

From the CEO

FOCUSED ON THE FUTURE, LEARNING FROM THE PAST

Transitions into the New Year are always exciting—a time to reflect on what we've learned over the past 12 months and set goals for the upcoming year. During the past few weeks I have been reflecting on my first year as CEO for AEE. The Annual International Conference in St. Paul was the last major piece of the first year's learning cycle for me. So many solid, practical applications combined with the positive energy of so many passionate people helped remind me—once again—that we are making a difference!

This epiphany was driven home during a talk Dr. Dan Garvey gave in St. Paul titled "Living in a World of the Unimaginable and the 'Response Ability' of the Experientially Educated to Global Crisis." As Dan pointed out, we currently live in a world where the "unthinkable" happens—school shootings, the destruction of the Twin Towers by terrorists, and the devastation of entire regions by tsunami and hurricane. In the face of such catastrophes, it's easy to feel discouraged and powerless.

As he spoke, Dan convinced us of every individual's ability to make a difference—especially experiential educators and practitioners. With examples, he demonstrated the effectiveness of experiential education in shaping citizens and leaders with the capacity to imagine and create positive outcomes, both in their personal lives and for the public good. I came away from Dan's talk more convinced than ever that AEE's success depends on our ability to provide support and resources that help experiential educators from all fields do just that!

In his monograph *Good to Great and the Social Sectors*, Jim Collins asserts that the fundamental difference between for-profit businesses and not-for-profit organizations is the shift from having an economic engine to having a resource engine. As Collins points out, for not-for-profits the question is not how much money we make, but how we can develop a sustainable resource engine of continued cash flow and talented people willing to give their time and commitment. Our success (our greatness) is not defined entirely by our financial return but by our success relevant to our mission. We must ask ourselves how effectively we deliver on our vision, mission and Ends relative to our resources. How can we make a distinctive impact?

Over the past year I have talked with many in AEE who are making an impact—researchers, consultants, professors, accreditation reviewers, region leaders, elders, struggling practitioners, board and committee members. It's clear that all are deeply passionate about experiential education and its potential

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to make an impact on the world. It's equally clear that we're still learning the best ways to collectively harness and utilize that passion. It is what drives the AEE Accreditation Program, our regions, professional and affiliation groups, annual and regional conferences, the *Journal of Experiential Education* and the books we publish. But there's always room for growth, and in order to accomplish its mission, AEE needs to continue growing—its membership, its initiatives, its impact and, yes, its financial reserves.

To that end, the staff and regional leadership have a number of initiatives planned for the second half of fiscal year 2007, including e-mail, print and phone membership drives—to recruit new members, bring back lapsed members, and give students incentive to stay connected with AEE upon graduation. In addition, four new books to support the field are in the works and regional conferences start taking place in February with a TAPG conference wrapping up AEE's conference season in June. And those are just the highlights.

During the first six months of FY07, we have made significant progress in our initiative to expand EE's visibility: AEE's website now features searchable member and organizational directories and a new Jobs Clearinghouse (JCH) platform that gets more than 11,000 hits per month. We've also broadened the impact of our publications initiatives: The *Journal of Experiential Education* has seen a 20 percent growth in subscriptions, we continually add new titles to the AEE eStore library, and we debuted the AEE Accreditation Program Photo Contest calendar, the winners of which will be highlighted on our website throughout 2007.

Watch for additional positive changes coming to you via AEE's website in 2007. There will be more resources and practical applications, improved leadership and networking support, and updated key messages and a new AEE "look."

Meanwhile, thank you for your continued commitment to and support for AEE. I hope the atmosphere of excitement, growth and sharing I felt in St. Paul floods the upcoming regional conferences!

Pat Hammond

CEO, AEE

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From the President

REFLECTIONS & APPRECIATIONS

Another year has come and gone, a new one about to begin. This has been a good year for AEE. There is much to reflect on and appreciate.

Our conference in St. Paul was a wonderful capstone experience for the year. Feedback from the membership has been very positive and plans for next year's conference in Little Rock, Arkansas, are well underway.

Last year at this time we welcomed Pat Hammond to the position of CEO of the association. Her steady presence and calm leadership has been a boon to our community. In my experience, a new CEO in any organization spends her first year getting oriented and her second and third years implementing improvements from the seeds that were planted during that first year. I know from talking to Pat that she has an energetic vision for AEE, and I look forward to reflecting on what she achieves in the upcoming year.

Denise Mitten finished a four-year term on our Board of Directors in November. Her leadership was wise and thoughtful. AEE is in a better place because of her efforts.

During the past year each person on our professional staff in Boulder has made significant contributions to the improvement of the services AEE offers members. On behalf of the Board of Directors I want to thank Accreditation Program Manager Henry Wood, Administrative Assistant Ann Berens, Conferences and Events Manager Evan Narotsky, Finance Manager Amy Strombotne, Membership Coordinator Amy Green, Membership Manager Christine Day and Director of Publications Natalie Kurylko for all they do on behalf of experiential education. We are indeed fortunate to have such a strong group of intelligent and dedicated individuals working on our behalf.

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The Board of Directors has been working effectively on AEE's behalf as well. We are currently researching demographic trends that are likely to affect the many fields of experiential education during the next 25 years. We will use what we learn to reflect on the question: "How should AEE position itself to provide support to experiential education in our changing world?" At the board's winter meeting in the beginning of February, a significant amount of time will be spent discussing our research and exploring this question. Later in the year, we will reconvene to assess whether the goals we have outlined in our Ends Policies are in sync with the trends we identify or whether our Ends need to be modified to match up with what we anticipate upcoming years will bring.

Namaste,

Steve Pace

AEE Board President

The Board of Directors welcomes input and questions from members.

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Observations from the Field

THE CYCLE OF INFLUENCE

In a society that values the self-made individual, the idea of seeking out the influence of others seems almost counterintuitive. But if you truly want to empower someone you value while expanding your horizons, give it a try.

By Joseph R. Sanok

My father is doing something new in 2007. He is going to Haiti with my mother. She has gone annually since 1999, except when political coups made it impossible. She works in a village in central Haiti, doing medical work for a few weeks. Over the years, as my wife, sister, mother and I have volunteered there, my father has stayed home—worrying, praying and making home improvements. All the while, my mother was feeling that she was contributing to the world, yet her husband could never understand the impact that it was having on her life.

As we enter this new year, something has changed in my father. He will be joining my mother on her annual pilgrimage to Haiti this spring. Within my family, shock waves have reached even second cousins. None of us ever thought this would occur.

As a result of this trip, my father will begin to

understand my mother's eccentric passion for the mantra of reducing "excessiveness and abundance" in the United States. She has grown into a micro-revolutionary who fights injustice in her hometown and across the globe. My father will meet people whose names he has heard, but now he will have his own experiences with them. He may be one of the few United States citizens to make the six-hour hike to Nalfon, a small village where the U.S. Centers for Disease Control has initiated a clean water program. But something bigger is going on here. My father is joining my mother in one of her passions. As he enters the new year, he is learning, experiencing and growing his relationship with her by validating, through experience, something that's at the core of who she is.

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John Gottman, Ph.D., one of the leading marriage researchers of our day, has studied marriage since 1972. Since then he has revolutionized how therapists work with couples as well as the ways in which couples interact. In his book, *The Seven Principles for Making Marriage Work* (1999), he discusses a principle that pertains to my father's upcoming trip to Haiti. This principle is "Let Your Partner Influence You." Dr. Gottman explains that one of the foundations of a strong marriage is one in which an individual is influenced and influences her/his partner. When mutual respect and influence moves the relationship forward, a healthy marriage is a natural consequence. While I agree with Gottman, I believe it is possible to expand on this concept. I believe that every individual needs to have influence in other people's lives. This may be in our partner's life, our children's decisions, our friend's choices, or in our own community. There is something profound about feeling needed. We would like to believe that the world would not be the same without us.

