

ACADIA RECREATION PROGRAM HISTORY WEBSITE TEXT

DECEMBER 2020

WELCOME to the storied history of the Recreation Degree Program at Acadia University. Developed by the Society of Acadia University Recreation Graduates (SAURG), this website is intended to evoke memories for those who have been associated with the program, and provide insights into the Acadia Recreation spirit for others. This initiative was made possible through generous donations made by alumni and friends of the program

Between the years 1972 and 2012, a degree program focused on Recreation Management thrived at Acadia University. The Society of Acadia University Recreation Graduates (SAURG) was established, in part, to capture and preserve the history of various aspects of that program, the results of which are reported on this website. The intention is that the spirit of Acadia Recreation will live on through the stories and synopsis contained herein.

PEOPLE: THE PEOPLE BEHIND THE PROGRAM

The greatest strength of the Acadia Recreation program has always been the people: those taking the program, those teaching in the program, those managing the program, and those providing support to the other three groups.

DIRECTORS OF THE SCHOOL OF RECREATION AND PHYSICAL EDUCATION/KINESIOLOGY

During the period 1969 and 2012, seven individuals have served as the Director of the School. There have been numerous occasions when various faculty members have served as Acting Director for a variety of reasons for a period of time. For the initial two appointments, Gib Chapman and James Bayer, their title was Dean of the Department/School of Physical Education and Recreation and Director of Athletics. In 1985, the Physical Education program and Athletics became separate entities and henceforth, had different directors. Academic unit Directors are typically appointed to serve for a six-year term.

DEAN GILBERT CHAPMAN 1969 – 1976 Gil Chapman was one of the founding members of the academic program and he served as the first Dean.

DEAN JAMES BAYER 1976 - 1985 Jim Bayer had an extensive background in the practise of sport and recreation which he was able to use in curriculum development, as well as forging relationships between the academic program and the professional field.

DR. ALEX WRIGHT 1985 - 1986 Dr. Wright stepped in to serve as Acting Director during the late stages of Dean Bayers fight with cancer, and following his death

DR. WENDY BEDINGFIELD 1986 – 1992 Dr. Bedingfield was seconded to Acadia from the University of Alberta, when an academic review recommended closing the programs. She was tasked with developing a plan to address the deficiencies identified in the review. She served an initial year and then an additional year at which time the decision to close the programs was reversed. She was invited to stay on permanently and was appointed as Director. Her work was to build programs that had academic credibility within the field, staffed by qualified academics, who felt supported in their work. To that end, she engaged in the following: established separate degree programs for Physical Education (BPE) and Recreation Management (RM); created processes to develop curriculum with academic credibility in keeping with the standards of the academic and professional fields; worked with each individual faculty member to develop and carry out a professional development plan; built a

cohesive and functional working team of faculty and staff; created a more functional academic working environment by carrying out extensive renovations to the main floor of the old gymnasium complex; built partnerships with other academic units of campus, other universities, and professional organizations/agencies; created and supported student professional societies; and fostered the development of a national identity and reputation for the Acadia BRM and BPE programs.

DR. WILLIAM (BILL) MCLEOD *1992 – 1997* Dr. McLeod assumed the Director position when Wendy became the Dean of the Faculty of Management and Education (later renamed Professional Studies). A primary area of interest for Bill was finances, and he developed and managed a comprehensive system of financial accountability for the School.

DR. ALEX WRIGHT *1997 – 1998* Dr. Wright once again assumed the position of Acting Director facilitated by Bill McLeod's departure to assume the position of Dean of Professional Studies, which was vacated when Wendy Bedingfield accepted the position of Dean of Graduate Studies. During this period, an Honours stream was established within the School.

DR. GARY NESS *1998 – 2010* Dr. Ness faced the significant task of transitioning the Physical Education program to Kinesiology. This involved such tasks as curriculum modification, faculty recruitment, and student recruitment. Gary also spearheaded facility renovations including the creation of Kinesiology labs in the former old pool area, and creation of a classroom space in the old gymnasium area. He also worked extensively with other units on campus such as biology, nutrition, psychology to create agreements that would enable Kinesiology students to pursue a secondary area.

DR. RENE MURPHY *2010+* Dr. Murphy replaced Gary Ness when he retired, and he continues to serve as Director of the School of Kinesiology (2020). Two significant changes that occurred during his tenure include the renovations to the second story office area in the old gym complex and to the Kinesiology student lounge; and the transition that occurred when the Recreation Management program was replaced with a Department of Community Development, which was no longer affiliated with the School and was housed elsewhere on campus.

FACULTY

In addition to the core faculty responsible for the development and delivery of the recreation curriculum, the program has been enhanced by the contributions of those serving in limited contract and part time appointments. This includes faculty from other universities as well as practitioners with expertise in specific content areas. Aspects of the curriculum have also been ably delivered by Physical Education/Kinesiology faculty members within the School.

FACULTY WHO TAUGHT IN THE RECREATION MANAGEMENT PROGRAM 1969 - 2012

The following is a list of people who, over the years, have contributed to the development and/or delivery of the Acadia Recreation program. In addition to full time faculty, there were individuals who had been contracted to fill in when regular faculty were on leave, and others whose experience and expertise was desired to deliver a specific course. Faculty are listed in the chronological order in which first served in the program, and details are provided related to their academic credentials, nature of their involvement, and where they went upon departing the program. The data were compiled in 2020.

GIB CHAPMAN (DIRECTOR) - AAS (RICKER), BS, MS ED (MAINE), PE DIR (INDIANA)

YEAR OF ENTRY INTO THE SCHOOL: 1969

One of the 5 coaches who started the academic program. He served as the Clifford Shand Chair of Recreation & Physical Education. Gib came to Acadia in 1967 as Basketball coach and Athletic Director. He served as the first Dean of the School of Recreation and Physical Education. (1967-1976)

UPON LEAVING ACADIA: Gib left Acadia in 1976 and has since taught and coached at the University of Guelph, the University of Toronto, and the University of New Hampshire. He was inducted into the Acadia Sport Hall of Fame in 2012.

DAVE JOOS - BED (U NEW HAMPSHIRE), MAPE (CSU SAN DIEGO) YEAR OF ENTRY INTO THE SCHOOL: 1969

One of the 5 coaches who started the academic program. Dave served as soccer coach, intramurals director, spring camp coordinator, and an instructor in programming and outdoor recreation. (1969-1987)

UPON LEAVING ACADIA: In 1987, Dave left Acadia to return to his native California.

LIZ VERMEULEN - BPE (UNB), MSC (OREGON STATE) YEAR OF ENTRY INTO THE SCHOOL: 1969

One of the 5 coaches who started the academic program. Liz coached womens field hockey, basketball, curling, and volleyball and taught the required physical education course to all females on campus. Her area of teaching expertise was in adapted sport and she served on a number of local, provincial and national Boards. (1966-1998)

UPON LEAVING ACADIA: Retired in 1998, Liz lives in the Valley and remains an avid sports fan. She was inducted into the Acadia Sport Hall of Fame in 1998.

ROBERT (BOB) A VESPAZIANI - BS, MED (SPRINGFIELD) YEAR OF ENTRY INTO THE SCHOOL: 1969

One of the 5 coaches who started the academic program. A football coach hailing from Massachusetts, Bob was named conference coach of the year 3 times. (1968-1978)

UPON LEAVING ACADIA: After serving as head coach for 10 years, Bob went on to the CFL where he coached with Saskatchewan, Calgary, Winnipeg, and BC appearing 7 times in the Grey Cup and winning 3. He retired from coaching as Head coach of the Queen's Gaels in 2011. He was inducted into the Acadia Sport Hall of Fame in 1992.

DON WELLS - BPE, MED (UNB), BED (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1969

One of the 5 coaches who started the academic program. Don came to Acadia in 1964 to pursue his BEd and to play hockey. Upon graduation, he assumed the job as coach of the hockey Axemen, a position he held for 19 years. He was also a Physical Education professor and served as the Athletic Director for 13 years. (1972-2007).

UPON LEAVING ACADIA: Don passed away of cancer in 2009 at age 66. He was inducted into the Acadia Sport Hall of Fame in 1998.

WENDY ANDREWS - BPE (MEMORIAL), MSC (OREGON) YEAR OF ENTRY INTO THE SCHOOL: 1970/1971

Wendy had just completed her Masters degree in Oregon and came to Acadia as volleyball coach and as a course instructor. (1970-1973)

UPON LEAVING ACADIA: Wendy left Acadia to pursue her PhD at Indiana University. Upon graduation, she worked as a biomechanics professor at the University of Alberta for 10 years. She (Wendy Bedingfield) was seconded to back to Acadia in 1986.

BOB WATTS - BSC, MSC (OREGON), PHD (NEW MEXICO) YEAR OF ENTRY INTO THE SCHOOL: 1972/1973

Bob was the first academic hired to work in the Recreation degree program. He was the first Director and founder of the Center of Leisure Studies, later renamed the Recreation Resource Centre of Nova Scotia. (1973-1976)

UPON LEAVING ACADIA: An American, Bob left Acadia in 1976 to pursue academic interests back in the US Midwest

WILLIAM (BILL) WHITE - BCOM (DAL), BED (ACADIA), MED, MDD (BOSTON)

YEAR OF ENTRY INTO THE SCHOOL: 1973/1974

Bill came to Acadia to replace Wendy Andrews (Bedingfield) as an instructor and volleyball coach. Prior to coming to that, Bill was a consultant in Health, Physical Education and Recreation for Nova Scotia's Department of Education. He established the first physical education teacher training program in the province at Nova Scotia Teacher's College. Bill's areas of expertise included management and leisure concepts, and in addition to teaching played a key role in the Master's program. He served as the first Dean of Management and Education (Professional Studies) at Acadia as well as Director of Continuing Education, and Dean of Graduate Studies. (1973-1995)

GLYN BISSIX - CED (EXETER), DPE (ST LUKES), BSC, MSC (OREGON), PHD (LONDON SCHOOL OF ECONOMICS)

YEAR OF ENTRY INTO THE SCHOOL: 1974/1975

Glyn came to Acadia from Oregon in 1974, where he had worked in municipal recreation. His areas of interest and expertise included outdoor recreation, policy and planning, and environmental resource management. He left Acadia in 1978 to work for the provincial government but returned in 1981 and continues to serve as a professor.

UPON LEAVING ACADIA: He currently (2020) serves as Director of the Community Development program.

JAMES (JIM) BAYER - BPE (UNB), MSCPE (SPRINGFIELD) YEAR OF ENTRY INTO THE SCHOOL: 1975/1976

Jim replaced Gib Chapman as Dean of the School of Recreation and Physical Education as well as the Director of Athletics. Prior to coming to Acadia, he was the founding Director of Operations for the Nova Scotia Department of Recreation. (1975-1985)

UPON LEAVING ACADIA: Jim died of cancer in 1985 at the age of 47. His students at the time, who admired him greatly, established the James D Bayer Award in his memory. The award is given annually to a graduating student, chosen by his or her peers, who possesses characteristics similar to his own: leadership, mentorship, and friendship. Jim was posthumously inducted into the Acadia Sports Hall of Fame in 2006.

ROGER MANNELL - BA (MCMASTER), MPE, PHD (WINDSOR) YEAR OF ENTRY INTO THE SCHOOL: 1975/1976

Roger replaced Bob Watts as Director of the Centre of Leisure Studies. His specialty areas include the social psychology of leisure, work and leisure, leisure and wellness, aging, and time use. (1975-1979).

UPON LEAVING ACADIA: Roger left Acadia to become the Chair of the Department of Recreation and Leisure Studies, and Dean of Applied Health Sciences at U Waterloo. He had a distinguished career as one of the leading social scientists studying leisure behaviour in the world and has received many of the top awards in the field. Prior to retirement, Roger served as Director of the U Waterloo-Royal Bank of Canada Retirement Research Centre.

GARY NESS - MA (WESTERN), PHD (ALBERTA) YEAR OF ENTRY INTO THE SCHOOL: 1975/1976

Gary was a Physical Education/Kinesiology professor specializing in exercise physiology. He served as Director of the School for a 12 year period. (1975-2009)

UPON LEAVING ACADIA: Gary retired in 2009 and still lives in the Wolfville area and remains active in coach education. Since his retirement he has biked across Canada, and along the West coast from Canada to Mexico.

WILLIAM (BILL) MCLEOD - BSC (WASHINGTON STATE), MSC (DAL), DPE (SPRINGFIELD)

YEAR OF ENTRY INTO THE SCHOOL: 1975/1976

Bill served as Director of the School and as Dean of the Faculty of Professional Studies. His expertise was in Motor Learning. (1975-2009)

UPON LEAVING ACADIA: Bill retired in 2009, lives in the Wolfville area and very much enjoys being a Grandfather.

JUDE (DEGUERRE) HIRSCH - BSC REC (ACADIA), MED (DAL), EDD (UBC)

YEAR OF ENTRY INTO THE SCHOOL: 1977/1978

After graduating from the Recreation program, Jude began teaching in it and replaced Glyn Bissix as head of the outdoor recreation specialization, a position she then held for 18 years. She developed many of the outdoor courses, ran spring camp, and developed the challenge (ropes) course on campus. (1977-1996)

UPON LEAVING ACADIA: Jude (now Hirsch) left in 1996 to become a Professor and Chair, Department of Outdoor Education at Georgia College & State University and recently retired. She lives in Georgia beside a lake where she enjoys year around canoeing and kayaking.

PETER DIFFENDERFER - BS (SUNY CORTLAND), MA, PHD (OREGON)

YEAR OF ENTRY INTO THE SCHOOL: 1979/1980

During his brief time at Acadia Peter served as Director of the Centre of Leisure Studies replacing Roger Mannell. (1979-1981)

UPON LEAVING ACADIA: Peter left Acadia in 1981 to return to the US west where he taught in various locations for 25 years. He currently serves as Assistant Dean of the Department of Business and Management, Northwest Christian University.

ALEX WRIGHT - DIP ED (EDINBURG), MSC (SPRINGFIELD COLLEGE), EDD (BOSTON)

YEAR OF ENTRY INTO THE SCHOOL: 1979/1980

Alex came to Acadia from Concordia University, and prior to that he served for 9 years as Executive Director of the Montreal YMCA. He served as a professor as well as Acting Director of the SRMK after James Bayer passed away. His interests and expertise were in the conceptual foundations of leisure, as well as in research, and tourism. He played a key role in the development, management and delivery of the Master's program. (1979-1997)

UPON LEAVING ACADIA: Alex passed away suddenly in 1997 at 60 years of age. The Alex Wright Award for Outstanding Scholarship was created in his memory, recognizing an undergraduate student who was curious about and engaged in meaningful scholarship.

SHEILA BACKMAN - BS, MA (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1981/1982

After completing her Master of Recreation degree at Acadia, Sheila assumed the position of Director of the Centre of Leisure Studies following Peter Diffenderfer's departure. Her areas of expertise were leisure and aging, as well as marketing. (1981-83)

UPON LEAVING ACADIA: Sheila left Acadia to pursue her PhD at Texas A&M in 1983, after which she became a professor and eventually Chair of the Department of Parks, Recreation, and Tourism Management at Clemson University where she still works (2020).

BRENDA ROBERTSON - BSC, MR (ACADIA), PHD (OREGON) YEAR OF ENTRY INTO THE SCHOOL: 1983/1984

An Acadia Rec Alumna. Brenda assumed the position of Director of the Centre of Leisure Studies (soon to be renamed Recreation Resource Centre of Nova Scotia) after Sheila Backman departed. She also held a half time faculty position. In 1997, Brenda resigned from the Centre and became a full-time faculty member. Her areas of interest and expertise included Leisure Behaviour, Sociology of Leisure, Leisure Education, Disenfranchised Populations, and Crime and Leisure. (1983-2012)

UPON LEAVING ACADIA: Brenda retired in 2012 and lives in the Gaspereau Valley. She was a founding member of the Society of Acadia University Recreation Graduates.

LYLE DAVIS - BSC, MR (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1983/1984

An Acadia Rec Alumnus. Lyle served as the acting coordinator of the outdoor recreation program for the year

while Jude Hirsch was on leave. On other occasions, he was invited to teach part time within the School, and frequently served on the Spring Camp resource team. Lyle worked as the Assistant Director of Admissions at Acadia, and later as the Coordinator of Research and Development Services at the Recreation Resource Centre of Nova Scotia.

UPON LEAVING ACADIA: Lyle died during a climbing accident at Lake Louise in 1991 at age 35, while in Alberta to attend the Canadian Parks and Recreation conference. The Lyle Davis Community Engagement Award was established in his memory in 1997.

TOM HINCH-BA (BRANDON), MA (U OF A) YEAR OF ENTRY INTO THE SCHOOL: 1985/1986

Tom was hired for a 2 year period to teach tourism courses while Alex Wright assumed administrative responsibilities. (1985-1987).

UPON LEAVING ACADIA: Tom departed in 1987 to pursue his PhD at the University of Western Ontario in Geography. He served as a professor at the U of Alberta until his retirement in 2019.

CLARENCE DESHIFFART - BSC, MED (ACADIA), BED (QUEENS) YEAR OF ENTRY INTO THE SCHOOL: 1985/1986

An Acadia Rec Alumnus. Clarence was an outdoor and experiential education specialist who filled in while Jude Hirsch was on leave. On other occasions he was invited to teach part time within the School, and he frequently served on the Spring Camp resource team.

UPON LEAVING ACADIA: For most of his career, Clarence served as Coordinator of Career Development and Essential Skills at the Nova Scotia Community College. He currently works as a private consultant in career and leadership development in the Annapolis Valley.

WENDY BEDINGFIELD - BPE (MEMORIAL), MSC (OREGON), PHD (INDIANA)

YEAR OF ENTRY INTO THE SCHOOL: 1986/1987

Formerly Wendy Andrews who taught and coached at Acadia (1970-1973), she returned as Director of the School after Jim Bayer passed away. She was seconded from U of Alberta, where she was running a large biomechanics lab, but accepted an offer to remain at Acadia permanently in 1988. She served as Director of the School 86-92, Dean Faculty of Management & Education 92-95, and Acting Dean Research & Graduate Studies 05-06. Her areas of teaching included leadership, advocacy and social change, sport systems, and gender equity. (1987-2012)

UPON LEAVING ACADIA: Wendy retired in 2012 and lives on a hobby farm in the Gaspereau Valley near Wolfville. She recently completed 6 years service on the Board of the Canadian Soccer Association, and remain active as an advocate for girls and women in sport and recreation.