Yet how often do we allow others to influence us? On some level, we all would like to influence others, yet in our individualistic society, where the self-made person is valued, we tend to see being influenced as a sign of weakness. Therefore, one of the things we desire most we are unable to give to others—influence.

In the spirit of the new year, I propose that maybe it is time to start a personal revolution in our own lives—to allow ourselves to be influenced by other people. This could be in the form of joining our partner in something that s/he enjoys yet we don't yet understand. Or we could allow our children to teach us something. Others of us might open ourselves up to the influence of friends ... by volunteering with them somewhere we feel uncomfortable. The point is not the activity itself; rather it is that when we join someone else in what they are passionate about we validate them and build our relationship in the process.

So may we each, as we enter 2007, find a way to be influenced by those whom we treasure—to find a new experience in places we never thought to look ... even if it takes us to Haiti. ❖

About the Author: Joseph R. Sanok, MA, LLP, LPC works and lives in Kalamazoo, Michigan, where he lives there with his wife, Christina. He enjoys cooking, studying ancient spiritual traditions, and traveling to countries where tourists rarely visit. He is the Chair of the Heartland Region for AEE. He can be reached at sanokcounseling@gmail.com.

Practitioner's Corner

This article has been adapted from an article that appeared in Volume 29/2 of the *Journal of Experiential Education* (JEE). Thank you to the authors for making the time to create a practitioner-focused piece out of their original research-based contribution to the JEE.

IS THIS THE WINNING COMBINATION?

Two researchers evaluate and reflect on the benefits of embedding service-learning into an after-school program.

By Sally Cahill Tannenbaum & Sharon Brown-Welty

Low test scores. High drop-out rates. Disillusioned and disengaged youth. All of us are worried. Our children, for whatever reason, are failing to thrive. While politicians and educators wring their hands and institute programs that promise to leave no child behind, more and more children slip through the proverbial crack. We all know that the reasons children fail to be successful in school are complex. And while no one

solution will solve the entire problem, there are options that offer hope. One such approach combines two familiar pedagogies: after-school programs and service-learning. For those of us who understand the power of experiential learning, the added benefit of combining these two strategies comes as no surprise. What is surprising is how unusual it is to find the two strategies used together. *(Continued on page 6)*

The research on the benefits of both approaches is extensive. Take, for instance, after-school programs. The research is impressive—so impressive that politicians have seen fit to spend over 1 billion dollars a year on them (U.S. Department of Education, 2006). In fact, since 1997 the U.S. Congress has sponsored community learning centers in 7,500 rural and inner-city schools through the 21st Century Community Learning Centers Grant, a program that funds rural and inner-city public schools or consortia of schools that serve high-risk populations. Evidence suggests that, among other things, extending the school day actually cuts down on juvenile delinquency and teenage pregnancy (Steinberg, Riley, & Todd, 1993) and increases school attendance, homework completion, student promotion and aspirations to attend college (Funkhauser, 1995; Little & Harris, 2003; Posner & Vandell, 1994; Riley, Steinberg, Todd, Junge, & McClain, 1994).

Most of us are also aware of the growing popularity of service-learning—and with good reason. Service-learning has been shown to improve critical thinking and writing skills (Vogelgesang & Alexander, 2000) as well as a child's ability to work well with others, organize and take action, and form attitudes toward social justice, equality of opportunity and civic responsibility (Melchior & Bailis, 2002).

While there's no shortage of research that looks at the benefits of each of these teaching strategies individually, there is little that examines the effects of combining the two. That's why it was so exciting to have the opportunity to study the "Dare to Dream Program," an innovative service-learning program being used in four after-school elementary schools in California (Coiner, Reed, Arvisu, & Minkler, 1999). Many of the children in these schools came from high-risk populations. In fact, most came from poverty. For many, English was a second language. Most were struggling academically. The results of our study were equally exciting. Our investigation showed that after participating in the combined programs, children were more likely to have higher academic and conduct grades and were less likely to be suspended than students who did not participate in both programs. In other words, combining the programs leveraged student success.

Specifically, after one year, a statistically significant difference was found in the behavior of the students

who participated in the service-learning program versus the students who did not. The three areas of difference were: a) change in grade point average, b) change in conduct grades, and c) change in number of suspensions. Fifty-six percent of the students participating in the service-learning component had improved overall grade point averages as compared to 32% of the students in the comparison group. Conduct grades for 31.7% of the students participating in service-learning improved as compared to only 11.7% of the students who did not. Suspensions for students in the service-learning program dropped from 6.1% to 0, while suspensions for students in the comparison group dropped from 10.4% to 7.1%."

So, what were the children picking up in the combined program that led to a change in their academic and social behavior? Like most after-school programs, children at these four schools were offered a menu of assistance including tutoring, computer labs, fine arts activities and recreational programs. What distinguished the "Dare to Dream Program" was its focus. The curriculum, which was uniform across all four sites, was based on the philosophy that students who learn and practice responsible decision-making skills through the use of service-learning are more likely to make more responsible choices in other aspects of their lives than students who have not learned these skills. Through a series of experiential "games," readings and exercises, children were taught to 'fail forward.' They learned to take personal responsibility for choices they made and if they made mistakes along the way, they were taught to learn from their mistakes. The program emphasized tolerance, respect, personal leadership, academic achievement and civic responsibility. Finally, the program asked the children to concentrate on a community problem and to work as a team to address the problem by designing and completing a community project. In other words, they learned to look past their own needs to the needs of the community. They learned to make a difference.

In the best tradition of John Dewey (1938), the "Dare to Dream Program" was an "educative experience." Children learned that they not only had the ability to impact their own lives through good decision-making but that they also had the ability to impact the lives of those around them by *(Continued on page 7)*

working on a worthwhile activity. In the case of these four schools, activities ranged from designing a community garden and distributing food to the poor to cleaning up graffiti. In turn, the service activity stimulated intellectual curiosity and provided opportunities for critical thinking.

We believe that combining an after-school program with service-learning does much more than just keep students out of mischief and improve school commitment: It has the ability to increase a child's sense of belonging and connect her/him to her/his school and community. Too often, after-school programs limit themselves to a menu of homework sessions, computer labs and one-on-one tutoring—a drill-and-kill approach that repeats material from the regular school day. And while we don't argue that standard after-school programs can be beneficial, one has to question whether or not they maximize impact. Sure, they provide opportunities for

children to focus on their academic needs, but what about their social and emotional needs? What about their need to develop and practice personal and social responsibility skills? What about their need to know they can make a difference?

The challenges facing our modern K-12 educational system are daunting. We must face these challenges with a combination of energy and wisdom. We can't afford to have large segments of our student population failing to thrive. While no one has yet found a magic bullet, those of us who embrace experiential learning do know that alternative educational strategies—among them after-school programs and service-learning—hold great promise. The ultimate goal for all of us, of course, is to design creative, engaging and cost-effective educational programs that make our children more successful in school and more successful in life. Who knows? This may be the winning combination! ❖

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This department features profiles of legendary individuals who have influenced one of the many fields that use experiential education. If there is someone you would like to honor, please contact publications@aee.org.

TODD SKINNER, 1958-2006

... groundbreaking climber, motivational speaker, forever upbeat... **By Michael J. Swiderski, Ph.D.**

It hadn't even been a week since the horrible death of world-renowned BASE jumper Brian Shubert (whose chute failed to open at the New River Gorge Bridge Day celebration) when the newswire sent out these shocking headlines:

- + *World-Class Climber Dies in Fall* (Denver Post)
- + *Faulty Equipment May Have Led to Climber's Death* (ESPN Sports)
- + *Friends Shocked at Loss of Free-Climbing Pioneer* (San Francisco Chronicle)
- + *Todd Skinner, a Pioneer of Free Climbing, Dies at 47* (New York Times)
- + *Todd Skinner Dies in Yosemite* (Gadling, The Travelers Weblog)
- + *Climbers Mourn Todd Skinner* (Great Outdoors)

For many climbers around the world, when first hearing these headlines, time was momentarily suspended. The shocking announcement struck them, imprinting their exact location the moment the news arrived.

How It Happened

"Todd Skinner's hands were cut up as usual after a hard day of climbing. He was tired but was his usual content and happy self, standing high above Yosemite Valley on what is known as Leaning Tower. Skinner and his climbing partner, Jim Hewett, had spent two weeks practicing what would be the first free-climb up Leaning Tower, one of the hardest they had ever attempted. 'We were working out the route, figuring out moves,' Hewett said. 'He was the same super happy person he had always been.' They talked about their plans for the next day. Then Skinner began rappelling down from a ledge part-way up the 2,000-foot face. Five minutes later, he was dead" (Fimrite, 2006).

Harness Failure

"It's really affecting the climbing community because harness failure is pretty unusual—it is not supposed

to happen," said Ken Yager, president and founder of Yosemite Climbing Association. "It's gotten people thinking about their old harnesses now" (Fimrite, 2006).

The part that broke, called the belay loop, is designed to be the strongest part of the climbing harness, but Skinner's harness was old, said Hewett. "It was actually very worn," his climbing partner said. "I'd noted it a few days before, and he was aware it was something to be concerned about." On Monday's fateful climb, Hewett said the belay loop snapped while Skinner was hanging in midair underneath an overhanging ledge. "I knew exactly what had happened right when it happened," he said. "It was just disbelief. It was too surreal." Stunned and in shock after watching his friend fall, he checked his equipment. "I wanted to make sure that what had caused the accident wasn't going to happen to me," he said. "I then went down as quick as I could." Hewett said he knew there was no hope. A search-and-rescue team found Skinner's body, wearing the harness with the broken belay loop, about 4 p.m. on the rocks near Bridalveil Falls. He was pronounced dead at the scene (Fimrite, 2006).

Shockwaves Sent Around the Climbing World

Skinner was known and admired worldwide. It was as much his attitude as his skill that made his death shocking to climbers, many of whom regarded Skinner as virtually invincible. "People have been doing the exact same thing Todd was doing for a long time, and the fact that the strap would break is pretty shocking," said Yvon Chouinard, an avid climber and owner of Patagonia Inc. (Associated Press, 2006). "There is just general disbelief that this could happen to him, because he was such a safe climber," said Ann Krcik, a longtime friend who also employed him as a motivational speaker. "He was the pioneer of big wall free-climbing, but he also affected every climber he ever met because he was so personable" (Fimrite, 2006). *(Continued on page 10)*

About Todd Skinner

Todd Skinner was considered the most diversely accomplished rock climber of his generation. He emerged as a pioneering climber in the 1980s, espousing “free climbing” methods, in which no artificial instruments are used to advance on a technical climb; ropes and other equipment are used only as safety devices in case of a fall. “The whole idea of bringing free climbing to big walls—nobody believed it could be done or that anyone would even try it,” said Steve Bechtel, a climber who accompanied Skinner on many expeditions. “He brought free climbing to the great ranges” (Stallman, 2006).

Some of Skinner’s early climbing methods were controversial in the climbing community. The traditional protocol for climbing a route was to do it from the bottom to the peak without falling. If a climber fell and his ropes supported him, he was expected to return to the bottom and start over. But Skinner defied this approach. If he failed to execute a maneuver during a climb and fell, he would hang from his ropes before practicing the move several times and continuing the ascent, a tactic known as “hangdogging.” “Todd would ‘hangdog’ and retry the move until he learned it,” said Bobby Model, who joined Skinner on several international expeditions. “Lots of tactics he used in the ‘80s now are accepted” (Stallman, 2006).

Skinner, of Lander, Wyoming, was recognized and celebrated for blazing new paths up hundreds of sheer faces ranging from Canada’s Yukon Territory to the Himalayas. He would follow the natural lines of weakness, tiny cracks, wedges and edges in the rock. In 1988, using only free climbing techniques to move upward, Skinner and his longtime climbing partner, Paul Piana, completed the first free ascent of the 3,600-foot Salathé Wall on El Capitan in Yosemite National Park. Considered a seminal achievement in American climbing, Skinner and Piana “freed” the classic wall, establishing a Grade VI 5.13 route. This route is now considered to be the world’s classic big-wall free climb (Stanley, 2006). “He proved that it was possible to free climb El Capitan,” photographer and climber Bobby Model said. “Now it’s common” (Stallman, 2006). “That was a groundbreaking accomplishment,” said Phil Powers, executive director of the American Alpine Institute and Skinner’s friend (Martin, 2006).

Perhaps Skinner’s most renowned feat was his

climbing team’s free ascent, in 1995, of the East face of Trango Tower. Also known as Nameless Tower, the team spent 60 days at more than 18,000 feet attempting the 4,700-foot rock face in the Karakoram Range of the Himalayas in Pakistan. No one had tried to free climb it before. Skinner and his three climbing partners from Wyoming—Bobby Model, Jeff Bechtel and Mike Lilygren, reached the peak at 20,500 feet, to accomplish the first grade-7 free-climb in the world. Skinner described the expedition in a cover story for *National Geographic* in 1996. “We faced serious objective dangers—avalanches, rock falls, we were trapped in hanging tents for days at a time,” Model said (Stallman, 2006).

Skinner’s many climbing achievements have been documented in 12 languages in film and in print. He accomplished more than 300 first ascents in 26 countries around the world and established new climbs and first ascents at the highest level of difficulty. He relished the challenge in all aspects of rock climbing, from bouldering to Himalayan peaks. But most of all he dreamt about big walls that could be free climbed in all corners of the globe (“Beyond the Summit,” no date). Skinner’s climbing highlights, in addition to the notoriety achieved from El Capitan and Trango Tower, include the first free ascent of the north face of Mt. Hooker in the Wind River Range (Wyoming), the first free ascent of The Great Canadian Knife in the Cirque of the Unclimbables (Yukon Territories), the first free ascent of the Northwest Direct Route on Half Dome (Yosemite National Park), the first free ascent of a new route on Kaga Pamari, Hand of Fatima Group (Mali, West Africa), the first free ascent of a new route, War and Poetry, on Ulamertorsuaq, in the Cape Farewell region (Greenland) and the first free ascent of the East Face of Poi, Ndoto Mountains (Northern Kenya).

Skinner’s accomplishments have been covered by periodicals including *National Geographic* (cover feature on Nameless Tower, April, 1996), *Life Magazine*, *Outside Magazine*, *USA Today*, *Climbing*, and *Rock and Ice* and the premier issue of *National Geographic Adventure* (April, 1999). His expeditions to Pakistan, Vietnam, West Africa, Greenland and Kenya have been featured on the Outdoor Life Channel. His expedition to Aritiyope, an Amazon big wall in Venezuela, was featured on ESPN. *(Continued on page 11)*

Skinner was also invited to be one of three adventurers included in National Geographic's first "Live from National Geographic" lecture program held outside of Washington D.C. Other notable Skinner accomplishments include receipt of the Underhill Rock Climber of the Year Award by The American Alpine Club and an Emmy Award for adventure cinematography (*Beyond the Summit*, no date).