SUSAN MARKHAM-STARR - BS (ALBERTA), MS (SOUTHERN ILLINOIS), MS (DAL), PHD (ALBERTA)

YEAR OF ENTRY INTO THE SCHOOL: 1987/1988

Susan came to Acadia from Alberta where she worked as a contract researcher and planner. She was the first person to complete a PhD in Recreation and Leisure Studies in Canada. Her main areas of interest and expertise related to agency administration, planning, and the history and philosophy of recreation and leisure. (1987-2011)

UPON LEAVING ACADIA: Susan retired in 2011/2012 and continues to reside in the local area.

DEBBY SMITH - B RECREOLOGY (OTTAWA), M REC (DALHOUSIE)

YEAR OF ENTRY INTO THE SCHOOL: 1987/1988

Debby filled in for Glyn Bissix during a sabbatical leave and served as Coordinator of Research and Workshops at the Recreation Resource Centre.

UPON LEAVING ACADIA: Debby has worked with the provincial government for many years and recently retired from the position of South Shore Regional Manager Nova Scotia Department of Communities, Culture, and Heritage

SCOTT HENNIGAR - BRM (ACADIA), CERT (FOREST RANGER SCHOOL), M ED (ACADIA)
YEAR OF ENTRY INTO THE SCHOOL: 1994/1995

An Acadia Rec Alumnus. Scott served as the coordinator of the outdoor recreation program for the year while Jude Hirsch was on leave, and when she did not return, he continued to assume certain responsibilities for the outdoor program in contractually limited term positions. His areas of interest and expertise include leadership, outdoor education, and wilderness survival. (1994-present)

UPON LEAVING ACADIA: Scott continues to teach outdoor content in Kinesiology and Community Development.

BOB SUFFRON – BRM, MRM (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1994/1995

An Acadia Rec Alumnus, Bob served Recreation Director for the Municipality of Kings County, and taught a course in Open Space Planning from 1994-1997.

UPON LEAVING ACADIA: Bob continued to serve as Recreation Director for the Municipality of Kings County until his retirement and he continues to reside in the Annapolis Valley.

SHEILA HOSICK - BRM, MED (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1995/1996

An Acadia Rec Alumna. Sheila filled a term teaching position, and worked as the Coordinator of Workshop Services at the Recreation Resource Centre.

UPON LEAVING ACADIA: Sheila, is trained and works as a personal counsellor, worked for the NS Community College system 2004-2016, and has long been a volunteer in working with Concilio Prison Ministry Program.

GREG AUSTIN - BPE (ACADIA), MSPE, PHD (OHIO) YEAR OF ENTRY INTO THE SCHOOL: 1996/1997

Greg is a Kinesiology professor who taught courses in sport management that a number of BRM students took as electives (1997-2001)

UPON LEAVING ACADIA: Greg left in 2001 to work in the USA and is currently teaching sport management at Colby Sawyer College in New Hampshire.

CARROLL RANDALL - BRM (ACADIA) & TED MELDRUM - BRM (ACADIA)

YEAR OF ENTRY INTO THE SCHOOL: 1996/1997

Two Acadia Rec graduates, working in municipal recreation, co-taught the programming course. (1996-1997)

UPON LEAVING ACADIA: Carroll served as Recreation Director for the Municipality of the County of Lunenburg prior to his retirement. He is a founding member of SAURG and currently serves as Board Chair. Ted worked in Recreation in Kings County prior to assuming an instructor position at the NS Community College. He passed away from brain cancer in 2013 at age 54.

WANDA GEORGE - BRM (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 1997/1998

An Acadia Rec Alumna. Wanda stepped in to assist the School when Alex Wright passed away and taught courses in tourism and leadership. (1997-1998)

UPON LEAVING ACADIA: Wanda completed her Masters (St Marys) and PhD (Guelph) with a focus on tourism management and has worked at Mount St Vincent since 2004. She is Founding Director of the World Heritage Tourism Research Network.

ANN DODGE - BPE (ACADIA), M KIN (UNB) YEAR OF ENTRY INTO THE SCHOOL: 1997/1998

With a background in sport and physical activity, Ann taught core courses in Kinesiology as well as developing offerings in the Wellness area that were popular electives with a number of the Recreation students.

UPON LEAVING ACADIA: Ann continues to teach in the Kinesiology program (2020).

TOM DELAMERE - BA (WILFRED LAURIER), BA RECREATION ADMINISTRATION (ALBERTA), MR (ACADIA,) PHD (ALBERTA) YEAR OF ENTRY INTO THE SCHOOL: 1998/1999

An Acadia Rec Alumnus. Tom came to Acadia from Vancouver Island University and taught tourism and recreation administration courses, filling the position left vacant when Alex Wright passed away. After a year, he decided to return out west. (1998-1999)

UPON LEAVING ACADIA: Tom returned to Vancouver Island University where he continues to teach.

PAUL HEINTZMAN - BSC RECREOLOGY (OTTAWA), MSC CHRISTIAN STUDIES (REGENT COLLEGE), PHD (WATERLOO)
YEAR OF ENTRY INTO THE SCHOOL: 1998/1999

Paul arrived after completing his PhD studies at Waterloo to provide teaching expertise in recreation administration and the outdoor area. He served as head of the Masters program as well as heading the outdoor recreation and environmental education area. (1998-2003)

UPON LEAVING ACADIA: Paul has spent most of his academic career at the University of Ottawa where his scholarly work has focused on leisure and spirituality; recreation and the environment; and the philosophy and ethics of leisure.

JEAN ROBINSON - DEXTER-B RECREATION (DALHOUSIE) YEAR OF ENTRY INTO THE SCHOOL: 2000/2001

Jean worked in municipal recreation and served as Executive Director of Recreation Nova Scotia. She taught for a year covering courses following Tom Delamere's departure. (2000-2001)

UPON LEAVING ACADIA: Jean has served as Director, Horizons Community Development Associates Inc, since 2002.

JANET LANDRY YEAR OF ENTRY INTO THE SCHOOL: 2000/2001

Janet worked for over 30 years in municipal recreation, youth development, and as an advocate for persons with disabilities. She taught Leisure Behaviour for a term as a sabbatical replacement. (2000-2001)

UPON LEAVING ACADIA: Janet served as Recreation Director for the towns of Wolfville, and later Windsor, before recertifying as an RN to work in a seniors care facility in the Valley, until retirement in 2020.

JOHN COLTON - BA GEOGRAPHY (U WASHINGTON), MA PHD GEOGRAPHY (ALBERTA)

YEAR OF ENTRY INTO THE SCHOOL: 2001/2002

John previously taught at Lakehead University, and came to Acadia to fill the position left vacant when Alex Wright passed away. His interests and expertise focused on ecotourism, Indigenous tourism development, and community development.

UPON LEAVING ACADIA: John continues as a faculty member at Acadia in the Community Development Department (2020) providing expertise in renewable energy development, sustainability concepts, global issues, and community development.

ALAN WARNER - BSC PSYCHOLOGY (BROWN UNIVERSITY), B ED (DALHOUSIE), MA PHD COMMUNITY PSYCHOLOGY (DALHOUSIE) YEAR OF ENTRY INTO THE SCHOOL: 2003/2004

Alan was working as a practising psychologist, and with the Halifax Regional Municipality prior to coming to Acadia, developing and delivering experiential education programs. He filled the position that had been previously held by Jude Hirsch and then Paul Heintzman. His areas of interest and expertise included experiential education, environmental education, youth leadership, and environmental sustainability.

UPON LEAVING ACADIA: Alan recently retired as a faculty member in Acadia in the Community Development Department where he provided expertise in sustainable food systems, international community development, environmental sustainability.

HEATHER REID - BRM, MED (ACADIA) YEAR OF ENTRY INTO THE SCHOOL: 2004/2005

An Acadia Rec Alumna, Heather was an entrepreneur and co-owner of an outdoor store in Wolfville. She filled in for a year as a sabbatical replacement teaching a variety of courses related to leadership and programming.

UPON LEAVING ACADIA: Heather moved to Haliburton, Ontario and worked supervising field placements for Trent university students prior to becoming Operations Director for Abbey Gardens, a centre that creates learning opportunities around sustainable living including food and beverage production, organic gardening, livestock management, and outdoor living skills.

TENURED FACULTY PROFILES

There are multiple dimensions to the role of a tenured faculty member. Teaching is perhaps the most visible of the roles but it accounts for less than half of the professorial responsibility. Faculty also engage with students as advisors, and supervisors of research initiatives such as preparation of Honours and Masters theses. Professors are also responsible to create the knowledge that is taught in the classroom through research and other scholarly pursuits, for which they need to secure funding, which can often be in the tens of thousands of dollars for a single study. Then they need to make the work accessible through the creation of articles, resource manuals, and textbooks, which frequently are subjected to a rigorous peer review process. This material is shared with colleagues through conference presentations and scholarly publications. In addition to creating scholarly materials, faculty must keep abreast of the work of fellow academics through attending conferences and scholarly forums, as well as reading the published works. In a rapidly growing field such as Leisure Studies, keeping abreast of the current work is time consuming.

Faculty also bare the collective responsibility of creating and running the professional associations that put on the conferences, symposia, congresses, and colloquia where scholarly work is presented. A good deal of effort is also expended by professors in academic journal production including the rigorous article adjudication process. In a discipline such as Leisure Studies that informs the professional practise of Recreation, faculty have the additional responsibility to ensure that the research and scholarly work is accessible, at an appropriate level, for consumption and use by practitioners. As the primary knowledge producers, dissemination of the knowledge extends far beyond what is taught to students in the classroom. Another significant, but often invisible role, is that of service to the profession, to one's academic community, and to the university. This role manifests itself through serving on boards and committees, assuming administrative roles, and being a consultant/advisor/mentor. Collectively, these roles are categorized as teaching, scholarly activity, and service and in order to be promoted through the ranks to become as Full Professor, one must demonstrate acceptable performance in all three areas over a significant period of time, and excellence in at least one of the three, as judged by one's peers. Below are brief summaries of the nature of the work carried out by the tenured/permanent faculty members who have served in the Recreation Management program, and primarily reflects the period 1969-2012.

JAMES BAYER 1975 - 1985

Jim was recruited to come to Acadia from the NS Government to serve as Dean of Physical Education and Recreation (PER), the Director of Athletics, as well as an Associate Professor. His degrees in Physical Education were from UNB (BPE) and Springfield College (MSPE). In addition to his paid employment, Jim was always quick to take on other leadership roles such as President of the Acadia Faculty Club, President of the NS Branch of the Red Cross, Chair the Nova Scotia Sports Heritage Center Board of Directors, and President of the Atlantic Universities Athletic Association. Jim had strong ties with the Recreation Association of Nova Scotia; Sport Nova Scotia; the Canadian Parks and Recreation Association; and the Canadian Association for Health, Physical Education, and Recreation which were useful to him in the development of the Physical Education and Recreation Academic program. He worked tirelessly to establish strong partnerships between the academic and professional communities with one example of an initiative being to spearhead a committee made up of Acadia faculty and staff, as well as practitioners, to prepare a bid to host the Canada Games. Although not a scholar himself, given

the enormity of his administrative responsibilities, Jim was supportive of the scholarly activities of the PER faculty. Jim battled cancer which ended his life at the age of 47.

WENDY BEDINGFIELD 1970 - 1973, 1987 - 2012

Wendy's first contact with Acadia came in 1970 when she accepted a position as the volleyball coach and an instructor in the Physical Education and Recreation program. She went on to pursue a PhD and became a highly respected bio mechanist at the University of Alberta, responsible for an active and well funded research program that supported the research of a number of doctoral students. She was seconded by Acadia and returned in 1986 and replaced the late James Bayer. Her extensive knowledge and experience in the Canadian sport and recreation systems, leadership, social change, and gender equity equipped her well to contribute to curriculum development and delivery in the Recreation program as well as Physical Education. For most of her tenure at Acadia, she served in leadership positions including the Director of the School, Dean of the Faculty of Management and Education, Dean of Graduate Studies, Chair of the Recreation Resource Centre of Nova Scotia Board, President of the Faculty Union, and member of the Acadia Board of Directors. She was also engaged in various leadership positions with groups including Coaching Association of Canada, International Council on Coach Education, National Coach Certification Council, Federal/Provincial-Territorial Sport Coordinator's Working Group, Canadian Interuniversity Sport, Nova Scotia Council on Higher Education, and was a founding member of Canadian Association for the Advancement of Women in Sport, and of Women Active Nova Scotia. The knowledge and experiences that she garnered from such positions she was able to bring into the classroom. Her resume contains a very lengthy list of national and regional professional groups for whom she has been an invited keynote speaker. She has been the recipient of many awards, including Nova Scotia Progress *Women of Excellence Award*, *Most Influential Women in Sport and Physical Activity* from Canadian Association for the Advancement of Women and Sport, and the Women Active Nova Scotia *TrailBlazer Award*. She retired in 2012.

GLYN BISSIX 1974 - 1978, 1981+

Glyn is an environmentalist, keenly interested in fostering responsible use of the outdoors for recreational purposes. His early work had an outdoor recreation focus which evolved into natural resource and environmental management. This was the focus of his doctoral work which he pursued throughout the 1990s at the London School of Economics and Political Science. Policy and planning are other areas of interest and expertise, which he contributed to curriculum development and delivery. Much of his more recent work has focused on community design for active living which integrates resource and environmental management, outdoor recreation, health inequalities, and the pursuit of more physically active lifestyles. As an avid cyclist, he has been a tireless advocate for the development of active pathways, both in the Annapolis Valley and elsewhere. Glyn has served on the Boards of the Kieran Pathways Society, Greenways Nova Scotia, and Valley Life Cycle. The management of national park and open spaces is another long standing area of interest, and he has worked in partnership with Parks Canada, Trossachs National Park in Scotland, the Las Cuevas Research Station in Belize, the Royal Botanical Gardens in Edinburgh, and the Nova Scotia Nature Trust. Glyn continues to serve as a professor in the Department of Community Development in 2020.

JOHN COLTON 2001+

John's disciplinary background is geography, more specifically human geography, and his interests focused on exploring the connection between people and place. His areas of scholarly interest at Acadia have included sustainable tourism development and Aboriginal tourism development, sustainable community development, and work in renewable energy. John has been involved in leadership roles with a variety of groups such as the Fundy Energy Research Network Socio-Economic Committee, Acadia Tidal Energy Institute, Atlantic Canada Sustainability Initiative, the Nova Scotia Steering Committee for Renewable Energy, Sustainable Tourism Association of Canada, and Earth Wild International. John's dissertation work focused on sustainable tourism, and one area of his work for which John is particularly recognized relates to Aboriginal tourism and Indigenous

ecotourism. He has worked with groups such as the northern Canadian Cree community, the Taku River First Nation in British Columbia, the Acadia First Nation, and the Lennox Island First Nation as well as with the Atlantic Canada Aboriginal Health Research Partnership. He has motivated some of his students to engage in similar work in their Masters program. John is an avid outdoor enthusiast and he has worked during summers for National Geographic as a wilderness guide for their writers and photographers in northern Canada and Alaska. He also served as their sustainable tourism evaluator for eastern Canada, for the World Legacy Awards program. John continues to guide northern wilderness river expeditions where he enjoys introducing people to the beauty and splendour of Canada's northern wilderness areas. All these experiences help inform his teaching and scholarship. John continues to serve as a professor in the Department of Community Development.

JUDE (DEGUERRE) HIRSCH 1977 - 1996

Jude graduated from the BRM program and was hired immediately to teach outdoor recreation/education courses at Acadia. From 1979-82 she pursued a Masters in Outdoor Education at Dalhousie, and from 1984-89 pursued her EdD in curriculum and instruction in experiential education with research focused on conceptions of outdoor education that underlie academic programs at Canadian universities. She continued to teach at Acadia while engaging in her graduate work. Jude's major contributions at Acadia focused on the development of the area of outdoor recreation. These included significant curriculum development, acquisition of equipment and storage space, development of partnerships within the field of practise to support the program, development of infrastructure including a permanent challenge course and interpretive trails on campus, creation of multifaceted spring camp model, building a highly qualified resource team to support the deliver of various aspects of the curriculum, and establishing a national reputation as a high quality outdoor recreation/education program. The national reputation assisted with the recruitment of students from various parts of the country to the program. She established working relationships with a number of professional groups, a sampling of which included Project Adventure, Association of Outdoor Educators, Toronto YMCA, Nova Scotia Outdoor School, Heartwood Association, Ledgehill Centre for Human Resource Development, Annapolis Valley School Board, Canadian Camping Association, and the Outdoor Recreation Council of British Columbia. Jude Hirsch (formerly deGuerre) left Acadia in 1996 to assume a position at Georgia College where she served as Chair of the Department of Kinesiology, and later as Chair of the Department of Outdoor Education until her retirement in 2016.

BRENDA ROBERTSON 1983 - 2012

Brenda served as a faculty member for 29 years and as Director of the Centre of Leisure Studies/Recreation Resource Centre of Nova Scotia for 14 of those years. As Director of the Resource Centre, she and her staff provided a variety of information generation and dissemination services to the professional and scholarly communities throughout Nova Scotia and beyond. These services included resource collection, creation, and dissemination; provision of a broad range of research related services; and the development and delivery of a comprehensive system of professional development offerings. Brenda pursued her PhD in Leisure Studies through the University of Oregon from 1990-1993. Her contributions to curriculum development focused mainly of leisure behaviour, sociology of leisure, leisure education, crime/justice and leisure, youth development, and leisure for disenfranchised populations. Her research shed light on a variety of diverse topics such as crime and leisure, leisure education and literacy, at risk youth, inside the social circus world, and constraints to female participation in recreation and sport. She was frequently called upon to present her work throughout North America, as well as in such diverse locations such as Kenya and Hong Kong. Her professional alliances included Recreation Nova Scotia (served a term as President), Canadian Parks and Recreation Association (Magazine editor), Society of Park and Recreation Educators, and the World Leisure and Recreation Association (served as Program Manager). Awards recognizing her work include: Associated Alumni of Acadia University Excellence in Teaching Award, Recreation Nova Scotia Lifetime Achievement, Association of Atlantic Universities Anne Marie MacKinnon Instructional Leadership Award, Society of Parks and Recreation Educators Excellence in Teaching Award, Canadian Parks and Recreation Award of Merit, and the World Leisure Education Scholar Award.