Reputation & Respect

Even when in the most precarious of climbing positions and harsh environments, Skinner's physical and emotional control won him the respect of his peers and helped inspire a new generation of climbers, said Daniel Duane, author of *El Capitan: Historic Feats and Radical Routes*, a history of big wall rock climbing in Yosemite. "Each generation of climbers has kind of a shining light, and Todd has been that shining light for several generations," said climbing partner Piana. "I never thought he would go [die] climbing, not in this way" (Associated Press, 2006). "Climbing with the guy was totally inspiring," said Bobby Model, who pioneered new routes on Nameless Tower and Ulamertorsuaq with Skinner. "One thing I'll always never forget was how Todd would work harder than anyone else on an expedition and would still have a smile on his face at the end of the day. He had a great way with people and really cared about them, whether they were a climber or not" (Stanley, 2006).

The Making of a Legend

Todd Richard Skinner grew up in Pinedale, Wyoming, where his parents owned a hunting and outdoor guide camp. His father, Robert, was an avid climber. At age 10, he joined his father and brother on a Wind River Mountains climbing trip. Skinner continued to gravitate toward technical rock climbing while attending the University of Wyoming where he earned a degree in finance. After leaving college, Skinner immediately began his life as a professional climber that spawned a career in the dynamic, rarified world of elite climbers. It is said he lived in a teepee for months at a time during his early years of climbing. It allowed him to save money, and it enabled him to travel the world and live close to the rocks. Skinner eventually made his home in Lander, Wyoming. As passionate as

he was about climbing, Skinner was also a dedicated husband and father, raising three children, Hannah, Jake, and Sarah, with Amy Whisler, his wife. While the rest of the world knew him as a climber, his neighbors knew him as an ardent advocate for the Lander community, both as a model citizen and a local business owner (Stanley, 2006).

Skinner's Corporate World

Skinner gained a reputation as one of the world's great storytellers. With a cowboy twang, Skinner would describe in colorful detail his bull-riding experiences on the professional rodeo circuit or his jungle adventures with *National Geographic*. He often spoke with an emphasis on shocking detail. Skinner, whose stories were generally regarded as 85 percent true, parlayed his gift for gab into a money-making venture on the lecture circuit (Fimrite, 2006).

Skinner had the ability to motivate an audience, sharing important lessons drawn from his climbing experiences. He formalized his presentations and developed "Beyond the Summit", a series of metaphorical themes, which inspired audiences at 30 events a year (Fimrite, 2006). Due to the dynamic nature of these presentations, he was increasingly in demand to bring his story (and pictures) of the spectacular free ascent of the East Face of Trango Tower to corporate audiences nationwide. Todd's client list is a Who's Who of Fortune companies. When a corporation brought Skinner in to present, his audience heard what it is like to break new ground, challenge traditional thought and maintain tenacity for the summit. Skinner shared in his ability to weather a storm, keep momentum and stay focused on the mission. By giving his audience a different way to look at a challenge, Skinner helped them gain insight into their personal and professional ascents (*Beyond the Summit*, no date).

"Todd Skinner came to our meeting a rock climber with a story, but he left as a metaphor for what it takes to succeed in the face of great odds. Todd taught us that the summit is nothing more than a place to get a better view of where to go next." - Workshop Participant (*Beyond the Summit*, no date)

Interview by *National Geographic Adventure*
In the 1999 adventure *(Continued on page 12)*

profile interview for *National Geographic Adventure*, Skinner was asked about his scariest moment. "I was climbing El Capitan in Yosemite National Park when a huge rock—probably four tons—rolled off the top with our ropes attached to it. The rock took three of four ropes and all our gear as it dropped 3,000 feet (915 meters) to the valley. Ropes were popping like fire-crackers. I flew over the edge, and everyone thought it was the end. I was not happy about the scenario. I managed to clip onto the rope that wasn't cut and survived with only a few broken ribs. My partner, Paul Piana, broke his leg in five places" (*National Geographic Adventure*, 1999).

To the question, "Advice for armchair adventurers?" Skinner replied, "So many people don't take trips

because they don't feel they have all the information they need. Places like Turkey or the former Soviet republics daunt people who wonder where they'll stay or what they'll eat. I'd say, 'Go anyway! Get used to making decisions in the moment.' I often do what you might call future back-thinking: When I'm an old man, what will I be delighted that I did?" (*National Geographic Adventure*, 1999).

Saying Goodbye

A memorial was held for Todd Skinner in Sinks Canyon (Lander, Wyoming) on what would have been Skinner's 48th birthday (October 28). Approximately 450 people were in attendance, celebrating the life of a remarkable man who touched the lives of many people. ❖

As an addendum to this Lost Legend, if you would like to receive a notice of the completion of a DVD tribute to Todd Skinner and his life's work or a DVD of his "Beyond the Summit" presentation, go to <http://www.beyondthesummit.com>. A portion of proceeds will go to the Skinner Memorial Fund benefiting his family.

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About the Author: Michael J. Swiderski, an educator and adventurer, has been active with AEE since the late 1980s. He can be found building boats in his Virginia wood shop or sailing on the Chesapeake most times of the year. He can also be reached at mjswiderski@yahoo.com.

We've packed a lot of news into this edition of Horizon: Here's a brief rundown of what you'll find below:

*A tribute to Andrew Cope * The 2006 AEE Award Winners * Further Attempts to Regulate Recreational Climbing Pushed Back * WPG Call for Ideas * Free Resources & Lesson Plans for Students & Teachers * Grants, Awards & Scholarships * An invitation to submit your nominations for our list of the Top 100 EE Books * And be sure to click on Conference Update, Member Happenings and Accreditation News for updates and news specific to those subjects!*

IN MEMORIAM: ANDREW COPE

Friends and colleagues from Minnesota State University at Mankato's Experiential Education Program celebrate the life of their peer, Andrew Cope.

You were the fella with a family and kids back in Australia who in 1992, impassioned by experiential education, temporarily relocated to Southern Minnesota to share a college dormitory with an Indian engineering student in order to study experiential education. You were the bloke whose distinct, jolly voice accented our Thursday night meetings at The Oleander.

In 1994 you returned to the home you so loved, and began your principle work in helping to launch the Bachelor of Sport and Outdoor Recreation program at Monash University, Gippsland. According to others at Monash, you "skillfully led the course from its first intake of students in 1998 to its current status as the leading program of its discipline in Victoria." In 2005 you left your role at the university to pursue other things, and continued to cheer on your children, Tim, Jon, Natalie and Cameron, and your wife, Anne, whom you boasted about at every turn.

You left this world in November 2006 and through memories of you we each can be reminded of the immense, basic value of the relationships we create with our colleagues. Thank you for all the memories, the laughter and the thoughtful conversation. You are missed. The 1992-94 MSU Experiential Education cohort—The RCDC—celebrates your life. "Hoowah!"

2006 AEE INTERNATIONAL AWARDS

Every year, AEE recognizes the outstanding experiential educators and organizations whose contributions have inspired others to dream, to act, to reach for and maintain a high standard of excellence. The 2006 awards were presented at an evening awards ceremony at the annual conference in St. Paul. All who attended agreed that the intimate setting, appreciative crowd and presentations made it one of the most memorable to date. The 2006 Award winners are:

THE 2006 ORGANIZATIONAL MEMBER OF THE YEAR AWARD was presented to the **Outdoor Education Academic Program at Georgia College and State University** and received on behalf of the program by **Jude Hirsch**. This award is presented to recognize and honor an organization that maintains innovative and outstanding programming at consistently high standards and demonstrates a high level of commitment to and support for the work of AEE.