SUSAN MARKHAM-STARR 1987 - 2012

Susan was the first hire after the PER program review raised dire concerns about academic credibility. She was a solid scholar and the first person to receive a PhD in Leisure Studies in Canada. Her educational background, which also included a Masters degree in Leisure Studies, meant that she could contribute greatly to core curriculum development, as well course creation and delivery, in a broad range of topics. Her contributions included the introductory and cap stone courses, as well as such areas as agency administration, community recreation, planning, and management which incorporated her employment background as well as her education. Susan was a widely renowned scholar on aspects related to the history of parks and recreation which was also reflected in her course offerings. She built an impressive curriculum vitae reflecting 25 years of scholarly contributions, most focused on her interest and expertise in historical inquiry. Another important contribution she made to the field was the creation of extensive research bibliographies on topics such as women as invisible pioneers in the field, and pressure groups and Canadian recreation delivery system. She is well known locally for her work on the history of the Halifax Commons. She has an extensive and impressive list of service work for the university and the field, which includes having served 2 terms as President of the Canadian Association of Leisure Studies, and a term as the Chair of the Recreation Canada Editorial Committee. Other professional affiliations included organizations such as Ontario Research Council on Leisure, North American Society for Sport History, Academy of Leisure Sciences, Society of Park and Recreation Educators, and the World Leisure and Recreation Association. In 1987, she received the Ontario Research Council on Leisure, Marion Miller Award.

ALAN WARNER 2003 - 2019

Alan's academic background and training was in community psychology. For over 3 decades, he had a strong interest in the benefits of experiential education, which was the focus of his dissertation work in the early 1980s. His work in this area has been recognized by him having been named Canadian Environmental Educator of the Year. Alan has had a long standing partnership with the staff at the Halifax Regional Adventure Earth Centre, where he has been involved with the development, delivery, and assessment of innovative environmental education programs as well as youth staff leadership training. He has involved students in his work, including those engaged in Honours and Masters research. Others areas of academic interest include environmental sustainability, community youth leadership, and international community development. Alan has lived and worked with the Van Gujjars Nomadic herders in Northern India. He has also taken small groups of senior students live and work with Arawak peoples in the rainforests of Guyana, and with Indian villagers in the remote Himalaya, on a three-week field experience. A significant contribution made by Alan, was spearheading the development of a limited enrollment program in Environmental and Sustainability Studies (ESST). Students entering the program could pursue either a Bachelor of Arts or a Bachelor of Recreation Management. The purpose was to produce innovative problem-solvers who could address the environmental and sustainability challenges the world is facing. Focusing on one of the following areas: advocacy, education & activism; sustainable community development; environmental thought and practice; or innovation and entrepreneurship, students select courses from a variety of disciplines such as philosophy, political science, economics, education, and business. Alan continued to serve as a professor in the Department of Community Development until his retirement in 2019.

BILL WHITE 1973 - 1995

Bill came to Acadia to replace Wendy Bedingfield as volleyball coach and Physical Education Instructor. While at Acadia, he earned a PhD degree in Leisure Services Administration from Boston University. He was an elite athlete (basketball and tennis) with a keen interest in sport and sport management. His undergraduate degree was in commerce and his Masters in Education. His knowledge and interest in management, education, and leisure meant he could teach a myriad of courses. It also positioned him well to work with Masters students and to teach at the graduate level. A significant portion of Bill's contribution to Acadia came through his service as the Director

of Continuing Education, and the inaugural Dean of the Faculty of Management and Education. He did much to raise the profile of Recreation within the university. Bill contributed greatly to the development of the sport and recreation field having served as chair of the Nova Scotia Sport Hall of Fame, President of the Recreation Association of Nova Scotia, on the Board of Directors of the Canadian Volleyball Association, Chef de Mission for the 1969 Canada Games, and founder and president of Volleyball Nova Scotia. His contribution to the development of the field have been recognized in a variety of ways including being made a Life Member of the Recreation Association of Nova Scotia, an Honourary Life Member of the Atlantic Provinces Association for University Continuing Education, and having been given the Award of Merit from the Canadian Recreation Association, the Honour Award from Physical Education Nova Scotia, and the Service Award from Sport Nova Scotia. Bill left Acadia in 1995 to work for the provincial government as Executive Director of the Sport and Recreation Commission.

ALEX WRIGHT 1979 – 1997

Upon completion of his EdD at Boston University, Alex who was originally from Scotland, accepted a faculty position at Acadia. He was a true scholar in the sense that he was highly intelligent, well schooled in the discipline of leisure, and an avid reader who had an insatiable thirst for knowledge. He loved learning and engaging in academic discourse, and had a passion for sharing knowledge, and working with students on the generation of knowledge. Although Alex was well versed in research methods, he was not actively engaged in research himself. Rather, he devoted his time to working with his graduate students, ensuring that they possessed the research knowledge and skills required to produce high quality work. He supervised graduate research projects on a wide variety of topics including Physical Education Instruction Methods; Work, Leisure and Wellness; Social Structure and Anomie, Park User Market Segmentation, Volunteer Training; Soccer Development; Program Evaluation, Financing Trends; Greek Immigrant Experience; Travel Motivations; Avowed Boredom; Alcoholic Lifestyle Patterns; Vacation Imaging; Community Festivals; and the Lifestyles of Older Women. As Coordinator of the Masters program, he was involved in curriculum development and delivery (e.g. Leisure Theory, Leisure Research, Integrated Seminar) marketing and student recruitment, and personally supervised the thesis process for most students in the program. His undergraduate teaching included a number of the core theory courses, and he developed and taught a number of elective courses with a tourism development focus (e.g. Tourism and Commercial Recreation, Destination Studies, and Community Tourism Development). He also served as coordinator for the tourism concentration. Alex assumed temporary administrative duties on numerous occasions such as Acting Director for the School, including at the time that Jim Bayer passed away. Alex passed away suddenly in 1997 at age 59

SUPPORT STAFF OF THE SCHOOL OF RECREATION AND PHYSICAL EDUCATION/KINESIOLOGY

In a professional preparation degree program such as Recreation Management, the work of the administrative/support staff is multi faceted, and requires a broad range of skills and knowledge. Before the wide spread use of computers, much of the work would have been typical secretarial responsibilities such as typing, copying, and filing. The staff worked together servicing the needs of the administrators, physical education and recreation faculty, and athletics coaches. Individuals providing support services at that time included Grace Gertridge, Twylla Lutes, Linda Sanford, Janet Illsley, Marie Davison, Doris Ross, Ardith Lance, Mary Lou Muttart, and Carol Fletcher. Carol started at Acadia in 1975, primarily supporting the coaches and athletic department until the late 1980s when she accepted a position as the administrative assistant at the Recreation Resource Centre where she served until 1996. At that time, she moved over the Student Services Department where she remained until retiring in 2015.

By the early 1980's, with the advent of personal computers, and evolution of the degree programs, the responsibilities of the administrative assistants were becoming more plentiful, diverse, and demanding. There was content knowledge required as well in the academic disciplines of Physical Education and Recreation (PER) as well as Athletics. A review in 1985 led to a separation of the athletics and the academic programs. Certain staff were assigned primary responsibility for athletics, physical education, or recreation. The nature of the Director positions was becoming increasingly complex as well and so support staff were assigned to the Directors (Athletics and PER). Lorna Ffrench served as the administrative support person for James Bayer until she transferred to the Presidents office. Vicki-Lynn Eisnor came on board in 1986 and served the Directors of Athletics and the School. Cathy Walsh was next to occupy that role before she transferred to the Presidents office, followed by Rosie Hare. By this time, the Athletics Department had relocated to the new Arena Complex where Krista Robertson served as the administrative assistant. Rosie moved on to serve as support to senior administrators, and Kim Vaughan assumed responsibility as administrative assistant to the Director of the School as well as the Recreation Management program.

Karen Naugler was hired to the support staff team 1984 and assumed responsibility for the Recreation Management program. Diane Burns served the physical education faculty until she accepted a position at Kingstec and was replaced Lisa Caldwell in 1988. Lisa remained in the position for 15 years until 2003 when she went to work at the Registrars office as an Information Specialist. Lisa was replaced by Krista Robertson, an Acadia graduate, who was serving on campus as a dining hall manager. Krista worked in the School for 7 years before she transferred to the Department of Athletics in 2010 to assume the role of Office Manager and Administrative Assistant to the Director.

Only 2 individuals have served as the primary support staff member to Recreation faculty from 1984 until 2012: Karen Naugler and Kim Vaughan. Karen Naugler joined the PER staff team in 1984, having worked in 13 different offices across campus. After serving in the position for 20 years, in 2004 she went to work as the administrative assistant at the local United Church. The position was filled by Kim Vaughan, who came to Acadia from Minas Basin Pulp and Paper, and who served as the support person until the program transitioned to Community Development in 2012. She holds a diploma in Accounting Technology from the Nova Scotia Community College. Kim currently serves as the administrative assistant for Kinesiology.

The roles and responsibilities associated with that position changed dramatically over the years. In terms of providing support to recreation faculty, for Karen this involved a great deal of typing of course outlines, exams, reports, manuals, academic papers, and minutes. Such materials often required photocopying, distribution, and filing. With the increasing use of desktop computers throughout the 80s, Karen was heavily involved in teaching faculty basic computer skills such as word processing. Budget planning and management was another time-consuming task. In addition, time was spent assisting faculty with such activities as Spring Camp, the Orientation and Graduation Breakfast events, and department barbeques and banquets; helping to coordinate course field trips and practicum placements; and providing support to the student association with endeavours which included such activities as planning workshops and conferences, attending conferences, newsletter production, and fund raising. Support staff also played an important role in student advising and registration by preparing materials, liaising with other departments, and meeting with students. Staff were frequently called upon to provide assistance to faculty teaching within the PER building with trouble shooting when communication technology was not working in the classrooms. Karen and Kim also served as the receptionist for the building given that their office was located at the entrance, which meant directing visitors, responding to student queries, dealing with delivery personnel, and conversing with faculty who frequently the reception area.

An additional challenge that Kim faced, owing to the timing of her service, was keeping abreast of rapidly the changing technology not only in order to assist faculty to adapt to the changes, but also to integrate it into her

own work. Staff were responsible for the development of computerized record keeping systems, and the management of online financial systems, course registration, and student grades. Kim also had to master various technical skills in order to build and maintain websites, and other social media and communications platforms. Learning about, and adapting to, technological change occurred in addition to fulfilling all the other duties noted previously.

Both support staff, during their respective periods of employment, spent countless hours beyond regular working hours, in order to complete their growing volume of work. This meant that they were often the first in the building in the morning and/or the last to leave at night. Both Karen and Kim were mothers of young children, who regularly took time away from family for their jobs. They also were engaged in the broader community, Karen as an instructor at Nova Scotia Community College, and Kim as a volunteer with many facets of the Girl Guide community. Although many of the work tasks that they took on fell outside the requirements of their job description, both considered it their responsibility to support the faculty and 100+ students in all facets of their work when called upon to do so. At the year end events, including the Student Banquet and the Graduation Breakfast, the students collectively and individually often expressed their appreciation to Karen and Kim, acknowledging the central role the staff member had played in their success and the attainment of their degree. Many have continued to have contact with these two administrative assistants, years after graduation, which is a testament to the centrality of their role within the unit and the Acadia Recreation family.

BACHELOR OF RECREATION MANAGEMENT MEMORIAL AWARDS

Three individuals, who contributed greatly to the success of the Acadia Recreation program, met their untimely deaths while at the peak of their careers. Jim Bayer (age 47), Alex Wright (age 59), and Lyle Davis (age 36). Their colleagues and students wished to recognize each of these individuals and honour their contributions through the establishment of Memorial Awards in their names.

JAMES D. BAYER

James "Jim" Bayer, a native of Prince Edward Island, grew up in Dartmouth, where he was an outstanding high school athlete, paddled competitively for the Banook Canoe Club, and started a lifetime commitment as a volunteer for the Red Cross. Jim was a graduate of the physical education program at the University of New Brunswick. Upon graduation, he returned to Dartmouth to teach physical education and to coach high school football. In the mid 1960's, he joined the Nova Scotia Department of Education as a consultant in health, physical education and recreation. In 1970 Jim obtained a master's degree in physical education from Springfield College, where he completed the first Canadian study on drowning, which led to significant change in Canadian Red Cross water safety practices. He was appointed Chef de Mission for the 1971 Nova Scotia Canada games team in Saskatoon. When Nova Scotia formed a new Department of Recreation in 1973, Jim became its first Director of Operations. He pioneered a number of new initiatives, including lifeguard services on Nova Scotia's beaches. He also served as chair of the Canadian Interprovincial Council on Sport and Recreation.

Acadia recruited Jim in 1977 as a professor and coach, however being the leader that he was, he became Dean of the School of Physical Education and Recreation, as well the Director of Athletics. He became a mentor to both students and his colleagues. In addition to his paid employment, Jim was always quick to take on other leadership roles such as President of the Acadia Faculty Club, President of the NS Branch of the Red Cross, Chair the Nova Scotia Sports Heritage Center Board of Directors, President of the Atlantic Universities Athletic Association, and Chair of the Canada Games Bid Committee. Jim received the prestigious Queen Elizabeth II Silver Jubilee Medal,

the Award of Merit from the Canadian Parks/Recreation Association, and was named an Honorary Life member of the Recreation Association of Nova Scotia in recognition of his outstanding contributions to the field of sport and recreation.

Tragically, on October 1st, 1985, Jim lost his battle with cancer at age 47. He left behind his wife Margaret and two children, Michael and Michelle. He had been an enthusiastic, supportive and visionary leader in the field of Sport and Recreation throughout his all too brief career. Numerous organizations sought to honour his memory with the creation of awards and bursaries in his name.

THE JAMES BAYER AWARD

The Award: At the time of his death, students in the Recreation degree program were devastated. They wanted to take action to ensure that his memory would live on within the School and so they decided to establish the James Bayer award, in recognition of the graduating student who best emulated the characteristics they so admired in James Bayer: expressed qualities of *leadership, fellowship, and professionalism*. The students raised funds until sufficient monies were collected to purchase a quality plaque that was displayed in the SRMK foyer, and 15 matching keeper plaques so that the award would be given out for at least 15 years. Once that inventory was depleted, the School assumed responsibility for providing a framed certificate to the winners. A process was designed by which the members of the graduating class would determine the most worthy recipient each year. In 2002, the process failed to produce a clear winner and so three recipients, all deemed equally deserving, were given the award. In 1993, every member of the senior class was considered to be a deserving candidate by at least one peer and so after lengthy debate, the decision was made that members of the senior class would share in the award. The award was presented on graduation morning, at a special breakfast, with families and friends of the Recreation graduates present. A faculty member would discuss the legacy of James Bayer, and then the winner would be announced.

JAMES BAYER AWARD RECIPIENTS

The following graduating students, 1986-2012, were chosen by their peers to be recipients of the James Bayer Award, as best representing the attributes of leader, mentor, and friend. Provided here is a brief synopsis of the careers of each following graduation as reported in 2020.

Laurie Dickson '86 Laurie pursued a Masters in Recreation at Acadia following completion of her BRM. She served the Court Administrator at the Kentville Justice Centre prior to her retirement in 2019. Before that, she served as the Western Regional Coordinator with the Maintenance Enforcement Program, NS Dept. of Justice; and Coordinator of the Valley Youth Alternatives Program.

Carol Schurman '87 Carol earned a Masters in Leisure Studies at Dalhousie after departing Acadia. For nearly 30 years, she has worked in the Volunteer Services department of the QE11 Health Sciences Centre. Across the province, 7000 volunteers enrich the experiences of Nova Scotia Health Authority (NSHA) patients, residents, clients and families. Volunteers engage in the following types of work: Ambassadors; hospitality and information desk staff; running recreation programs; companions in palliative care; therapy dog visits; and student volunteer initiatives

Donna Keen '88 Donna completed a Masters in Public Administration at Dalhousie. She is the Director, Payroll Client Relations at Department of Internal Services, Province of Nova Scotia. Prior to that, within the Nova Scotia Civil Service she served as Manager, Organizational Change Management; and as Director of Human Resources.

SEAN PARDY '89

Sean Pardy '89 is Manager of Therapeutic Recreation – Long Term Care, and a Professional Practice Consultant with the Regional Allied Health Professional Practice Department, Eastern Health Newfoundland and Labrador.

LAURA-LEE MACLEAN '90

Laura-Lee was not been able to located during data collection for the development of this website.

WANDA GEORGE '91 Wanda is a Professor & Researcher at Mount Saint Vincent University in the Department of Business Administration, Tourism and Hospitality Management. She received her MBA in International Business at St Mary's University, and her PhD in Rural Planning & Development (Tourism) at the University of Guelph. She is Founding Director of the World Heritage Tourism Research Network which is a group of international researchers who are dedicated to fostering collaborative research that addresses the challenges and opportunities of tourism at World Heritage sites and their surrounding regions.

JAMES CROCKWELL '92 James has been working in the non profit sector since graduating, primary as an Executive Director of two community agencies that offer social, education, recreational and health programs and services to low income families in the St. John's area. Jim completed a Masters in Physical Education at Memorial University.

CLASS OF 1993 Members of the graduating class this particular year were unable to come to agreement as to who amongst them was most appropriate choice to be the recipient, and everyone in the group received endorsement by some of their peers. It was decided that the entire group would jointly be given the award. Careers of members of the class have included such positions as Business Manager at Investors Group, Recreation Development Specialist-Western Health, YMCA Manager, Detective Constable- Security Bureau OPP, Programmer/Analyst Nipissing University, Purchasing Agent at Diesel Quebec, Instructor at Acadia University, Executive Director Service Canada, Manager of Student Support, Territory Account Manager-Avaya, Community Recreation Director, Statistics Canada Researcher, Senior Alumni Officer, Supervisor Vera Perlin Society, and Police Constable.

SARAH BAIRD '94 Sarah pursued a degree in Outdoor and Experiential Education at Queens after graduation, as well as a Masters in Education at Memorial University. For over 20 years she has been employed as a teacher with the Newfoundland and Labrador English School District.

JODI NICHOLSON-HACHEY '95 Jodi participated in the international post-graduate program in leisure studies at the World Leisure International Centre of Excellence, Wageningen University, The Netherlands. Having been a varsity swimmer at Acadia, she turned her passion into her career and currently serves as Team Manager for the Regina Optimist Dolphins Swim Club. Much of her career has focused on the sport of swimming. She has also worked in the RCMP, in the North West School Division, and with the YMCA of Regina.

CHARLENE SHANNON '96 Charlene earned both a Business degree and a Recreation Management degree at Acadia, and then completed her Masters and PhD in Leisure Studies at U Waterloo. She has been a Professor at UNB in the Recreation and Sports Studies degree program since 2002. Her areas of teaching and scholarship include leisure behaviour, youth development, leisure education, gender, family leisure, as well as the connections between leisure experiences and aspects of health/wellbeing. She has presented her work throughout Canada and in the USA, as well as Europe. She currently (2020) serves as the Assistant Dean of the Undergraduate program.