About the Outdoor Education Academic Program at Georgia College and State University (GCSU): The Department of Kinesiology in the School of Health Sciences is a learning community of caring, committed faculty and students dedicated to excellence in teaching, scholarship, and service within the liberal arts tradition. Its innovative curricula focus on the interactions among movement, personal growth and wellness. Faculty and students work with diverse populations in a variety of settings in order to empower others to lead healthy lifestyles and to function more effectively in society. The outdoor education academic programs develop

(Continued on page 14)

students who are prepared to make professional contributions to a variety of recreation, education, training and development, and therapeutic settings. GCSU, one of AEE's accredited programs, has provided ongoing, quality institutional support for AEE, particularly in the areas of accreditation and research.

THE MICHAEL STRATTON PRACTITIONER AWARD was presented to **Bob Henderson**. This award honors an experiential practitioner who has demonstrated consistently high levels of performance in working directly with students or clients. His/her work in the trenches demonstrates that an individual practitioner can bring about significant change and impact the lives of his students.

Bob has been teaching Outdoor Education and Environmental Inquiry at McMaster University in Hamilton, Ontario, Canada, for 25 years. He feels privileged thinking of former students who are now fine teachers. Bob is author of *Every Trail Has a Story: Heritage Travel in Canada*. He has been an active member of AEE's Schools and Colleges Profession-Based Group and takes particular delight in bringing experiential activities to classroom practices.

THE OUTSTANDING EXPERIENTIAL TEACHER OF THE YEAR AWARD was presented to **Karen Warren**. This award recognizes an individual who demonstrates an active passion for experiential education principles and theories in teaching practice. This teacher has practiced innovative, experiential education methodologies in a public or private school system.

Karen has taught courses in experiential education, outdoor leadership, wilderness studies, and social justice at Hampshire College for the past 23 years. She has led students on hundreds of trips, including canyoneering in Utah, backcountry skiing in Quebec and Yellowstone, sea kayaking in New Zealand and Belize, canoeing the rivers of the Southeast, and camping in her own backyard. Books she has co-edited for AEE include *Women's Voices in Experiential Education* and *The Theory of Experiential Education*. She believes in totally engaging students in the learning process and having them understand how to claim their own education.

THE KARL ROHNKE CREATIVITY AWARD was presented to **Clifford Knapp**. This award is presented to an individual whose outstanding commitment to experiential education principles is evidenced through the design, creation and/or production of experiential education resources.

Cliff has been an experiential educator since he first worked as a camp counselor in New Jersey in 1958. He went on to be a teacher in public and private schools and has worked with all grade levels of students. Cliff spent most of his career teaching outdoor education at Southern and Northern Illinois Universities.

Now retired, he has continued to stay active in writing, traveling and presenting workshops. Cliff has published extensively. His most recent book, *Exploring the Power of Solo, Silence, and Solitude*, co-edited with Tom Smith, was published by AEE in 2005. He is a lifelong learner who thrives on creating new ways of teaching and learning about nature and human nature.

THE SERVANT LEADER AWARDS were presented to **Brenda Porter** and **Jeanine Stocks**. This award recognizes individuals for their active, excellent servant leadership to AEE and its members. These leaders exemplify that the "how and why" of doing something is as important as the "what will be done."

Brenda Porter joined the AEE community in 1996, and has become increasingly involved ever since. In 2000, she was convener of the Annual International AEE Conference, and since then has continued to work with the Conference Advisory Committee. Brenda completed her three-year term as tri-chair of the Women's Professional Group in November, and is currently serving as the chair of the Rocky Mountain Region Council. She has edited newsletters, planned WPG events, and presented workshops locally and nationally. Brenda is Education Director for the Colorado Mountain Club in Golden, Colorado.

Jeanine Stocks has worked for, owned and managed different EE organizations since the 1980s. Jeanine is Community Programs Manager for Peak Performance!, one of AEE's Accredited

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programs, in Big Bear, California. She is passionate about her work with children from all walks of life, offering them programs that they will remember the rest of their lives. Jeanine has served AEE as a member and Treasurer of the AEE Board of Directors, Chair of the West Region, and on various committees.

NEW JERSEY CLIMBING GYM NOT SUBJECT TO LICENSURE AS “AMUSEMENT RIDE”

By William Zimmermann

Executive Director, Climbing Wall Association, Inc.

A climbing related case originating in January of 2005 was decided on December 7, 2006, in Essex County New Jersey. H&S Development Corp. d/b/a New Jersey Rock Gym filed a civil suit against The New Jersey Department of Community Affairs and Susan Bass Levin the Commissioner of the DCA. The DCA attempted to regulate the recreational facility under its “Carnival-Amusement Ride Safety Act.” The New Jersey Rock Gym (NJRG) filed the lawsuit seeking a declaratory judgment that the DCA lacked authority to regulate a recreational climbing facility under the act. The New Jersey Rock Gym asserted that rock-climbing walls do not fall within the definition of “carnival-amusement ride” or “ride.” The judge decided the case in favor of the New Jersey Rock Gym.

In explaining his opinion the judge wrote “The DCA bases its jurisdictional claim entirely on the existence of the belay device. Its theory is that the belay device is mechanical; the length of its rope limits the horizontal movement of the descending [or ascending] climbers, effectively carrying them as passengers over a restricted route ... The Court finds that the belay device is not designed, intended, or utilized in a manner to carry, convey, or move climbers in an upward direction on the climbing walls. Its only purpose is to arrest or more slowly lower a falling, tired climber or a climber who has completed a climb and wishes to be lowered to the gym floor as opposed to climbing down ...”

John Lavin, the attorney for the NJRG, an experienced rock climber based his suit on two points. “The first is based on a principle of statutory construction, namely that a statute is to be construed according to the plain meaning of its words. The words should be given their ordinary meaning, absent evidence of a legislative intent to the contrary. Here, NJRG argues, there is no such evidence, and the statute in question is not vague, ambiguous or in need of interpretation ... Second, NJRG asserts that even if the rock-climbing facility it operates could be classified as an ‘amusement ride’ or ‘ride’ under N.J.S.A. 5:3-32(a), it is not subject to regulation because it is a sports training facility ...” Both attorney John Lavin and facility manager Barbara Lawrence were instrumental and effective in persuading the judge that rock climbing in the NJRG is conducted as a sport and should not be regulated as a “ride.”

In the decision, the judge wrote: “The Court could end this decision at this point, holding that the declaratory judgment in favor of NJRG is proper and declaring that the DCA has no jurisdiction over the NJRG’s rock-climbing wall because they have never adopted the essential regulation asserting such jurisdiction in accordance with law.” The judge also wrote “This Court has real doubts about whether stand-alone rock-climbing walls could be subject to DCA jurisdiction even with regulation.” However, the opinion also contemplates scenarios in which recreational climbing might be regulated if there were statutory authority, appropriate regulations, and proper rulemaking in place.

The judge also discussed the elements that would be necessary to permit jurisdiction by the DCA in subsequent regulatory enforcement efforts either under the existing statute or a future statute. In this regard the judge wrote: “If, however, the DCA believes that it can devise regulations, based upon the statutory language, that could properly distinguish between regulated and unregulated activities it should be given the opportunity. If the DCA believes new statutes are needed, it can advise the Governor and the Legislature of the need.”

The case was decided on December 7th, 2006 and posted to the New Jersey Courts Judiciary web site on December 11th, 2006. A listing of decisions can be found at <http://www.judiciary.state.nj.us/decisions/index.htm>. The full opinion can be found at <http://www.judiciary.state.nj.us/decisions/HSDCAOpinion061211.pdf>. *(Continued on page 16)*

WPG CALL FOR IDEAS

We are looking ahead toward next year and soliciting any suggestions or ideas for a theme for the pre-conference in Little Rock. If you have suggestions, please email Anna Ridder at Aridder@eaglerockschool.org. We are hoping to finalize the theme by the end of January.

Also, we are always looking for ways to fundraise for the WPG so we can help financially support women's involvement in AEE. Thus far, we've found one easy way for the membership to support the WPG, especially if you're a fan of online shopping. The website is called i-give. It is affiliated with hundreds of stores online, including discount airfare websites, electronics, etc., that will donate a certain percentage of the total amount purchased to a certain cause.

WPG is one of those causes. For example, if you purchase your airline ticket on cheaptickets.com, they will give WPG \$2. All you have to do is sign up and choose AEE Women's Professional Group (WPG) as your cause.

Check it out at www.igive.com.

OUTREACH SCHOLARSHIP CONFERENCE: CALL FOR PROPOSALS

The University of Wisconsin-Extension/UW Colleges is pleased to host the 7th Annual Outreach Scholarship Conference in Madison, Wisconsin, October 7-9 2007. This year's theme, "Access through Engagement," invites attendees to explore the best practices for engaging with communities to increase access to the universities' resources and knowledge.

The conference will offer five tracks that offer exciting opportunities to demonstrate the ways in which your institution is working toward becoming an engaged institution: Dialogue With Partners, Respect Cultural and Global Perspectives, Learn for a Lifetime, Make Time and Money Work for You, An Interconnected World, and Communicate Value. Consider submitting a proposal to present at this exciting conference. Proposals are currently being accepted for presentations at the conference website: www.outreachscholarship.org. The deadline for submitting a proposal is February 28, 2007.

Outreach Scholarship Conference 2007 is co-sponsored by The University of Wisconsin-Extension/UW Colleges, Penn State University, the University of Georgia and Ohio State University.

FREE RESOURCES FOR TEACHERS & STUDENTS

NASA Materials for the Classroom

NASA's Educator Resource Center (ERC) Network helps teachers learn about and use NASA's educational resources. Unable to visit your local ERC? The Central Operation of Resources for Educators (CORE) serves as the worldwide distribution center for more than 200 video, slide, CD-ROM and DVD programs, chronicling NASA's state-of-the-art research and technology. To find the ERC nearest you, visit:

<http://www.nasa.gov/education/ercn>

Or visit the CORE Web site:

<http://www.nasa.gov/education/core>

Maps, Activities & Lesson Plans

National Geographic Xpeditions website provides links to maps, activities and related lesson plans all teacher-tested and sorted by grade level.

<http://nationalgeographic.com/xpeditions/>

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Interactivate Courseware

Interactivate is free, online courseware for exploration in science and mathematics. The site is structured around collections of activities, lessons and discussions, and is browsable by subject, topic, audience and resource type. <http://www.shodor.org/interactivate/guide/>

"An Inconvenient Truth" DVDs for Teachers

Offer ends: January 18, 2007

50,000 copies of the acclaimed documentary will be donated on a first come, first serve basis to teachers across the country interested in using the film as a teaching tool in classrooms via Participate.net. This generous donation was made possible with the cooperation of Paramount Vantage, Participant Productions, The Environmental Media Association, and private funders. A free curriculum guide is also available for download.

<http://participate.net/educators/DVD/giveaway>

ABCs of Ecology: An Educator's Guide to Learning Outside

Ferry Beach Ecology School shares its innovative outdoor teaching techniques with the publication of *The ABCs of Ecology: An Educator's Guide to Learning Outside*. Geared primarily for upper elementary and middle school aged students, this curriculum guide includes hands-on activities organized into lessons for use as a single class period or combined to form a broader ecology unit. Now FBES is offering a special price for multiple copy orders. <http://www.fbes.org/Store.html>

GRANTS, AWARDS, CONTESTS

Young Naturalist Award

Deadline: April 1, 2007

The Young Naturalist Awards, a program from the American Museum of Natural History and sponsored by Alcoa Foundation, is a research-based essay contest for students in grades 7-12 to promote participation and communication in science. All entrants receive a personalized letter from the judges, and contest winners (two from each grade) win cash scholarship awards from \$500 to \$2,500, an expense-paid trip to New York City to attend an award ceremony, and their essays are published on the Museum's Web site.

<http://www.amnh.org/youngnaturalistawards>

NOAA Ernest F. Hollings Undergrad Scholarship

Deadline: February 9, 2007

Up to \$29,000 available to each student for studies and internships!

The National Oceanic and Atmospheric Administration (NOAA) is accepting applications for a scholarship program in honor of retired South Carolina senator Ernest F. Hollings, who promoted ocean and atmospheric study and research throughout his career. The 2007 NOAA Ernest F. Hollings Scholarship Program will provide approximately 100 college undergraduates up to \$29,000 to further their academic studies related to NOAA science, research, technology, policy, management and education activities; and to offer a related summer internship designed to provide "hands-on" multi-disciplinary training. Contact: StudentScholarshipPrograms@noaa.gov

http://www.oesd.noaa.gov/Hollings_info.html

Amgen Award for Science Teaching Excellence

Deadline: January 31, 2007

Amgen Foundation award program recognizing excellent K-12 science teachers. Winners receive a \$5,000 award and their schools receive a \$5,000 award to further science-related education.

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To be eligible, nominees must be full-time, K-12 classroom science teachers with at least three years' experience teaching science in grades K-12, and must be located in CA, CO, KY, MA, RI, WA, or Puerto Rico.

<http://www.amgen.com/citizenship/aaste.html>

Thacher Scholars Award

Deadline: April 2, 2007

This Institute for Global Environmental Strategies (IGES) national competition is for U.S. students in grades 9-12. IGES is seeking the best student projects utilizing satellite remote sensing of the Earth. Cash awards will be given to winning entries. Prizes will also be given to teachers/coaches of winning students.

<http://www.strategies.org/ThacherScholars>

THE TOP 100 EE BOOKS

We are working on an AEE project to develop a diverse, comprehensive and representative list of books that experiential educators/practitioners "just gotta have" on their bookshelves. Interested in helping us to create a list that truly reflects the interests of all those involved in EE? If so, send a list of up to 10 books you feel we absolutely must include (author, pub date, title, publisher) to:

Michael Swiderski,
Book Review Editor
Journal of Experiential Education
mjswiderski@yahoo.com

Upon completion of this project, the comprehensive list will be posted on the Publications and Resources pages at the AEE website for all to enjoy.

The AEE community is dynamic and interesting. Keep your friends and colleagues aware of all that is going on with the people and events in the world of experiential education. You can help AEE members to get to know each other better by submitting news for inclusion in this section to publications@aee.org.

WRAEE UPDATE & REGIONAL CONFERENCE INFORMATION

By Buffy Snider & Jill Casey

The West Region of AEE is gearing up for our best regional conference yet! This year it will be held March 1-4, 2007, in spectacular El Capitan Canyon – an amazing conference site just north of Santa Barbara, California (www.ElCapitanCanyon.com). El Capitan has something for everyone from personal cabins with down comforters, to cool safari tents, and a brand-new campground complete with Wi-Fi – and that's just the lodging. The conference will provide opportunities to attend workshops in yurts, hike down to the beach, bike up into the canyon, enjoy gourmet meals and then snuggle up in front of your own personal fireplace – all in the space of one day!