SHAYNA ALLEN '97 Shayna has worked as Director of Programming with Hillel of Greater Toronto at York University; held several positions including Programmer in Allied Health, Director of Student Development, and Head of the Grants Department at Illisagvik College in Northern Alaska; ran a family owned Chiropractic business; and currently serves as a Customer Service Agent for Westjet.

DEVIN TREFRY '98 Devin currently serves as the Research, Policy, & Community Engagement Officer for Colchester County, Nova Scotia. Prior to that he worked as a Tourism Consultant, and as Marketing Director, for the Central Nova Tourist Association for nearly 15 years. That work has focused largely upon marketing the Northumberland and Fundy Shores of Nova Scotia as tourist destinations. His areas of specialization, along with tourism marketing and development, include strategic planning and customer service training.

AGGIE WEIGHILL '99 Aggie currently (2020) serves as the Chair of the Recreation & Tourism Management program at Vancouver Island University as well as Coordinator of the MA program in Sustainable Leisure Management. She has been a professor at VIU since 2005 and proudly leads the Africa Research & Study Tour Program in partnership with the National College of Tourism in Tanzania. She completed her Doctorate in Physical Education & Recreation at U Alberta, with research focused on the Women's Participation in Sport Travel.

CHRISTINE WILSON '00 Christine has been working in the health care field since graduation holding positions which include Vice President, Philanthropy, Heart and Stroke Foundation of Nova Scotia, as well as the Director of Community and Corporate Fund Development; Senior Manager, Donor Engagement, with the Canadian Cancer Society, as well as and the Special Events Manager.

HEATHER WICKSTEAD '01 Heather describes her current position (2020) as Chief of everything at Reason2Roam. After spending 4 years as a Recreation Supervisor with Calgary Parks and Recreation Department, she and her partner took up travelling full time and write a blog, intending to help others infuse adventure into their lives. Her travel adventures have included backpacking, canoe camping, and biking in such places as Baffin Island, East Africa, Argentina, Russia, Middle East, S.E. Asia, India, and Eastern Europe.

RACHEL BEDINGFIELD/ERIN SARFIELD/MARY SWEATMAN '02 In 2002, three graduates were deemed equally deserving of the honour and so it was awarded to each of them.

Rachel went to work in Kenya for a year in a rural village teaching physical activity to children. For 7 years, she worked as a Physical Activity Consultant with the provincial government working with populations facing health disparities. For the past number of years she has served as Director of Parks and Recreation for the town of Kentville where her focus is very much on ensuring inclusion and access for all in an attempt to build community wellbeing. She has provided volunteer leadership to such groups as the Recreation Nova Scotia, Canadian Association for Advancement of Women and Sport, Women Active Nova Scotia, the Annapolis Valley Homeless No More initiative, and the Provincial Task Team for Inclusion and Access to Recreation for the Province of Nova Scotia.

Erin worked as a Strategic Planning Consultant with GB Associates Inc, before accepting her current position of Change and Human Performance Consultant with Innovapost where she designs, and delivers corporate training and communication strategies. She co-leads a team of employees who administer corporate involvement in community development and charitable activities. She also facilitates opportunities of teambuilding through community fundraisers (e.g. Dragonboat Festival, Habitat for Humanity, MS Bike Tour).

Mary pursued a Masters of Recreation at Dalhousie, and B.Ed at Trent after Acadia. She has taught and worked internationally with children in Katmandu (Nepal), Florence (Italy), and Cuenca (Ecuador). She worked as lecturer

at Concordia prior to returning to Acadia as an Assistant Professor in the Community Development program. She recently completed her Doctorate in Education.

NOELYN FULCHER '03 Noelyn pursued an Education degree at Charles Stuart University after leaving Acadia, and has spent her career as a teacher in Ontario.

HANNAH FELDBERG '04 Hannah resides in New York city where she has held the following positions: Founder and Principle Consultant, The Group Forward; Faculty Member, Professional Facilitator, and Enterprise Facilitator with General Assembly; Director Culture and Training Strategy, The Design Gym; Management Consultant, Academic Expeditions; Consultant/Facilitator, Han Ban Can Consulting; and Consulting Director Youth Services, Me to We.

GRAHAM MARSHALL '05 Graham moved to Australia where he earned a Master of Teaching degree from Griffith University. He returned to Canada where he has been working as a teacher, currently teaching health and physical education to elementary students from a physical literacy perspective. He worked with the Ontario Physical and Health Education Association to develop a physical literacy resource manual for teachers and recreation providers.

ERIC MACKENZIE '06 Eric served as Recreation Director for the Municipality of the District of Barrington prior to accepting the position as Community Recreation Coordinator, at 14 Wing Greenwood. From there, he moved to Ottawa to become the National Recreation Coordinator for Canadian Forces Morale and Welfare Services. He was recently seconded to a 3 year position as Family Services Europe: Community Services Manager-UK in London.

LINDSEY BOLAND '06 Lindsey attended Fanshawe College and earned a post graduate degree in marketing management. She lived in Australia for a time doing contract work. For the last 10 years, she has worked for Rowing Canada Aviron and is the National Team Coordinator. She provides administrative and relationship support to the RCA NextGen initiative. She is also responsible for outfitting of National Team Programs, and she works closely with the High Performance Coordinator in the development of event specific plans for National Team events and camps.

KATE PEARCE '07 Kate continued her education by completing a Master's Degree Recreation and Leisure Studies at U Waterloo, and a Post-Graduate Certificate in Human Resource Management at Fleming College. Kate currently serves as Community Relations Manager, and previously Community Engagement Coordinator, at Waterloo Global Science Initiative. Other past positions include Director of Community Relations with YMCAs of Cambridge and Kitchener-Waterloo, and Coordinator, Varsity Sport & Campus Recreation at Trent University.

DAVID GREENE '08 David has been living his dream, through his company Greener Adventure Consultants. He plans and carries out wilderness expeditions, and hosts a series of talks called *Night of Adventure*. The talks were created as a way for people to share their stories of human powered adventures and expeditions with like minded individuals. Of the 22 talks, topics have included 1500 mile trek through the Sahara Dessert, Big swim across the Northumberland Strait, a 424 run across Gambia, and a Maritimer participating in the Iditarod. His latest trip entitled *Boreal to Barrenland 2019: Traversing Labrador* involved a group paddling 840km from Labrador City to Nain, travelling along 5 river systems.

KATIE HECKMAN '09 Katie completed a Masters in Public Health at U Alberta and currently serves as the Virtual Care Lead for information management and technology with the Nova Scotia Health Authority. Virtual Care Services explores innovative e-health solutions, beyond traditional telehealth, to enhance the delivery of care to from a distance, to those living remotely. The team is currently developing a system where patients from the

cancer care division, mental health, and addictions programs can connect directly with health care providers through cell phones, computers or tablets.

ANDREW WATERS '10 Andrew served as the Enrolment Advisor for Acadia before fulfilling his dream of joining the RCMP. After completing his training, Andrew served as a constable for 4 years in Williams Lake before accepting a placement on Haida Gwaii. He has recently accepted a position in community law enforcement back in Nova Scotia.

MICHAEL CHIASSON '11 Michael continued to pursue his love of hockey after Acadia, having proudly played as an Axemen. After working with the Pittsburgh Penguins for 2 years, Mike returned to Acadia as Assistant Coach of the Hockey Axemen. Since 2015, he has served as Manager of Youth Hockey for the Penguins.

ALEX ATKINSON '12 Alex has enjoyed a career in youth empowerment as a speaker and facilitator for both an international charity, and later an outdoor education company, as well as Co-director for a camp that provides respite and sense of community for youth with eating disorders. After earning a certificate in Food Security from Ryerson, she developed a workshop series to raise awareness about the challenges youth face with current food systems.

DR. ALEX WRIGHT

Alex Wright was born and raised in Edinburgh, Scotland. In 1959 he received a diploma in education from Jordan Hill School in Glasgow; and in 1967 obtained his MSc from Springfield College in Massachusetts. From 1967 – 1975 he served as director of the downtown Montreal YMCA. There, he showed his compassion for enhancing quality of life by pioneering the YMCA's post-cardiac rehabilitation program. He attended Boston University in the mid 70s, where he completed his Ed. D. in 1979. His academic career began at Concordia University before accepting a professorial position at Acadia in 1979. Acadia, he served as the coordinator for the graduate program and for the tourism specialization.

During his time at Acadia, Alex wore a variety of hats. He taught about the concepts of leisure, and loved learning about leisure. Another interest was tourism and he developed and taught a number of related courses. He assumed a number of administrative roles including Acting Director of the School from 1984-86 during Jim Bayer's illness, and coordinator of the Graduate program. Not only did Alex administer the program, and teach graduate courses, he also supervised the vast majority of Master theses. Sadly, on March 31st, 1997, after returning home from a Faculty meeting, Alex passed away suddenly from a heart attack, at age 59. The field suffered a tragic blow, with the loss of a remarkable colleague, professor, and mentor. Alex was a true gentleman known and widely respected for his depth of knowledge, his commitment to the betterment of the field, his passion for leisure, and his ability to tell a good story. Alex is remembered by his students as a warm-hearted professor who always had time to listen, provide assistance, and offer advice. He possessed a wealth of knowledge which he delighted in sharing with others. He was a devoted husband to his wife Pauline, and father to their two sons, Stuart and Jamison. His recreation passions included golf, cross-country skiing, and rugby. He coached Canada's Junior Rugby Team and participated in the sport as an international caliber player. In addition, Alex was strongly committed to the Wolfville community as a member of various non-profit organizations, and was dearly loved by the residents of this small Nova Scotian town.

THE ALEX WRIGHT AWARD FOR OUTSTANDING SCHOLARSHIP

This award was started in 1998 in memory of Alex by his colleagues within the School. After giving careful consideration to the focus of the award, it was decided that it would recognize Alex's love of scholarship and of learning. Alex did not poss

and extensive resume of published scholarly work, although through his mentorship with the graduate students, he fostered love of scholarship in his students, many of whom went on to develop impressive careers as leisure scholars. The Alex Wright Award is presented to the student who best exemplifies energy and enthusiasm for learning, coupled with an inquiring mind and who demonstrates creative thinking, analytical reasoning, and effective communication skills. During the initial years the award was presented to one student in the School of Recreation Management and Kinesiology, who could be from either program. In 2008, it was decided that there would be an award for a student in both Recreation Management and in Kinesiology. The recipient of the award is chosen by faculty.

ALEX WRIGHT AWARD RECIPIENTS

The following graduating students in Recreation Management were chosen by the faculty as best exemplifying energy and enthusiasm for learning, coupled with an inquiring mind and demonstrated creative thinking, analytical reasoning and effective communication skills. Included is a brief synopsis of the career of each recipient. Data were reported in 2020.

ROBERTA WATTS '98

Roberta Watts '98 went on to the Information Technology Institute and earned a diploma in IT. She worked for a time in the USA as an IT consultant before returning to Nova Scotia to work at Sobeys Inc head office where she has held various IT related positions. She currently serves as Manager of Vendor Applications.

PAMELA MURPHY '99 Pam is a Policy Advisor with the Government of Canada with the Privy Council Office, and a Senior Analyst - LGBTQ2 Secretariat. Former positions include Senior Advisor with Immigration, Refugees and Citizenship Canada; Senior Analyst with Human Resources and Social Development Canada; and Community Developer at the Sandy Hill Community Health Centre where she was responsible for providing advice on gender equality and social inclusion policy.

MARY SWEATMAN '02 Mary went on to pursue a Masters of Recreation at Dalhousie and B.Ed at Trent. She has taught and worked internationally with children in Katmandu (Nepal), Florence (Italy), and Cuenca (Ecuador). She worked as lecturer at Concordia prior to returning to Acadia as an Assistant Professor in the Community Development program. She recently completed her Doctorate in Education.

SARAH WAGNER '08 Sarah continued her studies earning a Master of Arts in Sport and Recreation Studies from the University of New Brunswick. Her current position is Executive Director with the New Brunswick Association for Community Living where she served for a time as Director of Programs.

COLIN GILLIS '09 Colin is the KidSport Coordinator at Sport Nova Scotia. Previous to that he held position at SNS as Youth Leadership Program Coordinator and the After School Program Coordinator. Colin also worked for a brief period as a youth program staff member with Royal Caribbean International

ASHLEY BECK-SAYER '10 Ashley continued on to complete a BEd at Acadia and currently serves as a Resource Teacher for grades 7-12 at the North Queens Community School.

MICHAEL CHIASSON '11 Mike continued to pursue his love of hockey after Acadia, having proudly played as an Axemen. After working with the Pittsburgh Penguins for 2 years, Mike returned to Acadia as Assistant Coach of the Hockey Axemen. Since 2015, he has served as Manager of Youth Hockey for the Penguins.

CHRIS FALCIONI '12 Chris continued on to further studies earning a Master's Degree in Applied Health Sciences Recreation and Leisure Studies at Brock University. He currently works as Program Manager with

Outward Bound. Other positions have included Field Instructor with NOLS in the Yukon, Director of YMCA camp John Island, and a Child Care Practitioner with Niagara YMCA.

CHARLES LYLE DAVIS

Lyle Davis graduated from Acadia with a Bachelor of Science (Recreation) in 1976 and a Master of Recreation in 1983. In 1984 he accepted the position as Assistant Director of Admissions at Acadia, a position he left in 1988 to become the Coordinator of Research and Development Services at the Recreation Resource Centre of Nova Scotia. He was an avid outdoor enthusiast and musician, and he pursued many other hobbies until his untimely death resulting from a climbing accident at Lake Louise in 1991. Lyle is survived by his wife Marla, an educator in the local area, as well as by 3 children; two of whom (Josh and Carah) were students in the School of Recreation Management & Kinesiology. Lyle was not only an alumnus of the Acadia Recreation program, he also occasionally taught courses for the School.

Lyle himself was an engaging individual who put great effort into both his work and his play. He practiced what we preach in this field with regards to active healthy balanced lifestyles. Many of the workshops he offered related to concepts that he believed in and lived...environmental education and stewardship, adventure programming, and community sustainability. He felt that life was an adventure to be lived and he did that fully each and every day of his all too short life, and inspired others to do so as well. He committed himself fully to the aspects of his life that were important to him: his family, his work, his friends, his community, and his leisure.

The concept, process, and practice of education was of paramount importance to Lyle. Whether pursuing education formally through his university degrees, instructing in the classroom himself, organizing workshops through the Resource Centre, reading great works, expressing his own ideas through writing, or informally sharing something of interest he had learned in any given day with anyone who cared to listen...he loved both learning, and teaching others. Part of his legacy is the *Rec Check Manual*, a state of the art marketing tool he developed out of his Masters work, which still occupies a coveted place on the bookshelves of many recreation practitioners, nearly a quarter of a century after its release.

One way that Lyle found to acquire and share knowledge was through his voluntary work on a variety of local, provincial, and regional associations. At the time of his passing, he was in Alberta planning to attend his first Canadian Parks and Recreation conference. He added a couple of days onto the front on his trip to explore the Rocky Mountains, an outdoor setting that he had not previously experienced. While hiking up some steep cliffs overlooking Lake Louise, he slipped and fell to his death.

Although he was well versed with academic literature and teachings, his objective was always to apply such knowledge to grass roots settings. He had a deep understanding of the concept and value of community, and contributed to the very the fabric of every community to which he belonged by giving freely of his personal assets and motivating/inspiring others to do so as well. It is therefore fitting that the award being named in his memory, be given to support the engagement of students in community-based initiatives where academic knowledge and skills are being applied to address real life issues in innovative and entrepreneurial ways.

THE LYLE DAVIS COMMUNITY ENGAGEMENT FUND

In 2008, the *Tides are Turning* campaign was established to encourage Acadia faculty and staff to undertake activities to raise funds in support of student initiatives. His Recreation Management colleagues set up a fund and an award in Lyle's memory. The *Lyle Davis Community Engagement Fund* was established to collect funds to be used in support of curricular community engagement initiatives of students in the Recreation Management

program. In order to create the fund, a campaign was undertaken targeting program faculty, staff, students, and alumni. Once sufficient funds were generated (\$10,000), the interest was made available annually in the form of an award to support one or more student community engagement initiatives. Funds were raised in a number of ways: grant from Nova Scotia Department of Health Promotion and Protection: Sport and Recreation Division, donations made by faculty and alumni, a workshop series featuring faculty presenters, auction by the students, and a coffee house launching the award.

THE WORKSHOP SERIES

Acadia University Recreation Management faculty, coordinated by Brenda Robertson, donated their time and expertise to offer a series of seminars and workshops in support of the Lyle Davis Community Engagement Fund. The promotional description for each of the workshops is included below.

FACILITATING A SENSE OF WONDER... LEADERSHIP SKILLS IN ENVIRONMENTAL EDUCATION

BY ALAN WARNER AND JANET BARLOW

Helping young and older people to appreciate the natural world is a fundamental building block of environmental education. This is a day-long, experiential, outdoor leadership workshop for educators, recreation professionals, youth leaders, programmers, etc. in which you develop your educational skills to teach others about the natural world. We provide a conceptual orientation to quality environmental education and then spend the majority of the day experiencing, debriefing and discussing activities so as to identify effective educational practices and develop strategies and programming ideas relevant to your participants and organizations. Topics will include presentation of appreciation and concept activities, use of solitude, and how to design engaging programs. This workshop is co-sponsored by the *Nova Scotia Outdoor Leadership Development Program* and *Sense of Wonder Environmental Education*.

ADVENTURE EDUCATION PROGRAM ACTIVITY RISK MANAGEMENT AND METHODS *BY SCOTT HENNIGAR*

This workshop will focus on the safe delivery (through risk management) of adventure programming activities including icebreakers, deinhibitors, low level co-operative games, level one initiative tasks and trust building activities. The participant will not only learn many activities but how to sequence activities, recognize and manage the risk the activities may present, and learn how to correctly use and make many of the props necessary for adventure programming activities. The workshop will be experiential so plan to be active!

BUILDING SUSTAINABLE COMMUNITY: EXPLORING TOOLS AND CONCEPTS FOR TRANSITIONING TO SUSTAINABILITY *BY JOHN COLTON*

The purpose of this workshop is to introduce participants to concepts and tools associated with building sustainable community. Sacred Place mapping, Place Making and Asset Based Community Development (ABCD) will be explored in addition to the Natural Step (TNS) a sustainability planning framework adopted by communities and organizations across Canada and the world. Participants will get hands-on experience in developing sustainable solutions for their communities and workplace.