As always, the AEE community is the most valuable part of being involved with the organization. This is as true in the West as everywhere else. And in addition to precious time spent with colleagues and friends while sharing stories of experiences far and wide, there will also be learning opportunities galore! This year's keynote speaker is Greg Lais, founder and executive director of Wilderness Inquiry. Along with our opening speaker, Dr. Nina Roberts, playnote speakers Ezra Holland and Mike Anderson, a surprise closing speaker, wonderful pre-conferences and lots of entertainment, we're all sure to walk away with new knowledge and memories to last us until the next regional gathering.

In addition to planning our exciting regional conference, the WRAEE Leadership Team has been busy redesigning our website and newsletter (Seasons of WRAEE) to reflect the growth happening in our region. We've added professional development days and PlayDays to our calendar, opened new chat groups to facilitate better communication between members, and instigated monthly mailings to both WRAEE members and friends, to keep everyone up to date on all the great happenings in the West. Also, in addition to planning the 2008 Regional Conference to be held in Northern California, we're planning a bonus conference in beautiful Hawaii! Stay tuned for more details.

To read about everything going on in the West Region, please check us out at www.aee-west.org.

NORTHEAST/MID-ATLANTIC JOINT REGIONAL CONFERENCE Q&A

Question: What two regions are joining together to deliver one of the 2007 Regional Conferences?

Answer: The two best! Northeast and Mid-Atlantic.

Question: Who has 105 years of AEE experience under their belt and has worked 29 AEE conferences?

Answer: The 2007 Host Committee for the 2007 Regional NE/MA AEE Conference!

Question: Where is the 2007 Regional NE/MA AEE conference?

Answer: Frost Valley, YMCA Claryville, New York, in the Catskills, April 13-15, 2007

We are very excited about this opportunity to bring the two regions together in the Catskills. Not only is the location beautiful, it offers opportunities to take part in unusual activities such as cordwood construction instruction, exploring by GPS, sugar shack touring and a state-of-the-art ropes course.

In addition to professional workshops, networking and opportunities to explore the area, there will be four pre-conferences (Outdoor Orientation Programs Symposium [OOPS], Sustainable Agriculture, GPS Workshop, SOLO Wilderness Skills); a playnote session with Faith Evans, and the Josh Miner Dialogue Series with Craig Dobkin. New this year: Kidference and Taste of the States.

Come experience the 2007 NE/MA Regional Conference – Bringing Us Together: A Confluence of Ideas. We are expecting a large turnout this year, so don't miss out.

For more information, visit www.aee-mid-atlantic.com/conferences or contact Leslie Schreiber, Convener at teambuild@surfglobal.net or 802-324-TEAM.

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MID-SOUTH AEE & TERA TEAM UP FOR RENDEZVOUS III: AN EXPERIENTIAL KALEIDOSCOPE

For the third time, the Texas Experiential Ropes Association and the Mid-South Region of the Association for Experiential Education will join together to present a fun-filled, educational, experiential conference. We hope you will join us at Greene Family Camp in Bruceville, Texas, March 29-April 1, 2007.

This conference will be packed with traditions from both of these organizations' annual spring conferences. Between pre-conferences and regular workshops, there will be bountiful opportunities to learn new initiatives, network with other professionals and continue to develop skills in experiential programming. Special events include a keynote address by Dr. Tom Smith (a.k.a., the Old Raccoon), live and silent auctions, bonfires and evening entertainment.

For more information or to register, go to www.txtera.org

AEE ROCKY MOUNTAIN REGION & WEA NATIONAL CONFERENCE

The Rocky Mountain Region of AEE and the Wilderness Education Association are teaming up once again to host the National Conference on Outdoor Leadership.

The conference will be held at the YMCA of the Rockies in Estes Park, Colorado, February 7-10. Situated in the shadow of Long's Peak and adjacent to Rocky Mountain National Park, the center is an ideal location for the annual conference.

For more information, go to <http://www.weainfo.org/en/cms/?239>

NORTHWEST REGIONAL CONFERENCE RETURNS TO CANADA

The 2007 AEE Northwest Regional Conference returns to Canada this year after an eight-year hiatus! It is set to take place at Loon Lake Camp and Retreat Centre in Maple Ridge, BC, on March 23-25th – an incredible venue for an incredible conference experience!

This year's conference theme is "Diving Deeper, Flying Higher," encouraging our community to strive for continual personal and professional development. The discussions, perspectives and exchange of ideas from the boardroom, schools, outdoor adventure education, therapeutic environment and social realm will make this a memorable and enriching educational conference for all who attend.

New for this Year:

- + A longer conference & more workshops!
- + Incredible pre- and post-conference opportunities!
- + Intentional spaces and times for playing with purpose and networking!
- + Spaces for the family!
- + Various styles of accommodations!
- + Unbelievable food!
- + Awesome keynote and playnote presenters!
- + Superb opportunities for experiencing outdoor adventure!
- + An exciting and value added take-away activity binder: "The Swop Shop"!

We encourage and invite you to participate in this fun, unique, rich, educational and beautiful outdoor retreat environment. Bring your wisdom and wonderful energy from the field to share at this unique conference and be ready to Fly Higher and Dive Deeper!

For more information, go to www.aee-northwest.org.

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CATCH THE SPIRIT AT THE SOUTHEAST REGIONAL CONFERENCE

UNC Charlotte, Venture, in Charlotte, North Carolina, will be hosting the 2007 AEE Southeast Regional Conference April 13-15.

The conference is designed to provide a direct experience of one of the early models of experiential education as set forth by Outward Bound, by involving the conference participants in actual experiential learning activities such as rafting, climbing, sea kayaking and more. And that's just a small sampling of what will be offered. There'll also be an inspiring Keynote Address by Girls on the Run Founder Molly Barker, as well as numerous pre- and post-conference offerings.

For more information, go to <http://venture.uncc.edu/aeconference#agenda>

Member Happenings

By Christine Day, Membership Manager

AEE JOBS CLEARINGHOUSE CHANGES

New Fee Structure, Effective January 1, 2007: On October 1, we launched a new version of the Jobs Clearinghouse (JCH) to improve the quality of services for employers and job seekers. If you did not receive the September member newsletter announcing these changes, go to <http://www.aee.org/skin1/pages/US/pdf/JCHMemberNewsletter.pdf>.

The new JCH is already reaping employers and job seekers great benefits: Not only are the design and interface greatly improved, we are averaging more than 11,000 hits per month! With improved quality comes increased cost. We set the new fee structure after researching comparable job sites and the average number of jobs posted by Organizational and Institutional members in the past year. We are confident that you'll find the prices reasonable and the new job posting tools a good investment.

Packs of 30-day job postings are available to AEE Organizational and Institutional Members at the following rates: \$25 for three postings, \$50 for eight postings, and \$100 for one year of unlimited postings. The rate for other member levels and nonmembers is \$75 for one 30-day posting.

The first step to posting a job is to create an Employer or Job Seeker Account on the dedicated Jobs Clearinghouse website, as your Jobs Clearinghouse account is no longer connected to your AEE account. Your login will be your email address and you'll choose a password while creating an account. Once you create an account, go to the Products/Pricing page to purchase your job posting pack.

To access Jobs Clearinghouse, go to: http://jobsclearinghouse.aee.org/home/index.cfm?site_id=619

RECOGNIZING AEE'S INTERNATIONAL PRESENCE

There was great dialogue and momentum at this year's annual conference revolving around initiatives required to better support AEE members internationally. The conference is a key place for this dialogue to take place. AEE's membership spans 30 countries and the conference provides the awesome opportunity to get together in person when collaboration is at its best.