RECREATION FUTURES IN THE ERA OF CLIMATE CHANGE *BY GLYN BISSIX*

Climate change is the greatest challenge of our time. It will, more than any other factor, determine our quality of life. Adapting to its impact will profoundly change Canadian lifestyles, what Canadians do in their leisure time and even whether they will have leisure time. Recreation managers can wait for these impacts to be forced upon us or can help provide for a smoother transition by anticipating evolving needs and planning for inevitabilities. Leadership will depend on our understanding of how our lives will be changed and what the likely impacts will be on individuals', families', communities' and institutions' leisure behaviour. No one, rich or poor, young or old is likely to be spared impact. In the morning this workshop will focus on how climate change will impact leisure pursuits and what changes will be necessary to meet international, national, provincial and local climate change

mitigation obligations. This will be an interactive workshop. Participants will be invited to share their concerns and best practices as well as shape possible solutions.

THE NEW NATIONAL COACHING CERTIFICATION PROGRAM MODEL *BY GARY NESS*

Confused about the new National Coaching Certification Program model and it's potential to impact sport in communities throughout Nova Scotia? This three hour workshop will provide you with the answers you are seeking. The new NCCP model is made up of three streams and a total of eight contexts, each with its own coaching requirements. Each sport is responsible for identifying how many of the eight contexts are relevant to their sport. During the transition period to the new NCCP model, coaches are encouraged to find out which workshops are currently being offered in their community. A range of NCCP training opportunities are being offered across the country including multi-sport or sport-specific training as well as Theory courses and Technical courses. CAC is developing a tool to help coaches identify which coaching context is right for you and which workshops you need to be identified as "Trained" or "Certified" in your sport. Answer a few simple questions, and the tool will generate the coaching context that best suits your needs as a coach and the needs of your participants. It will also provide you with the list of all requirements to become a "Trained" or "Certified" coach in your sport.

THE LYLE DAVIS COMMUNITY ENGAGEMENT AWARD

The Lyle Davis Community Engagement Award was available to returning undergraduate students in the Recreation Management program to support curricular community engagement initiatives. Preference was given to students having demonstrated a prior commitment to community engagement, by making use of skills and knowledge acquired through the Recreation Management program. Financial need was a consideration. Annually, a selection committee was struck made up of two Recreation Management (or its successor) faculty (one of whom will serve as Chair), one student, and a member of the Davis family if they choose to participate. The Award was based upon the following guidelines:

1. Demonstrated financial need;
2. Evidence of prior commitment to community engagement;
3. a project that is realistic, well-articulated and benefits student learning;
4. The extent to which the students are able to make use of skills and knowledge acquired through the program to provide meaningful service to a community initiative;
5. Award recipient's GPA will be a secondary consideration.

THE LAUNCH

The award was officially launched at a coffee house on Thursday September 13, 2008. This type of event was chosen because Lyle loved such gatherings. The coffee house was held in the Michener Lounge in the Acadia SUB with Lyle's family in attendance including his mom, wife Marla, his son Josh and daughter Carah (both students in the School of Recreation Management & Kinesiology at the time) and youngest son Noah. In addition, faculty, staff and current students attended, along with alumni and former colleagues. Lyle was an accomplished guitar player and song writer, and so a circle of his friends provided the musical background for the evening, joined at times by son Josh who takes after his father musically. It was an evening of song, stories, and some sorrow over a life well lived but far too brief in duration. Regardless, it was a wonderful coming together of the Acadia Recreation community, with excitement that Lyle's legacy would continue on through the award.

THE RECREATION PROGRAM

Recreation graduates acquired a liberal education which allows them to understand the complex challenges and issues influencing culture and life in society. In addition, they studied the various components of the field of recreation in preparation for working in dynamic systems dedicated to the development of leisure services. The purpose of the program was to develop individuals to fulfill management roles in a variety of recreation and leisure settings, such as recreation programmers and leaders, administrators, cultural recreation facility managers, consultants, outdoor specialists, tourism developers and entrepreneurs. This section provides insight into the origins of Acadia Recreation degree, key factors that have influenced its development, the nature of the curriculum, some of the traditions associated with Acadia Recreation, and the nature and scope of the Honours and Masters options.

DEVELOPMENT OF THE ACADIA RECREATION PROGRAM

Acadia Recreation was a relatively small academic program, operating out of a university located in rural Nova Scotia yet its scope, influence, and reputation were far reaching. This section describes the nature of the curriculum, and the various factors that influenced its development over 4 decades.

In November 1890, a gymnasium was completed at Acadia College, and the College hired a Director of the Gymnasium to maintain the facility. The first Director of the Gymnasium was H. Y. Corey who was hired in December 1890. As was the case with Corey, many of the succeeding Directors of the Gymnasium were students. The introduction of a required gymnasium course in 1910 necessitated the hiring of a qualified instructor. The title of the position was changed to Director of Physical Training to better reflect the added teaching duty of the position and Wallace Welton Clark was hired to fill the position in 1910.

Between 1911 and 1914 all frosh were required to take the physical training course in order to fulfill the requirements for the Bachelor of Arts program. The requirement was dropped during the first World War but returned in 1921 for freshmen and sophomores, in both the Bachelor of Arts and Bachelor of Science programs. In the early 1920s, Acadia University created the Department of Physical Education and in 1923 hired William Terry Osborne as its first Director. The new department was located within the Faculty of Arts, with a mandate to teach Physical Education to the students, and to manage interclass and intercollegiate competitions. The departmental teaching staff members were also involved in sport at the high school level, with the goal of teaching sport ethics at an early age.

By the late 1930s, the freshmen and sophomore Physical Education courses were structured in several sections: Activities, Theory, Hygienic Exercises, and Swimming/Diving. Under the category of Activities, students were taught soccer, field hockey, gymnastics, and the girls learned dancing. A swimming course was compulsory for all students. Those going into Education were required to take the Teacher Training Course in addition, and their examination was given by a member of the NS Department of Education. Course completion was determined by the examination result as well as by the recommendation of the Acadia instructor.

Aside from instruction, the Department promoted an active program of competition in a range of sports including basketball, hockey, track, tennis, rugby, gymnastics, swimming, football, soccer, and volleyball. Students were exempted from taking the Physical Training requirement if they were a member of a varsity sport team. However, once the season was over or the student was dropped from the team, he/she had to report back to the class and credit was given for the work done with the team, as partial fulfillment of the required work of the course.

During the second World War, military training became a compulsory course within the Department. The training and attendance at lectures took so much time that it was found impossible to require Physical Education. However, there were still limited inter-collegiate, inter-class and inter-platoon competitions.

Post World War 2, Acadia offered a certificate course *Community Recreation and Leisure Time Activities* for students wanting to work in leadership positions in the growing field of community recreation. Such students were advised to take a BA with major in sociology and economics. Recommended courses included:
1st year-English, History, Biology, Mathematics, and Physical Education,
2nd year-English, French, Economics, Psychology, Art, and Physical Education
3rd year-Economics, English, Education, Home Economics, and Psychology
4th year-Economics, Education, Art, Philosophy, and Canadian History or Library Science or Political Science or Psychology

Between the 1949 and 1956, it was compulsory for first year students in the Bachelor of Arts program to take Physical Education. This requirement was then dropped until 1965 when it again became compulsory and remained as such until 1971. Around 1965, the department recognized the interest in competition by the non-varsity students. An Intramural program was designed that remains in place today. Major Fred Gerard Kelly had joined the department in 1927, succeeding Osborne as Director of Physical Education and Athletics in 1940. On Sept 13, 1966 Major Kelly and Acadia President Dr. James Beveridge turned the sod on the new gymnasium which opened on Founders Day in October 1967. Space in the old gymnasium would be dedicated to housing the soon to be School of Recreation and Physical Education.

Kelly remained in this position until his retirement in 1967. William Busching was hired as coach of football and volleyball in 1965 and replaced Kelly upon his retirement. Gilbert Chapman was hired in 1967 as an assistant professor and head coach of basketball and soccer. When Busching retired in 1968, Chapman became Head of the Department of Physical Education and Director of Athletics. Seven years later he was named Dean of the School of Recreation and Physical Education when it was formed in 1974, and he continued in the position of Director of Athletics.

1969 - 1972: AN ACADEMIC PROGRAM IN PHYSICAL EDUCATION AND RECREATION IS ESTABLISHED

Beginning in the mid 1960s, those individuals who were teaching Physical Education to the Acadia student body (as well as coaching), began to advocate for the establishment of an academic degree program focused on physical education. UNB and St FX already had Physical Education degree programs so in order to be granted permission to offer a program at Acadia, the proposed program would need to be distinctive, and therefore it was determined that the Acadia program would focus on 'recreation' as well as physical education. At the time, the well-established P.E. program at UNB was considered the standard and with two UNB graduates on faculty, the Acadia program followed a similar framework.

In 1969, the Department of Physical Education changed its name to the Department of Physical Education and Recreation, and became an academic degree granting unit offering a Bachelor of Science with a focus on Recreation and Physical Education. The actual degree awarded was a BSc. Most of the faculty who taught in the degree program had been hired as coaches and instructors under the athletics-based Department of Physical Education, and they were responsible for delivering the required PE credit that all Acadia students were required to take. Those faculty considered to be the founders of the academic program are Elizabeth Vermeulen, Donald Wells, Robert Vespaziani, David Joos, and Gib Chapman.

For the initial 3 years of the program (1969-1972), the calendar description read as follows: *Students majoring with a BSc degree (in Recreation and Physical Education) will take courses in consultation with the Head of the Department (Gib Chapman). This programme places emphasize on the field of recreation and is the first such programme established in the Atlantic Provinces. It provides for an expansion of courses now being offered by the Department of Physical Education and includes the certification requirements necessary for teaching in the public school system.*

Whether academic interest was in physical education or recreation, the prescribed curriculum was the same with the exception of Physical Education students taking PER 142 (Methods for Teaching Physical Education) rather than PER 172 (Recreation Methods in Social Recreation); PER 341 (Coaching Foundations) rather than PER 371 (Planning/Administration of Recreation Facilities), and PER 441 (Organization and Administration of Physical Education) rather than PER 471 (Organization and Administration of Recreation). The curriculum reflected the knowledge of the faculty at the time, all of whom had been hired by the athletic department, and included the following courses:

- English 100, 200
- Biology 100
- Mathematics 100
- Language other than English 100, 200
- Psychology 101, 112
- Education 520, 511
- 4.5 hrs electives
- PER 370 Elements of Social Development
- PER 402 Community Programming
- PER 451 Adapted Physical Education
- PER101 Introduction to Recreation and Physical Education
- PER 172 Recreation Methods in Social Recreation
- PER 201 Introduction to Community Recreation
- PER 202 Care/Prevention of Athletic Injuries
- PER 211 Anatomy
- PER 212 Kinesiology
- PER 311 Physiology of Exercise
- PER 452 Advanced Skills
- PER 371 Planning/Administration of Recreation Facilities
- PER 302 Outdoor Recreation
- PER 471 Organization and Administration of Recreation

1972 ONWARD: RECREATION AS DISTINCTIVE FROM PHYSICAL EDUCATION

In the Fall of 1972, the academic calendar listed a slightly different program of study for those interested in studying Recreation as opposed to Physical Education. The calendar description stated the following: *The purpose of the Recreation curriculum is to provide the major with a general background of information pertaining to parks, recreation, and leisure studies; and to develop knowledge, attitude, and basic competencies to pursue further studies or a career in the broad field of recreation. Areas of specialization are possible but normally require an additional year of study. Graduates may obtain various employment opportunities be it at a local, provincial, or national level; in a governmental setting such as municipality recreation, National parks, or armed forces; or an agency setting such as YM-YWCA, hospitals or churches, or an educational setting as a school-community coordinator, activity director, or professor of recreation.*

Course offerings designed for recreation students in 1972 included the following:

- PER 101 Introduction to Recreation and Physical Education
- PER 172 Programming
- PER 201 Leadership
- PER 271 Concepts of Leisure
- PER 302 Outdoor Recreation
- PER 341 Coaching Foundations
- PER 348 Senior Seminar
- PER 370 Elements of Community Development
- PER 381 Practicum in Leisure Services
- PER 382 Administration of Aquatic Programs

DEVELOPMENT OF THE SCHOOL OF RECREATION AND PHYSICAL EDUCATION

On Oct 26, 1973, a report was presented to the Senate Committee to establish a School of Recreation and Physical Education (as opposed to a Department) and to establish a Centre of Leisure Studies. The committee recommended that a School be established to replace the existing Department of Physical Education and Recreation. In doing so, caution was expressed in increasing enrollment until the possible impacts had been studied by Senate. An intake of 40 students per year and the total of 240 within the School was to be maintained so as to not negatively affect the quality of the program or overload other departments with service course offerings.

It was further suggested that new degrees, BSc in Recreation and Physical Education, and BA in Recreation and Physical Education be established. The presumption was that the majority of courses for either degree would be taken in Science or in Arts. Concern was expressed that establishing specialized Schools would take away from the academic purpose of the university however it was recognized that there were benefits that could accrue from the development of such units. It had been suggested that because the specialized program differed so greatly from other science programs that perhaps it should be removed from the Faculty of Science. However, there was concern that a degree entitled Bachelor of Physical Education would disadvantage the students seeking employment upon graduation. A further concern was expressed at the public perception of a degree in Recreation. It was concluded that a degree BSc or BA in Recreation and Physical Education would be a suitable compromise.

It was thought that the new School could increase public visibility, and attract additional forms of support to the university. In making the decision, consideration was given to the belief that other institutions in Atlantic Canada were probably considering similar developments and that Acadia should move swiftly in order to avoid criticism of duplicated efforts. Although evidence supported the need for municipal recreation directors in Atlantic Canada, and the growing need for institutional recreation directors across the country, caution was expressed in overestimating the potential for employment.

In 1973, two faculty were hired with an academic background in recreation: Robert (Bob) Watts and William (Bill) White. Professor Watts from the USA had a background in Leisure Studies and Prof White had a background in both Leisure Studies and education. There were no universities Canada at the time offering graduate degrees in Leisure Studies, and so the academics in the discipline carried out their graduate work in the USA or Europe. Bob Watt's degrees are from the University of Oregon and the University of New Mexico, and Bill White's from Acadia and University of Boston. The 5 founders of the program also were educated in the USA which influenced the development of the curriculum at Acadia: Elizabeth Vermeulen (Oregon), Donald Wells (Indiana), Robert

Vespaziani (Springfield), David Joos (San Diego State), and Gib Chapman (Indiana).

By 1974 a number of new courses had been added to the calendar which included:

- PER 245R Activity Labs (music, drama, dance, low organized games, outdoor recreation)
- PER 282 Administration of Recreation Services
- PER 283 Planning for Leisure: Areas and Facilities
- PER 284 Recreation Resource Design and Management
- PER 362 Outdoor Education
- PER 373 Physical Recreation Programming for Institutions and Communities
- PER 391 Sport and Society

Students were required to take a series of 6 week Activity Courses designed to introduce participants to physical recreation activities including aquatics, fitness and conditioning, dance, and gymnastics, and a host of elective sports ranging from soccer to fencing to synchronized swimming.

During the first decade of the Recreation degree program, there were a number of staff changes that impacted the direction of curriculum development. Glyn Bissix joined the faculty in 1974; Roger Mannell replaced Bob Watts in 1975; James Bayer replaced Gib Chapman as Director of the Department, and Director of Athletics in 1975; Jude deGuerre replaced Glyn Bissix in 1978; Pete Diffenderfer replaced Roger Manell in 1979; Alex Wright joined the faculty in 1979; Shelia Backman replaced Peter Diffenderfer in 1981; Glyn Bissix returned to the faculty in 1981; and Brenda Robertson replaced Sheila Backman in 1983. Much of the turn over in faculty during this period relates to a rapid succession of Directors of the Centre of Leisure Studies who also taught within the program: Watts (1973-75), Mannell (1975-79), Diffenderfer (79-81), and Backman (81-93).

The program description was revised to the following: *Recreation graduates require a liberal education which allows them to understand the complex problems and issues influencing culture and life in society. In addition, they must study the various components of the field of Recreation in preparation for working in dynamic systems dedicated to the development of leisure and cultural services. The purpose of the program is to develop individuals to fulfill management roles in a variety of Recreation and leisure settings, such as Recreation programmers and leaders, Administrators, Cultural and Recreation Facility Managers, Consultants, Outdoor Specialists, Tourism Developers, and Entrepreneurs. Students may elect to pursue an area of concentration in addition to the core program. Opportunities for specialization include Recreation Administration, Tourism, and Outdoor Recreation.*

New additions to the curriculum reflected the background and interests of the faculty. In particular, the influence of Professor White can be seen in the administration and community development/education related courses, Profs Bissix and deGuerre in the outdoor offerings, and Dr. Wright is the Tourism area.

The Core requirements of the program consisted of 15 courses:

- RECR 1093 Foundations of Recreation
- RECR 1173 Leadership for Leisure
- RECR 2083 Organization and Structure of Leisure Services
- RECR 2123 Program Development for Leisure Systems 1
- RECR 2163 Outdoor Recreation
- RECR 3053 Practicum in Leisure Services
- RECR 3133 Planning for Leisure
- RECR 3183 Administration of Leisure Services 1

RECR 3233 Recreation Resource Design and Management
RECR 3273 Leadership Development for Recreation
RECR 3283 Administration of Leisure Services 2
RECR 4053 Recreation Activities
RECR 4093 Senior Seminar
RECR 4293 Concepts of Leisure
RECR 4323 Programs Development for Leisure Systems 2

Elective offerings included:

RECR 1293 Leisure Opportunities in the Community (for non majors)
RECR 2093 Sport and Society
RECR 3013 Administration of Aquatic Facilities
RECR 3363 Outdoor Education Methods
RECR 3423 Leisure and Special Populations
RECR 4013/4023 Leisure and Tourism 1 and 2
RECR 4213 Principles of Community Development
RECR 4223 Physical Recreation Programming for Institutions and Communities
RECR 4253 Advanced Recreation Activities
RECR 4263 Parks and People
RECR 4313 Community Education Administration
RECR 4463 Camp Administration
RECR 4563 Adventure Outdoor Pursuits

MID 1980'S: THE ACADEMIC REVIEW AND CURRICULUM RESTRUCTURING

In the mid 1980's, the School of Recreation and Physical Education underwent a review, which was standard practise in academic institutions. The report was not positive and as a result, the University Senate voted to the eliminate the academic program, and Athletics would once again become a separate department, under the leadership of Don Wells. The review was particularly critical of the Physical Education program but Recreation also faced issues of academic integrity considered too challenging to overcome. Issues of concern related to leadership, faculty credentials, scholarship, curriculum development, and students. Before closing the School, it was decided that a highly qualified and respected academic would be brought in to serve as Acting Director in order to determine whether the issues raised in the review could be suitably addressed. The position was vacant owing to the ill health of the Director James (Jim) Bayer, who passed away in 1985.

Dr. Wendy Bedingfield was seconded from the University of Alberta for the job and after 18 months, concluded that the program could be made academically viable. It would require certain personnel changes, support for the professional development of existing faculty, development of a culture of collegiality within the School, and the creation of separate degree programs for Recreation and Physical Education. This would require cooperation between the programs in areas of shared interest (e.g. sport, outdoor), curriculum development to bring programs in line with standards in the disciplines/professions, the establishment of sound and effective operating policies and procedures, and strong leadership within the School. During her tenure as Interim Director, Dr. Bedingfield not only identified the work that needed to be done, but made sufficient strides in carrying out much of that work. The Senate decided to not close the programs and Dr. Bedingfield was offered the Director's position in order to continue the work. Despite having a well-established research program

and biomechanics lab at the U of Alberta, as well as a number of Doctoral students, she accepted Acadia's offer. The decade that followed saw considerable development within the recreation program, beginning with the establishment of Bachelor of Recreation Management program. Profs deGuerre and Robertson completed their Doctoral degrees, and Prof Bissix commenced further graduate work as well. Dr. Susan Markham, the first person to complete a doctorate related to Leisure Studies in Canada, was hired for her expertise related to historical perspectives, and planning.

COMPREHENSIVE CURRICULUM DEVELOPMENT

At this point in the evolution of the field, it was becoming widely acknowledged that recreation professionals required specific knowledge and skills, and so certification programs were being established to try and ensure a high level of professional integrity. The largest such program was implemented in the USA and in order to become certified, students were required to attend universities whose programs were accredited by the National Recreation and Parks Association. In order to be accredited, universities had to offer curriculum based upon the following areas: 1) Foundations including the history, philosophy, and social and behavioral science underpinnings of the field and the profession; 2) Provision of services and experience opportunities including competencies such as recreation programming and leadership, heritage and environmental interpretation, facility development, experience design, and related processes; 3) Administration including such aspects as planning, organizing, staffing, reporting, finance, resource acquisition, marketing, and critical thinking; and 4) Management involving processes that recreation managers use to optimize the success of the organization including understanding social, economic, and financial environments and the use of new technologies. In the absence of an accreditation system in Canada, the NRPA model was widely adopted.

At Acadia, in keeping with the standards in the field, a comprehensive curriculum concept was developed which included a leisure disciplinary core covering the historical, philosophical, psychological, and sociological perspectives of leisure; a management core which students took through the School of Business (e.g. Finance, Marketing, Human Resource Management); professional tools courses (e.g. Leadership, Programming, Community Development, Planning); and settings related courses that would equip students to work within various settings (e.g. outdoor centres, correctional facilities, tourist resorts).

Until this point in time, the curriculum had been rather loosely developed, and lacked an academic framework and credibility. The adoption of this model guided future curriculum development that elevated the Acadia program to one of the most recognized and respected in North America, for an institution of its size.

The leisure disciplinary core was at the heart of the program for it was here that students received a solid grounding in understanding the concept of leisure. The professional tools courses gave students the knowledge and skills required in order to provide recreation services that would facilitate true leisure experiences benefiting individuals, their communities, and society in general. The management courses offered through the School of Business not only provided students with further tools, but they gained some of the theoretical underpinnings that inform good practise. It followed logically then that with the disciplinary basis, and a set of professional tools, students could then explore the type of professional settings in which they wished to work, and to develop specialized knowledge and expertise relative to specific settings. Although the discipline and tools courses are prescribed by the field, the settings courses very much reflected the interest and expertise of the faculty in a given period of time.

The degree was comprised of three required core areas of study: leisure/recreation (36 hrs), management (18 hrs), and liberal education (36hrs). The management core consists of the courses taught through the School of Business; the liberal core included courses in Sociology, Psychology, Economics, Political Science, and

Environmental Science. The remainder of the elective courses could be of a general nature or used to complete a specialization in outdoor and environmental education, community recreation and tourism development, or sport management. In addition, all students were required to take four non-credit requirements: Rec Aide where they became engaged in community volunteer work during first year, first aid training, pre practicum seminars to prepare students for their practicum field work between 3rd and 4th years, and attendance at a professional conference as a means of becoming connected with the professional community.

LEISURE STUDIES CORE

- RECR 1013 Introduction to Leisure
- RECR 1033 Concepts of Leisure
- RECR 2013 Leisure Behaviour
- RECR 2033 Leadership and Teambuilding
- RECR 3013 Issues in Leisure Research
- RECR 3033 Leisure in Society
- RECR 3043 Leisure Services Programming
- RECR 4023 Senior Seminar
- RECR 4033 Global Issues: The Leisure Perspective
- RECR 4043 Practicum in Leisure Studies
- RECR 4113 Strategic Planning
- RECR 4133 Administration of Leisure Services

SPECIALIZATION ELECTIVES

OUTDOOR AND ENVIRONMENTAL EDUCATION

- RECR 1163 Environmentalism and Sustainable Society
- RECR 2363 Outdoor Pursuits 1
- RECR 2463 Issues in Outdoor Recreation
- RECR 3363 Outdoor Pursuits 2
- RECR 3463 Outdoor Education Centre Administration
- RECR 3563 Environmental Education

COMMUNITY TOURISM AND RECREATION DEVELOPMENT

- RECR 2053 Introduction to Tourism and Commercial Recreation
- RECR 2083 Introduction to Agency Administration
- RECR 3113 Planning for Leisure
- RECR 3353 Community Development and Recreation
- RECR 4353 Community Tourism: Destination Studies
- RECR 4453 Community Tourism Development

SPORT MANAGEMENT

- RECR 2183 Philosophy and Principles of Coaching
- RECR 2283 History and Philosophy of Sport
- RECR 3173 Facility Planning and Management
- RECR 3583 Sport and Politics
- RECR 3683 Psychology of Sport
- RECR 3783 Sport Marketing Strategies
- RECR 4183/4283 Practicum in Sport Management
- RECR 4683 Seminar in Sport Management
- 4783 Sport and Society

2000 AND BEYOND: RECREATION MANAGEMENT

CURRICULUM DEVELOPMENT

By the early 2000's, considerable changes had taken place within the School. Wendy Bedingfield assumed the position of Dean of the Faculty of Management and Education, and later Dean of Graduate Studies, prior to returning to the School as a faculty member in 1996. Bill McLeod (Physical Education) became Director of the School, followed by Gary Ness (Physical Education), and during their tenure they transitioned the Physical Education program to Kinesiology. Kinesiologist Rene Murphy replaced Gary Ness as Director of the School.

Jude (deGuerre) Hirsch had taken a position in Georgia (1994); Scott Hennigar was hired as an outdoor Instructor: Bill White left to assume a position with the provincial government in 1995; Brenda Robertson became a fulltime faculty member in 1996, after leaving her post as Director of the Recreation Resource Centre of Nova Scotia; Alex Wright passed away suddenly in 1997 and his tourism courses were covered by a series of temporary appointments prior to hiring John Colton as a permanent replacement in 2001; Greg Austin (1996) was hired by Physical Education and then replaced by Robert Pitter (1999) to enhance the sport offerings; In 1997, Ann Dodge was hired to teach some of the profession preparation courses in Physical Education and developed wellness based curriculum; Paul Heintzman was hired to provide leadership to the outdoor and administration areas in 1998, and was replaced by Alan Warner in 2003. The Recreation Management faculty (Bedingfield, Bissix, Colton, Hennigar, Markham-Starr, Robertson, Warner) remained consistent until 2012.

These changes in staffing and the resultant infusion of new thinking, led to some changes in the curriculum. The Leisure Studies core was expanded to include an introductory course for each of the areas on concentration: Outdoor Recreation (RECR 1223), Tourism (RECR 1233), Sport Management (1243), and the new area of Individual and Community Wellness (RECR 1253). A course entitled Learning Resources (RECR 2113) was added to better equip students to become engaged learners, and the previous Introduction to Leisure course (REC 1013) was replaced with Introduction to Management as a means of preparing students for the core of management courses they would be taken through the School of Business. In second year, a course entitled History and Philosophy of Leisure (RECR 2113) was added to enhance students understanding of the leisure discipline. In third year, the Recreation Professional as Facilitator (RECR 3093) was developed in order to introduce students to a key area of professional knowledge. In the fourth year, Practicum in Leisure Services was replaced with Professional Issues. The previous course consisted of a 6 weeks supervised summer internship within the recreation field in which students underwent a guided process of reflection and analysis of their professional strengths, and identification of areas requiring improvement during their final year. Professional Issues was a structured course which took place in the Fall term after students had participated in their placement that allowed for in depth analysis of professional issues that arose during the placement, with fellow students.

Another addition to the program was the creation of an Honours option that would require students to take additional research methods courses and complete a thesis, which would represent 6 hrs of academic credit.

In terms of elective offerings, a number of new courses were added to reflect the scholarly interests of the faculty.

- RECR 1293 The Leisure Ethic: A Contemporary Perspective
- RECR 2563 Ecotourism
- RECR 3113 Policy, Planning, and Decision Making
- RECR 3193 History of Parks and Recreation in Canada
- RECR 3423 Leisure and Special Populations

RECR 4073 Environmental Ethics and Issues in Outdoor Recreation
RECR 4083 Sustainable Tourism Planning and Development
RECR 4473 Festival and Special Event Management

During this period, the shift away from teacher/leader professional preparation program (Physical Education) to concentrate on the scientific disciplines (Kinesiology) resulted in the existence of a group of courses that were not core to Recreation Management or Kinesiology, but elective offerings for both degree programs. Rather than being RECR or KINE, they were given an SRMK (School of Recreation Management and Kinesiology) designation.

SRMK 2283 Historical Aspects of Sport
SRMK 3133 Leadership and Team Building
SRMK 3583 The Canadian Sport System
SRMK 3783 Sport Marketing Strategies
SRMK 4183 Practicum in Sport Management
SRMK 4483 International Sport
SRMK 4563 Adventure Education
SRMK 4883 Sport, Media, and Culture

PROGRAM SPECIALIZATIONS

The question of specializations or concentrations within the BRM was always an issue of considerable discussion and debate among faculty. The argument for developing specializations was that it would enable those students knowing what area of the field they wanted to work in, with the opportunity to gain in depth knowledge and experience through focused curricular as well as extra curricular offerings. Specializations would also enable faculty which a particular interest to work closely with a small group of dedicated students who shared that interest. Some of the challenges associated with specializations were that it was difficult for transfer students with credits from elsewhere (of whom there were a considerable number) to complete the requirements within the standard time; with such a small faculty compliment, it was difficult to dedicate a particular member to teaching specific elective courses outside the requirements of the degree, especially to a small number of students; having set requirements for a specialization caused difficulties when the faculty member responsible for a specialization was on leave or left the university; and there was always an argument to be made that it was desirable to have students take diverse electives in order to gain a more comprehensive understanding of a variety of aspects of the field than focus solely on one.

The three areas of specialization/concentration that tended to ebb and flow over time focused on tourism, sport, and outdoor. Dr. Alex Wright had the primary interest in tourism. He arrived at Acadia in 1979 and passed away suddenly in 1997. Alex taught in the disciplinary core, assumed the role of Acting Director on occasion, and coordinated the Masters program as well as teaching most of the graduate courses, and supervising most of the theses. This left little time to devote to the tourism specialization but he did manage to develop and deliver a number of tourism related electives. Over time, although faculty with community tourism interest and expertise did teach in the program for brief periods (Tom Hinch, Wanda George, and Tom Delamare), it was insufficient to build or sustain a strong tourism focus.

In terms of sport, the expertise resided mainly with the physical education/kinesiology faculty, none of whom really wanted the responsibility for managing a specialization. However, students with the interest were able to take a number of sport elective offerings from a variety of faculty (e.g. Austin, Bedingfield, Dodge, Markham-Starr, Ness, Pitter).

OUTDOOR SPECIALIZATION

The outdoor area was the most fully developed of the specializations for it included participation in a set of required academic courses, as well as a significant number of technical skill building experiences; acquiring professional certifications; and engagement with members of the professional community in a variety of practical initiatives. The outdoor specialization students developed an association through which they sought additional means to develop themselves professionally.

In 1969-70, the football coach George Hemond, taught a course in camp counselling, which had a 4 day actual camp experience as a requirement. The 4 day field work piece became known as *Spring Camp*. The first camp took place at Sunken Lake Boy Scout Camp. There were 40 students, little or no university owned equipment, and a three-hundred dollar budget. Students brought and prepared their own food. The focus of the course evolved into one on outdoor recreation, which was popular given that Nova Scotia is primarily a rural province. The site was moved to Camp Mockingee outside Windsor for 3 years, and then to Sherbrooke Lake Camp near New Ross. It was felt that all recreation students should have experience with camp life and be in possession of basic outdoor living skills and knowledge. The camp was coordinated by a faculty member but other faculty participated as well. Hemond was succeeded by swim coach Tom Spasoff as coordinator, and then Dave Joos followed by Glyn Bissix, and finally Jude deGuerre.

In 1974, Glyn Bissix was hired with responsibilities in the outdoor area, which he carried out until 1978 when he left Acadia to assume the role of outdoor coordinator with the provincial government. Jude deGuerre replaced him at Acadia, and assumed leadership for development of the outdoor area. By the mid 1980s, additional courses had been developed in *Outdoor Education Methods, People and Parks, Camp Administration, and Adventure Outdoor Pursuits*. These courses all included extensive practical experience to compliment the structured classroom learning. By the end of the 80s, *Outdoor Recreation* became *Outdoor Recreation Administration*, a 2 year Outdoor Pursuits course was added which included technical and leadership skill development in a variety of activities such as rock climbing, winter camping, and canoeing. The focus of *Camp Administration* was broadened to *Residential Camp Administration* in order to reflect the inclusion of outdoor education centres, and *Concepts of Adventure* replaced *Adventure Outdoor Pursuits* with a focus on the theoretical aspects as well as the experiential. By this time, the School had acquired an extensive inventory of outdoor equipment.

Throughout the 80's, under the direction of Jude (deGuerre) Hirsch, the Spring camp grew larger and more advanced each year. All first year students were required to attend the week long camp, and students in the 5 upper level specialization courses formed part of the leadership team, along with a number of alumni who took vacation time each Spring to serve on the resource team. The camp was held at Sherbrooke Lake, a residential facility, owned and operated by the United Church of Canada, located in Lunenburg County, on the shores of Sherbrooke Lake. The 300 acre site offers trails, forests, wetlands, and 1000 feet of sandy waterfront. Amenities include the main lodge and dining hall with a wood stove, vaulted pine ceilings, and kitchen; rustic cabins and leader lodge accommodating up to 100 people; an outdoor amphitheatre/ campfire circle overlooking the lake; and a small chapel.

The camp program consisted of all the standard activities one might expect such technical skill development in a myriad of diverse outdoor activities such as fire building, outdoor cooking, orienteering, shelter construction, canoeing, survival, rappelling, and environmental music. There were morning rituals, meal prep and clean up, team building initiatives, low ropes course challenges, campfires, talent shows, and plenty of storytelling. Students in the first year received a solid exposure to camp life and the specialization students gained first hand experience with running all aspects of a residential camp.

The additional element that set these camps, apart from others causing such a lasting impact on participants, were the elaborate outdoor experiential themes developed by Jude, that would frame the entire experience. For example, *Adventure in Middle Earth* was one such theme. From the time the bus left campus, students would become engaged in an elaborate role playing exercise that would continue throughout various parts of the week long program, including making their way through the forest into the camp for more than a kilometer from the main road where the buses dropped them off. Using Middle Earth jigsaw maps, small groups encountered a series of challenges that they needed to work together to overcome in order to continue moving forward. The elaborate themes served to not only immerse students into the camp experience, but also to build cooperation and trust with fellow participants, as well as break down personal inhibitions.

Although Spring Camp was an amazing experience for those fortunate enough to have been involved in it during its hay day, it also required substantial human and fiscal resources to maintain on an annual basis. This eventually led to the need in the early 1990s, to create alternatives to Spring Camp. After exploring various options, it was decided to develop a challenge course in a wooded area north of campus. Working with Project Adventure, and with her specialization students, Jude designed a course to meet the needs of the Acadia community. Funding for the course was an issue but fortuitously, John Bassett, a Toronto area politician, media proprietor, and profession sports team owner whose daughter Avery was a student in the outdoor specialization, made a sizable donation that enabled the challenge course to be constructed.

In order to satisfy her need for designing innovative outdoor programs, previously satisfied through the creation of the innovative Spring Camp programs, Jude developed *Earth Passages* along with her Outdoor Specialization students. *Earth Passages* consisted of a series of interpretive trails designed to increase awareness of the environment and human's relationship with it, for elementary school aged children. The self guided walks explored themes from the public school curriculum (science, social studies, language arts), with the assistance of a trail activity guide. The trails were located in the area of the challenge course.

During the early 90s, outdoor recreation had reached the peak of development as a specialization. At the same time, a focus was developing on environmentalism and resource development resulting in the creation of new elective courses in *Environmentalism and Sustainable Society*, *Recreation Resource and Environmental Management*, and *Park and Open Space Development*. Glyn Bissix had returned to the School in the early 80s and these courses reflected his interests. Other new courses included *Issues in Outdoor Recreation*, *Environmental Education*, *Practicum in Outdoor Recreation*. The original *Camp Administration* course evolved into *Outdoor Education Centre Administration*. During this period, Jude Hirsch (formerly deGuerre) worked in the USA with Project Adventure during a Sabbatical leave, and was offered a position at the University of Georgia managing a large outdoor program, which she accepted. Scott Hennigar, an Acadia Recreation Graduate whose interests were in outdoor leadership, assumed some of the outdoor recreation responsibilities as an Instructor, and by 2000, new courses were developed which included *Outdoor Leadership Administration*, and *Challenge Course Administration*. Scott eventually pursued a Master of Education degree through Acadia. Over time, the outdoor program became less theory driven and focused primarily on outdoor technical skill and leadership development. By 2005, many of the remaining outdoor focused courses had been removed from the BRM offerings, and the focus shifted to resource management, environmental education, and technical leadership, reflecting the interests of the faculty at the time.

ACTIVITY CLASSES

From the very beginning, activity classes in which students gained a fundamental appreciation for specific forms of physical activity, through hands on experience, were considered an important aspect of professional

preparation for recreation leaders and physical educators. During the 1970s, students were required to choose from in a range of offerings under the following headings: aquatics, fitness, gymnastics, rhythmic, recreational activities, individual and dual sports, and team sports.