There were three meetings during which conference attendees from outside the United States got together to discuss common concerns and create plans of action to bolster networking and professional development opportunities beyond the conference. Here are the highlights from each of these meetings:

International Member Meeting (IMEM)

A dedicated group of 26 participants representing countries from five continents got together to discuss the concerns of the international EE community. The discussion focused on two key points: 1) how to keep members outside of the U.S. better connected to one another, and 2) how to create a stronger

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voice for international members within the AEE. As a result, the group has begun work on a number of fronts to achieve these two goals. First, they have created an email list of those at the IMEM meeting. Jim Rogers of Canada initiated this quickly (the day after the conference) and the list is up and running. If you're interested in joining this list, email maherp@unbc.ca. In terms of creating a stronger voice for international members and providing better international perspective to AEE, the group is interested in creating an AEE affiliation group. If you'd like to be involved with the formation of this affiliation group, please contact Patrick Maher at maherp@unbc.ca.

We Are Canadian, Eh!

About 50 people attended this meeting, all of whom were committed to improving the environment for Canadians in AEE. Although the provinces and territories are currently represented in existing AEE regions, the group discussed the possibility of establishing Canada as a region of its own (as a long-term goal). They acknowledged that they have different needs in terms of political, cultural, educational, philosophical and physical climate, and that some of these realities may require a different approach than what is happening in the United States. The group currently is discussing the short-term steps. If you'd like for information about this group, please contact Christine at membership@aee.org.

Has the Time Come for an AEE Region in Asia?

About 20 conference attendees from countries in Asia (Taiwan, Singapore, Indonesia, Philippines and Japan) attended this meeting to discuss the possibilities and challenges of creating an AEE region in Asia. While there was enthusiasm for an AEE conference in Asia sometime down the road, there was also acknowledgment of the challenges involved (i.e., different languages and currencies). The group decided to start small—starting with a listserv to provide networking opportunities among members in Asia. For more information, please contact Christine at membership@aee.org.

AEE International Member Demographics

Below is a breakdown of AEE's representation outside of the United States, which makes up one-tenth of AEE's overall membership.

Country, Number of AEE Members

Austria, 1	Great Britain, 4	Malaysia, 2
Australia, 8	Greece, 1	New Zealand, 3
Belgium, 1	Hong Kong, 4	Philippines, 1
Brazil, 5	Hungary, 1	Portugal, 1
Canada, 74	Indonesia, 3	Singapore, 5
China, 2	Israel, 1	Switzerland, 2
Columbia, 2	India, 1	Taiwan, 2
Costa Rica, 1	Italy, 1	South Africa, 1
France, 1	Japan, 12	
Germany, 3	Mexico, 4	

STAY CONNECTED VIA OUR ONLINE MEMBER PAGES

If we have new books on our eStore shelves, survey results to share or a new AEE partner to announce, the Member Pages will let you know! The Member Pages offer a central place to announce new membership benefits, provide member service updates, archive issues of *Horizon*, and house links to and results from the latest member survey. To access the Member Pages, go to www.aee.org.

Log on with your username and password, and click on the link on the green bar toward the top.

AEE ACCREDITATION PROGRAM UPDATE

2006 was an exciting year for the AEE Accreditation Program. Steady growth was the theme of the year. We had six reviews between May and October, resulting in three programs receiving initial accreditation (Solid Rock Outdoor Ministries, Nature's Classroom and Three Springs, Inc.) and one receiving continuing accreditation (Colorado Rocky Mountain School). During fall 2006 we received seven preliminary applications, bringing the pool of applicants to 10 programs. Since the start of the year, we have received several serious inquiries that will likely become applicants by the time the snow melts. We also have five more reviews scheduled between now and summer, one of which is an initial applicant. All told, the number of fully accredited programs rose from 42 in 2005 to 46 in 2006.

ACCREDITATION COUNCIL NEWS

Bob Box, from Outward Bound USA, left the council on December 31, 2006. The council is currently reviewing applications to fill the great, big, empty shoes that Bob has left behind. We will all miss having Bob at the table. He provided us with valuable insights, reminded us not to complicate the process and to keep the value of services high. He also knows where the best margarita can be located in whatever town we might be meeting. Please join me in thanking Bob for his service to the association and the field of adventure education.

Paul Smith, from the Catherine Freer Wilderness Therapy Programs, was voted on to the council to fill a previously vacant seat. We are very excited to have Paul join the Council. His experience in wilderness therapy will be an asset to the Accreditation Program as it continues to work to provide added value to our therapeutic members and TAPG.

Jude Hirsch has become the new chair of the Accreditation Council, replacing Sky Gray. AEE thanks Sky for her hard work over the past two years. Her experience and background with the Accreditation Program was extremely helpful during the Accreditation Program Manager transition. We are excited to have Jude at helm of the council. Deb Sugerman was elected to the position of Vice Chair and Drew Leemon was appointed Secretary.

Thanks to everyone for contributing their energies to accreditation!

ABOUT AEE ACCREDITATION

Accreditation is a voluntary program of self-regulation that incorporates processes of internal and external review. The program is unique in the world of experiential education, and is offered as a benefit to AEE organizational members involved in adventure education. The benefits of accreditation are many, including improving the quality and performance of adventure education programs; providing a mechanism for staff training and development; learning about best practices and models of excellence; and gaining wider exposure to a group of professional peers committed to advancing the field.

Accredited organizations with stories or updates are encouraged to submit their ideas to publications@ae.org. Subjects can include, but are not limited to, staff changes, office moves, program additions and other organizational changes.

February 1-4, 2006

2007 ACCT International Challenge Course Symposium and Conference
Boston, Massachusetts, USA
www.acctinfo.org/displayconvention.cfm

February 7-10, 2007

WEA/AEE Rocky Mountain Regional Conference
Estes Park, Colorado, USA
<http://www.weainfo.org/en/cms/?239>

February 9-10, 2007

18th Annual T.E.A.M. Conference and Rendezvous
Chicago, Illinois, USA
www.neiu.edu/~TEAM

March 1-3, 2007

Association for Experiential Education West Regional Conference
Santa Barbara, California, USA
www.aee-west.org

March 23-25, 2007

Association for Experiential Education Northwest Regional Conference
Maple River, British Columbia, Canada
www.aee.org/skin1/pages/US/northwest/jkl3.htm

March 29-31, 2007

Association for Experiential Education Mid-South & TERA Joint Regional Conference
Bruceville, Texas, USA
www.txtera.org

March 29-31, 2007

Association for Experiential Education Southeast Regional Conference
Charlotte, North Carolina, USA
www.aee.org/customer/pages.php?pageid=101#Regional

March 30-April 1, 2007

Association for Experiential Education Heartland Regional Conference
www.aee.org/customer/pages.php?pageid=101#Regional

April 9-13, 2007

American Educational Research Association (AERA) Annual Meeting and Exhibition
Chicago, Illinois, USA
www.aera.net/annualmeeting?id=282

April 13-15, 2007

Association for Experiential Education Northeast Mid-Atlantic Joint Regional Conference
Clayville, New York, USA
www.aee-mid-atlantic.com/conferences

June 22-24, 2007

AEE Therapeutic Adventure Professional Group (TAPG) Conference
Durham, New Hampshire, USA
www.aee.org/customer/pages.php?pageid=69&

SUBMIT TO HORIZON

Submitting to Horizon is easy, and there's no limit to what you can write. All we ask is that your article align with AEE's vision and mission. Every issue of Horizon includes feature articles, as well as news briefs, book reviews and personality profiles.

This is your chance to let the AEE community know about people and events that are making a difference, experiences that teach and lessons learned. Our calendar is the perfect place to tell AEE members about events, and classifieds are a medium where you can buy, sell or trade gear, books and miscellany.

Horizon is published four times per year (July, October, January and April), and the deadlines for each issue are one month prior to the publication date (or June 1, September 1, December 1 and March 1).

Submit all content to publications@aee.org, and please include your contact information.