Once it was established that the BRM program was more geared to developing managers than activity leaders, the nature of many of the courses changed to reflect management issues more so than simply activity appreciation. When the two programs split, the courses continued to be offered through the Physical Education/Kinesiology program but included a number of outdoor offerings in addition to the more institutional based forms of physical activity. Various levels of offerings were also made available for those seeking something beyond the elementary level. Examples include: adventure programming, mountain biking, cross country ski expedition planning, canoe tripping, and outdoor leader safety. By the early 2010s, offerings had expanded to include such activities as cross country skiing, sea kayaking, snowshoeing, winter camping, rock climbing, challenge course technical skills, canoe design and construction, and advanced survival. Most of these activity classes were developed and led by Scott Hennigar. Despite the fact that there ceased to be as strong of an academic focus on the outdoor recreation area after the mid 1990s with the departure of Jude (deGuerre) Hirsch, the activity courses continued to provide an important means of connection to this area of the field for a small group of the interested students. Rather than the focus being primarily on participation and skill development, students acquired knowledge relative to instruction and leadership aspects relative to the specific form of activity.

COMMUNITY DEVELOPMENT EMPHASIS

Community development has long been acknowledged as an important potential outcome of recreation programs and services, along with development of the individual. In order to emphasize the importance of recreation to communities, in 2008, *Community Development* was added to the program name changing it to *Recreation Management and Community Development* however the degree remained *Bachelor of Recreation Management*. During this period, the concept of specializations or concentrations with specified requirements was eliminated and replaced with lists of courses from across campus to guide students in choosing electives in order to increase their knowledge in a specific Area of Study. This resulted in dropping the introductory courses to each area of specialization from the core requirements, and the creation of a Foundations course intended to provide students with basic knowledge related to the leisure discipline as well as the professional practice of recreation.

Eliminating the specializations was intended to enable students to personalize their educational experience in order to address their individual educational and professional goals. In order to increase access to courses offered through other departments across campus, agreements were negotiated to enable students to pursue the following: BRM with Environment and Sustainable Studies, and BRM with Psychology. Identified areas of Study were based on the expertise and research areas of one or more of the faculty, and the availability of elective offerings from other units across campus such as psychology, sociology, education, and environmental studies.

Potential Areas of Study suggested to students included the following:

- Adventure and Outdoor Recreation
- Community Based Education
- Crime and Justice: The Leisure Perspective
- Disenfranchised or Marginalized Populations
- Eco-Tourism
- Environmental Education
- Leadership Development
- Leisure Education

- Parks and Open Space Planning
- Sport Leadership
- Sustainable Community Development
- Individual and Community Wellness
- Positive Youth Development

New electives, designed to reflect individual faculty members areas of scholarly interest, introduced during the period included: Community Design and Active Living (SRMK 3573), History of Fitness, Health, and Wellness (RECR 3193), Crime and Justice: The Leisure Perspective (RECR 3153), Leisure Education Principles and Processes (RECR 3163), and Outward Bound: Adventure Expedition Management (SRMK 4533). The existence of such courses enabled students to more thoroughly pursue certain areas of study.

Another significant change in the program was the creation of a 'core term' during student's final semester (winter of their 4th year). The rationale was to provide students with a more concentrated and intense learning experience. During the first three weeks of the final semester, students took Global Issues: The Leisure Perspective (RECR 4033), and Policy, Planning, and Decision Making (RECR 4213). Students then elected participation in one of three structured professional service projects for a 3 week period (local or international). Examples of local projects include a community arts project at a local high school, creating barrier free access to the university campus, and leisure education training with hospital personnel. International field projects have included students working with the Arawak peoples in the rainforests of Guyana, exploring visitor experiences in the Trossachs National Park in Scotland, and studying sustainable eco tourism practises in Belize. The final six weeks of the semester, students were engaged in a field placement that enabled them to apply their course material to a professional setting (RECR 4043). The agency in which a student would undertake his or her field placement was determined by a number of factors including student interest, career goals, educational background, degree professional preparation, and availability of an onsite mentor. Examples of placement agencies include: Municipal Recreation Departments, YMCA, Youth Justice Agencies; Cultural Organizations, Sport Groups, Festival and Event Societies, Outdoor Centres, and Health Promotion Organizations.

THE PROGRAM WINDS DOWN

It was during the 2012 academic year, that Susan Markham-Starr and Brenda Robertson retired. Between them, they possessed the educational background and expertise to deliver the leisure studies courses that represented the foundational core of a recreation management degree program. Given that resources were not available at the time to hire the additional tenure track faculty with expertise required to maintain the disciplinary core of the program, the faculty made the decision to transition to a curriculum that better reflected their areas of interests and expertise which included environmental education, environmental management and sustainability, human dimensions of ecosystem management, renewable energy development, community design & government policy, community sustainability, and youth leadership. In 2013, the name of the unit and the degree was changed to *Community Development* to reflect the focus of the new curriculum with a mission to *develop healthy, socially-just and sustainable communities and lifestyles*. In 2014, Community Development separated from the School of Kinesiology and became the Department of Community Development.

The university was required to phase out the Recreation Management program in such a way as to enable students enrolled in the program to complete the degree requirements. Students who were enrolled in the BRM degree program in 2013 were given the option of switching to the Bachelor of Community Development (BCD) or completing the BRM. Faculty were required to continue to offer sufficient Recreation Management courses for the BRM students to complete their program, which took 6 years with the final graduates receiving their degrees in 2018.

The new BCD degree adopted a similar structure to the BRM including a business core, the 4th year core term, and electives reflecting faculty areas of interest (e.g. resource management, environmental education, sustainable community development). The core courses are those similar to the tools courses in the BRM degree (e.g. leadership, programming, community development, research). The concept of *Areas of Study* (Social Activism, Community Wellness, Outdoor Recreation and Education, and Recreation) has been continued with students being encouraged to pursue elective courses from lists offered through various departments and schools including Economics, Psychology, Sociology, Women and Gender Studies, Political Science, Nutrition, and Kinesiology, as well as Community Development.

PROGRAM TRADITIONS

Those associated with the BRM program have always prided themselves as being like a family, with close relationships between faculty and students, within the student peer group, and between graduates and faculty. This sense of family was fostered in a number of ways including small class sizes; a comprehensive advising system; using graduates as instructors, guest speakers, and as resource people; establishing awards that recognize outstanding contributions of students and graduates; faculty involvement in initiatives of the Student professional association; and student involvement in the profession by attending professional conferences. Two traditions in particular served to foster a close connection between faculty, students, and alumni: the academic orientation designed to welcome students into the program, and the graduation breakfast to recognize and celebrate student success on graduation day.

ACADEMIC ORIENTATION

Recreation Management, as a field of academic study, is not one that is well understood by the general population. During the early years of the program, students constantly came under fire for being in an easy program from peers across campus who did not comprehend the breadth or depth of the field. The same was often true of parents who were critical of this as a career field for their children, again lacking in knowledge of the possibilities that such a degree would hold. The students themselves, when asked why they chose this degree program, frequently reported either having an interest in a particular form of recreational pursuit, or that they felt it to be more enjoyable and less rigorous than other academic programs on campus. As such, it was important that during the Fall, soon after their arrival on campus, that the Recreation students received a solid orientation not only to the program, but to the professional field in which they would be working upon graduation. Faculty felt that it was important for students to understand the key role that the profession plays in society, in order to hopefully instill in them early, a strong work ethic. In some cases, the orientation helped students realize that this was not an appropriate field of study for them, which was another objective of the process. Another intention was for students to get to know their peers in the program and to begin the team building that would play such a key role in their success in the program.

The orientation program took various forms over the years, often dependent upon the energy and time availability of the faculty member(s) who accepted the responsibility in a given year, and the financial resources available through the School. As well as having faculty involved, senior students and alumni of the program often played key roles. The most basic form of orientation occurred on campus in late September, generally over a Friday afternoon and Saturday. Participants would engage in a series of classroom sessions, and initiatives around campus such as an experience on the challenge (ropes) course. For a number of years, the orientation took place at Sherbrooke Lake camp. This was more challenging to orchestrate as some students had jobs, others were on varsity athletic teams, and some simply resisted

giving up a weekend. Owing to the team building nature of the orientation, it was extremely important that all members of the first year class participated, otherwise non participants would fall behind in terms of relationship development with their peers, faculty, and alumni, not to mention the loss of access to the learning that was being facilitated.

By the mid 2000s, faculty were becoming concerned about the nature of the students being attracted to the BRM program, their lack of commitment to their studies, and the increasing failure and dropout rates. A working group was struck consisting of faculty members Colton, Robertson, and Warner, along with administrative support person Kim Vaughan. Together they examined the nature of the first year experience of students in order to determine strategies to better engage the students. They developed a cohesive first year experience (curricular and co curricular) for BRM students that endeavoured to fully engage them in the learning experience by striving to achieve the following:

- Foster an understanding of university vs community college education
- Better appreciate the role of students and faculty
- Accept responsibility of a university level student
- Understanding of, and connection to, the professional field/community
- Develop a connection to the Acadia recreation alumni community
- Foster an understanding of the history of the program-belonging and pride
- Gain an appreciation for the body of knowledge, understanding it
- Develop skills to manage university lifestyle
- Learn appropriate professional use of the computer
- Develop professional communication skills
- Develop passion for the field
- Understand professional conduct-dress, communication, ethics
- Exposure to recreation management research and writing
- Understand concept of building a positive reputation
- Become familiar with the key academic and professional literature

To this end, a number of strategies were implemented, two of the key ones being to reintroduce a required first year foundations course and to step up the nature of the first year orientation program. In 2007, a bold and innovative program was developed entitled *Quest for a New World*.

Extensive assessment of the orientation experience found it to have been effective in achieving the intended objectives, including weeding a few students out of the program early. Following on the success of the previous year, it was decided that the 2008 orientation theme would be *Seeing the World through Different Eyes*.

Once again, this elaborate experiential orientation met the objectives. and gave the participants much to reflect upon not only during their first year, but throughout the entire course of their studies and beyond. It certainly served to broaden their thinking on the meaning of recreation in its many diverse forms, and the potential it holds to enhance the lives of all persons, and in particular those who face particular barriers in accessing the services.

QUEST FOR A NEW WORLD

This was an intensive two-day experience designed to transition first year students from high school into the new world of the Annapolis Valley, of university, of adulthood, and of the recreation profession. Students were introduced to a number of communities, both geographic as well as cultural. The cultural communities included First Nations, French Acadians, artists, farmers, fishers, historians, activists,

entrepreneurs, and the military; and the geographic communities of Annapolis Royal, Digby, Aldershot, Greenwich, and Grand Pre.

A key objective was to engage students in the learning process and facilitate them accepting greater interest in, and responsibility for, their learning. The process involved posing questions for the students to consider prior to each component of the program and debriefing each of the experience, both through self reflection and a group exercise. Four key questions served to frame the overall orientation experience for the students: 1) what are my most effective means of learning and finding new solutions to age old issues?; 2) who is my authentic self and how can I reflect that is my work?; 3) how can I use the power and privilege that education affords me to fight for social justice?; 4) and how can I best use my assets and help mobilize others to build healthier communities?

QUEST FOR A NEW WORLD PROGRAM

The framework upon which individual program components were developed for the *Quest for the New World* consisted of 4 general themes, each relating to specific roles students would be expected to fulfil both in university and as professionals in the field.

THEME: Community Building - Building social capital with colleagues, professors, mentors, and alumni.

DESCRIPTION: Understanding that we all have assets and that through the development of relationships with a diverse set of others we can help build communities to make the world a better place, including the Recreation Management community.

ROLE: Builders

THEME: Exploration - Discovering your best ways of learning, planning, and problem solving.

DESCRIPTION: Dedication to finding new solutions to address old problems through creative and brave approaches that some may consider to unconventional. Need to find a personal path in a confusing and conflicted world.

ROLE: Explorers

THEME: Professionalism - Achieving, and taking pride in, your best work as a young professional.

DESCRIPTION: To have a realistic sense of true self and embrace and celebrate the positive while continuing to work on the less developed aspects. To act with integrity and accountability.

ROLE: Achievers

THEME: Power - Using your personal power to fight for the social change in the world.

DESCRIPTION: With education comes power and privilege and with power comes responsibility to fight for social justice and to make the world a better place.

ROLE: Warriors

The program was delivered by faculty, with a support team of senior students, alumni, and professionals, all committed to ensuring that participants gained maximum benefit from the experience. Students were invited to participate in the orientation in a rather unique manner, establishing early that this would be no ordinary academic orientation experience. An account, written by the student co leaders read as follows: *It was a warm but rainy early fall day when 30 students, 6 student leaders and the faculty and staff of the Recreation Management program gathered in the foyer of the academic building where learning generally takes place in the classrooms. Not this day. Students had a change of clothing, a sleeping bag, a clipboard with paper, and a \$5.00 bill. The previous week, their leadership class had been intruded upon by 'Sammy' Champlain (Prof Alan Warner), obviously very disoriented, searching for people to accompany him on his quest to colonize North America. The faculty member who pursued him into the room (Prof Brenda Robertson), dressed in full academic dress, attempted to calm Sammy down and point out that in fact this*

was the year 2007 and not 1604, despite attempts by the leadership Professor (John Colton) to hustle them both from the room so he could continue teaching his class. Ignoring him, and the students present, the dialogue continued with the professor in pursuit attempting to ascertain the mission of this 17th century French explorer. It turns out he was recruiting fellow adventurers to accompany him to explore the opportunities and challenges of the 'new world' and was having a difficult time finding persons of a certain character. When Sammy asked of the professor if she was a judge dressed in her ornamental black robes, she smiled and responded that she was a judge of sorts. She explained to him that as a professor she was continually judging the development of her students, and their potential to create a new world, one where greater value would be placed upon leisure and an enhanced quality of life. She lamented the challenge in finding recreation students with the characteristics necessary to become the leaders of the future leisure era. The dialogue continued with the observation that perhaps they were both seeking individuals with a similar set of characteristics; that is people who were explorers and community builders, who were professionals capable of being custodians of power. At that point, Professor Colton interrupted the discussion to interject that the students in that very class were apprenticing as leaders through their studies and that perhaps they could be considered as viable recruits for the quest of either Sammy or the Professor. An argument quickly ensued in terms of who would stake claim to this human resource. It was finally determined with a hand shake, that a 36 hour challenge, led by Sammy and the Professor, would be the most appropriate way to determine the suitability of these students to become future leaders in the societal quest to create the conditions that would support more balanced and satisfying leisure lifestyles. The students were extended a formal invitation to join in the challenge and the adventure had begun.

The components that made up the two-day program included the following:

Port Royal: This fort is a National Historic Site representing the first permanent European settlement in North America and it was here that participants learned about the value of collaboration through the experience of the Acadians. During the visit, comparisons were made between the transition from high school to University life and the French explorers coming to the new world. The use of this metaphor assisted the first-year students to understand the importance of building a sense of community. The Acadians came to this land in 1604 with very few resources, but through establishing partnerships with the Mi'kmaq peoples, they were only able to not only survive but to create a comfortable life for themselves. Recreation played an important role in their survival with the creation of the first social club in North America called the Order of Good Cheer. Reflection questions for this component focused upon finding ways to nourish and sustain oneself physically, mentally, and emotionally as well to identifying and building relationships to support that goal.

Delaps Cove Wilderness Trail: This area was once a thriving black community, settled following the American Revolution. Today it is primarily a wilderness area managed and maintained by Annapolis County Recreation Services. The trail system was opened in 1985 and consists of two trails: of approximately 2 kms in length. Three ecosystems are represented...forest, coastline, and stream and the intertidal zones are exposed during low tide. Students walked the trails and along the way, encountered initiative tasks at various stations where they were challenged to explore their personal connections to the natural world.

Digby: Established in 1783 by the United Empire Loyalists, Digby has long been a fishing and lumbering centre. With a long, seafaring history, Digby was an important regional transportation centre in the 1890's where trains connected with steamships. Today, the picturesque town is home to a large fishing fleet, and is known worldwide for their famous scallops. In Digby, participants were challenged to talk with local people and try to discover the essence of the community and what makes it cohesive and sustainable. Small teams of students were tasked with finding the answers by meeting with people in specific sectors

(e.g. recreation, tourism, education, fishing, social services, business). At the conclusion of the task, groups met at the local sports complex where they had to present their finding pictorially on a large mural, and then explain the results to the town council. In addition, each group was given a specific question about an aspect of the local culture that they needed to discover an answer for and incorporate it into the mural. The students discovered Digby to be a healthy, well functioning, close knit community where everyone happily used whatever assets they possessed for the great good of all. They also learned about the importance of building one's social capital in order to leverage the assets of others.

Supper in Digby: The supper experience was a living example of what they had discovered about the community. Because one of the faculty members had built capacity with the municipal Recreation Director over the years, an arrangement was made that for a nominal fee, someone in the community would provide a modest meal of soup and sandwiches for the group. Once the community got wind of the request, a number of folks took it upon themselves to prepare and serve the meal. As such, the students were treated to a "taste of Digby" which included seafood chowder, mussels, bacon wrapped scallops, haddock, halibut, fish cakes, vegetables, home made bread and preserves, apple pie and ice cream, ginger bread and lemon sauce, and refreshments all for the pre-arranged nominal fee. All courses were served in abundance with plenty of leftovers, making the students taste and feel the sense of what that community was all about.

Night at Camp Hillis: Camp Hillis is a residential summer camp located on 10 acres of land in Paradise Nova Scotia. The facility has operated since the 1970s by the Department of Social Services, offering camp experiences to disenfranchised children and adults. Participants slept in rustic cabins, which fostered plenty of conversation and debriefing of the days activities. The evening program held around a campfire, featured Aboriginal drumming and story telling. Emile, a local Metis leader, led a powerful process designed to assist participants to get in touch with their spiritual self and explore its relation to the external world. Although it was lights out early, in depth discussions extended into the wee hours in most of the cabins.

Annapolis Royal is a beautiful waterfront community, originally inhabited by a strong Mi'kmaq community, and in 1605 the area became home to some of North America's earliest European settlers. The Annapolis Royal area has gained a reputation as a vibrant centre for arts and cultural activity, and over the years it has become a magnet for visual artists, craftspeople, performers and writers. Residents are proud of their many well-preserved heritage buildings that make up one of the loveliest streetscapes in the country. They're also pleased to be recognized as a community where volunteerism is alive and well. This initiative consisted of three distinct components: 1) a visit to ARTsPLACE, a centre run by Annapolis Region Community Arts Council to support artistic endeavours, where the MY STORY photo project was on display. Locals Nathaniel and Susan Tileston travelled to Burma and taught photography workshops to local refugees, and equipped them with digital cameras and asked them to document their lives. Proceeds from the sale of photographs supports humanitarian needs in Burma. Nat and Susan were on hand to discuss how art helps build community; 2) Students visited the Annapolis Royal Farmer's and Trader's Market where they mingled with the local people, interacted with the farmers and artists, and purchased a \$5 lunch; 3) pairs of students were each assigned the name of a local artist who they had to go find in his or her studio, and interview about the meaning of art, about being authentic and expressing oneself through ones work.

Camp Aldershot: Established in the late 1880s, Camp Aldershot has served as a militia training facility for the cavalry, infantry, and artillery. During war time, the camp served as the training centre for thousands of military personnel through instructor schools, trade schools, and officer training schools. The camp

presently hosts a number of Army Reserve units as well as the 5th Canadian Division Training Centre which conducts year round courses for Regular and Reserve Force personnel. Canada has long been recognized for the quality of the military training programs. The Acadia group had the privilege of meeting with one such group at the camp. Small groups of military officers from around the world and students met to engage in discussion about power & conflict resolution. With certain roles in society, including military officials as well as recreation professionals, comes a degree of power over others. This task challenged the students to reflect upon how power can be used to bring about socially desirable ends.

Noggins Corner Farm: Although the farm market has only been around since the early 1990s, the farm has existed in the Bishop family since the 1760s. A business does not thrive for 250 years without understanding the concept of community, and being a contributor to community. During the past few decades, the business could not exist solely on growing and selling farm produce and so turned to offering recreation-based services to supplement their income (e.g. hayrides, trails, corn maze, haunted house).

Order of Good Cheer at Grand Pre: Although many of the French arrived in Port Royal in search of a new and better world for themselves, that dream was shattered years later in Grand Pre where the English expelled and deported them. This therefore seemed like a fitting location to hold an Order of Good Cheer dinner, much as was done in the early 1600s. A grand feast was prepared for the students and they provided the entertainment. In small groups, they prepared and presented a short play based upon some key learnings from the previous 2 days highlighting ways in which they felt better equipped to succeed the new world they had entered or the ones that lay directly in their paths.

Transportation back to Wolfville: As the evening drew to a close and the students grew weary, concerns arose about how they would make the journey back to campus given that the bus had long since departed. They were told to gather their gear and make their way outside the hall, where they found waiting, a large farm wagon, compliments of Noggins Farm. Climbing aboard, they made their way back to town, under the light of the full moon, atop the dykes that the French Acadian had so carefully crafted 250 years earlier. The 45 minute trip gave time for quiet reflection upon all that they had experienced, and learned, during the previous 40 hours.

SEEING THE WORLD THROUGH DIFFERENT EYES

The program had a similar structure and objectives as the previous *Quest for the New World* orientation. The focus was on students gaining a better understanding of the meaning of recreation in their own lives, and in the communities of those who have been traditionally disenfranchised in a variety of ways including access to recreation services. The program took place in the Halifax area where participants could interact with a variety of diverse groups and start to gain an appreciation for their perspective. Faculty designed a program intended to heighten student awareness that recreation enhances the health and quality of life of individuals and communities, that it takes many different forms as determined by each individual, that it is a fundamental human need for all persons, and that is essential to one's physical, social, and psychological well-being.

SEEING THE WORLD THROUGH DIFFERENT EYES PROGRAM

Recreation in urban environments: Small groups explored the nature of diverse opportunities that exist in the urban area relative to various forms of recreation: Outdoor, Theatre, Music, Sport, Commercial, Tourism, and Festivals. Students joined a group exploring the area of the field with which they are least familiar.

Understanding professional practise: During this session, small groups spent time with a recreation

professional learning about the nature of his or her work and the means by which they try to ensure that as many people as possible have access to their services.

Greek Feast: Since the early 1900s, there has existed an active Greek community in Halifax. In the mid 1970s they built a large church and community centre of the Northwest Arm. Students were warmly welcomed to the Greek centre for a traditional meal, music, and dancing.

Adventure Earth Centre: The group was treated to some after dark activities at this unique outdoor education centre located in a wooded park area in the heart of the city. In small groups, students hiked through the forest visiting a series of stations where they engaged in a variety of environmental education initiatives.

Chocolate Recreation Centre: This was home for the night and the group learned about the meaning and value of such a facility to the residents of a suburban area that is home to a diverse population.

Communities within: This day long session enabled small groups to learn about specific cultural groups that make up the fabric of the city by visiting specific areas, interacting with members of the community, and gaining an understanding of their leisure lifestyles. The target groups included African Nova Scotians, Recent Immigrants, Muslim, Activists, Street kids, Seniors, and members of the LGBT community.

Socratic dinner: For the final dinner, a group of interesting individuals representing diverse communities that make up the city were invited to host an intimate dinner for 3 student guests, at a unique inexpensive eatery, and engage the dinner guests in discussion on a topic related to the theme of the orientation. Students signed up for the dinner experience of their choice

GRADUATION BREAKFAST

James (Jim) Bayer served as Dean of the School of Physical Education and Recreation, and as Director of Athletics from 1977 until 1985. He very much enjoyed, and valued the benefits of, social gatherings involving student, staff, faculty and when possible their families. Sadly, at age 47, he passed away from cancer during the Fall of 1985, and therefore it seemed appropriate the following Spring, to hold a gathering of the graduating students and their families to remember him. John Murphy, Director of the Fundy Mental Health Centre where Jim's widow Margaret was employed, provided funding for a one time cash award to recognize a deserving student in Jim's memory. The ceremony was held in the Student Union Building on Graduation morning, with tea and pastries. The award was presented to Laurie Dickson, the graduating student thought to best embody the characteristics that so many admired in Jim.

The students at the time wished to create a lasting memorial to Jim, and so raised the funds necessary to create the James D Bayer Award, to be given out on Graduation day to student who best embodied the traits that they so admired in Jim. The *Centre of Leisure Studies* sponsored an annual breakfast during which the award would be presented. Although the plaque was first presented in 1987 to Ms Carol Schurman, Laurie Dickson is considered to be the first James D Bayer Award winner. Every graduation morning since, graduating students and their families, staff, faculty and other invited guests gather to share breakfast, to hear about the legacy of Jim Bayer, to honour a deserving student, and to hear a valedictory address given by one of the graduates.

In the early 1990's, the School of Physical Education and Recreation assumed funding responsibility for the breakfast. Soon afterwards, a similar event was established for the Physical Education graduates, and now some other units on campus have followed suit. In the early years, the breakfast was continental and served in the Student Union Building, facilitating the mixing and mingling of participants. Once it was taken over by the School, it became more of a formal event, held in Wheelock Hall. Annually, Recreation Management and Physical Education would alternate who would hold their event earlier, with a hot breakfast being served. For the other unit, the continental style breakfast would occur mid morning, consisting of beverages and pastries.

This was the only opportunity for many of the graduates to meet one another's family members, and for staff and faculty to meet the families of the young men and women with whom they had shared learning over the previous few years. It brought a sense of closure for the students, staff, and faculty that was otherwise lacking. Previous to this, people would disperse immediately following the graduation ceremony and there was no opportunity to extend proper congratulations and bid farewell to the graduates.

MASTERS OF RECREATION MANAGEMENT PROGRAM

By the late 1970's, with the Bachelor's program fairly well established, there was an interest expressed in developing a Masters degree program. During the later half of the decade, a number of faculty members passed through Acadia (Watts, Mannell, Diffenderfer), all serving for a brief period as Director of the Centre of Leisure Studies. Each played a role in the establishment of a graduate program and in 1977, the Acadia Masters program in Recreation Management started with three students: Sheila Backman, Alistair Robertson, and Francis (Tony) Martin. Dr. Bill White was also involved in the delivering graduate courses. Sheila Backman, working with Dr. Roger Mannell, was the first student to complete the Masters program, in 1979.

Dr. Alex Wright joined the faculty in 1979 and immediately took on a key leadership role in the development and delivery of the program. He was instrumental in running the program until his sudden death in 1997, and served as advisor for 15 of the 19 theses completed during that time period. Unlike many institutions, most of the graduate students did not pursue topics that would advance a faculty members own research program. Rather, given that most students were practitioners, Dr. Wright assisted them to research questions of professional interest involving a broad range of populations (e.g. offenders, non-institutionalized elders, alcoholics, Greek Immigrants) and a variety of diverse subjects (e.g. psychological well being, role expectations, boredom, vacation imaging).

For most of its existence, the program consisted of courses including: Leisure Research, Integrative Seminar in Leisure Studies, Recreation Management Practicum, a relevant elective, and production of a thesis. The curriculum was designed to address the learning needs of both practitioners planning to return to the profession, as well as scholars interested in pursuing further academic study. Seven of the BRM graduates have gone on to complete PhDs and have served as faculty at a variety of universities (Acadia, Chemson, U Manitoba, U New Brunswick, U Ottawa, U Waterloo, and Vancouver Island U.). Others have served in settings which include provincial and federal government, business, education, and justice.

A total of 31 individuals completed the Masters of Recreation program at Acadia prior to 2013 when Community Development replaced Recreation Management, as shown below.

MASTERS OF RECREATION MANAGEMENT GRADUATES

BACKMAN, SHEILA J. 1979, Behavioral and attitudinal effects of a leisure counseling and a recreation activity exposure program for institutional aged

ROBERTSON, ALISTAIR G. 1980, The teaching of physical education as an effective mode of conveying concepts of recreation, health and fitness

MCCARVILLE, RONALD E. 1981, Leisure and work attitudes: A study of their relationship to psychological well-being and recreation

CRONIN, JUDITH A. 1982, Perception of role expectations as identified by recreation directors and recreation commission chairman

MOORE, TERENCE H. 1982, A Study of the leisure choices of young offenders and young non-offenders and the impact of social structure and anomie on their choices

DAVIS, CHARLES L. 1983, Development of a systems approach to recreation program planning and evaluation

MARTIN, FRANCIS (TONY) A. 1983, The development and evaluation of a program for trainers of volunteers in non-profit organizations in Nova Scotia

ROBERTSON, BRENDA J. 1983 A study of benefits sought by visiting parties to Kejimikujik National Park

HOARE, WILFRID 1985, The development of amateur soccer in Kings County, Nova Scotia 1968-1983

PEDERSEN, MARNE L. 1985, The relationship of life satisfaction to leisure satisfaction among retired, ambulatory, non-institutionalized senior citizens of Kings County, Nova Scotia

MACTIER, DIANA K. 1986, A study to determine the leisure lifestyle patterns of alcoholics and non-alcoholics in the Annapolis Valley

MACEACHERN, DONNA B. 1986, The relationship of avowed boredom to leisure satisfaction among undergraduate students living on campus at Acadia University

LAVOIE, ERIC 1986, A Delphi Study – Trends in financing municipal recreation in Nova Scotia in the next 10 Years based on a selected panel

KARLIS, GEORGE 1987, Perceptions of Greek immigrants and descendants toward Greek culture and participation in the hellenic community of Ottawa

SUFFRON, ROBERT (BOB) V. 1988, A study of the perceived impacts of outdoor recreation development on benefits of cottage owners at Aylesford Lake: a test of the social exchange theory

DELAMERE, THOMAS A. 1990, Relationships between Internal travel motivations and external travel motivations: The fall season bus tour in Nova Scotia

- DICKSON, LAURIE E. 1990, A study of the role and meaning of leisure in the lives of battered women
- PARDY, SEAN 1991, A Study of the role of community festivals and events in community development
- LEMPERIERE, CECILE 1991, An exploratory study: The influence of printed information on vacation image formation
- GIBSON, LORRAINE A. 1995, An investigation of leisure involvement of women, aged 60-80 years, married for at least 25 years, living in Kings County, NS
- DEROCHIE, GINGER 2002, A re-assessment of outdoor adventure leadership preparation in Canada: 1895 and 2002
- CLARKE, BARRY C. 2003, Volunteers relationship with community: A study of festival volunteers in Liverpool, Nova Scotia
- DUCAP, MARIE-CLAUDE 2003, The perceived impact of the Acadia Advantage Program on the leisure lifestyle and leisure satisfaction of the students at Acadia University
- VERHULST, DAVID J. 2004, Evolving perspectives: Integrating environmental history and heritage appreciation in Dinosaur Provincial Park
- HARRIS, SCOTT C. 2005, The role of ecotourism in aboriginal community development: The case of Lennox Island First Nation
- HOLMES, OONAGH 2006, An Investigation of the lifestyle transition of first year female students at risk academically
- ONCESCU, JACQUELYN M. 2006, An investigation of recreation and cohesion in isolated communities
- WHITNEY-SQUIRE, KELLY L. 2010, Exploring the relationship between Aboriginal ecotourism and community-based development in Haida Gwaii, Canada
- MARTIN, JEFFRY B. 2010, Risk management in Canadian post-secondary outdoor adventure education
- DE VREEDE, CATHERINE 2011, Mindshift: Impacts of sustainable peer education on youth leaders
- CAMPBELL, ROBIN 2013, International volunteerism: A case study of experiences and impacts

RECREATION MANAGEMENT HONOURS PROGRAM

By the mid 1990's, with the new curriculum in place, and the faculty becoming recognized for their scholarly work, the program was attracting many excellent students. It was determined that an Honours option would serve the needs of such students who had aspirations to go on to graduate school, or who were interested in pursuing a particular topic in considerable depth. The criteria included taking one or more research methods courses, pursuing electives that would help inform the research, as well as preparing a thesis. In most instances, the topics chosen by the students did not align closely with the

primary research interests of the faculty. Individual students were required to determine their areas of focus and then enlist a faculty member willing to serve as their advisor.

Accepting an Honours student meant considerable commitment on behalf of the faculty members who not only guided the thesis preparation but often taught the required research course(s) as well as content specific Directed Studies to ensure that the student had the content and skills required to complete a thesis. Faculty were not compensated for their involvement with Honours students and so it was done on a volunteer basis, resulting in a small number of students engaged in the Honours program. Regardless, those who did take the program went on to make their mark in academe, the recreation profession, and a number of other related fields including consulting, youth development, adventure education, and law.

A total of 28 individuals completed the BRM with Honours at Acadia prior to the Bachelor of Community Development program replacing the Bachelor of Recreation Management, as shown below.

RECREATION MANAGEMENT WITH HONOURS GRADUATES

ANDERSON, COLLEEN 1997, Public reaction to protected area establishment and management: The northern Cape Breton great ecosystem

GULA, TALISA 1997, An investigation of adventure programming impacting self-esteem of male young offenders

LAU, KEE PENG 1997, An evaluation of exit goal-setting in experiential-based adventure education. A case study of Outward Bound Singapore

SQUIRES, MEGAN 1997, An investigation of the effectiveness of the multiple use concept using Kananaskis Country, Alberta as a case study

WAGNER, SHELLEY 1997 What is the required time, cost and extent of outdoor leadership training?

VANZYL DE JONG, JAN 1997, A study of heritage tourism in Lunenburg, Nova Scotia

WORTHMAN, JODY 1998, An investigation of the effects of bocce participation on adolescents with cerebral palsy and spina bifida

KILCOLLINS, ADAM 1998, The potential effects of ecotourism and nature tourism development on a coastal community: The case of Cheticamp, Inverness County, Cape Breton

WATTS, ROBERTA 1998, A model of self-efficacy using sport as a development tool in rural communities

BARRIE, JESSIE 1999, Canadian experts' opinions regarding competency and preferred training models in outdoor experiential education leadership

MACKEIGAN, SARAH 1999, The therapeutic riding program planning model

PITCHER, JILL 1999, A comparative study of the environmental awareness of students from selected disciplines within the baby bust generation

- ROSS, MEGAN 1999, Toward extending Turner's Model of Sustainable Development Typologies: The application of global and Canadian forest management practices
- WEIGHILL, AGGIE 1999, An investigation of the effectiveness of a community development approach to recreation planning
- GILLIS, CORENE 2000, The social, economic and thematic impacts of community festivals on Inverness County
- INOUYE, MEGHAN 2000, Environmental practices of lakeside resorts In the Municipality of Muskoka, Ontario
- LEVAC, LEAH 2000, Developing the Wilderness Recreation Ecological Impact Assessment Decision Support System
- BROOKS, SARAH 2001, An investigation of recreation's contribution to cultural identity in adolescents
- EVANS, JILLIAN 2001, An investigation of the motivation of Cape Breton women pursuing the art of quilting
- JUCKER, SIMONE 2001, An examination of the travel motivations among young adults who pursue independent recreational travel
- MARTIN, JEFFREY 2002, Ecotourism assessment of sea kayaking agencies along the NB Fundy coastline: A pilot study
- ELLIS, JUSTIN 2003, Restricting public recreation use of Hells Gate Falls, White Rock, Nova Scotia
- SWEATMAN, MARY 2003, The perceived impact of outdoor residential camp experience on the spirituality of youth
- RIVE, KATE 2005, Leave no trace knowledge and adherence to minimal impact practices: A case study of current and potential users of the Cape Split Trail
- SANTRY, E. ALICIA 2005, Effects of an all-female environment on perceived individual wellness
- BEESLEY, ELIZABETH 2008, The impact of consumer values on food purchasing decisions
- SPEARS, SIMONE 2014, An investigation of mentors' perceptions of reciprocity in mentoring relationships through recreation and leisure

PARTNERSHIPS

The Acadia Recreation program was always small in numbers relative to others in the country, with a sustained faculty complement of 5-6 positions. Yet for most of its 4 decades in existence, it was recognized throughout Canada and beyond as a leader in innovative practises, for its breadth of curricular offerings, for the quality of graduates it produced, for the scholarship of the Faculty, and for the connections with the professional field. In large part, the success of the program can be attributed to a number of the

relationships that existed between the program and various partners. The nature and scope of the partnerships varied depending upon the intended outcomes, and the amount of resources that individuals and/or organizations had to commit at any given point in time.

NATURE OF THE PARTNERSHIPS

With a small compliment of core faculty attempting to deliver a broad curriculum in order to prepare students to pursue careers in a vast and rapidly expanding professional field, the development of partnerships was essential. Such partnerships provided additional learning opportunities for students, provided feedback as to the needs of the profession, and enabled faculty and partners to build social capital and access one another's expertise and assets. The types of partnerships forged over the years are listed below. Two partnerships in particular, that served to enhance the education/professional development experience of students, and to connect them to the profession existed between the Recreation Program and a) the Centre of Leisure Studies/Recreation Resource Centre of Nova Scotia and b) the Student Professional Associations. As such, they will be discussed in far greater detail.

PARTNERSHIP WITH PHYSICAL EDUCATION/KINESIOLOGY

Certainly, a significant partnership was the one that existed between Recreation and Physical Education/Kinesiology for over 40 years. What developed into two separate programs over time began as a single program in Recreation and Physical Education. Even when the content in both fields evolved to such an extent that distinct programs became inevitable, inseparable bonds endured. The two programs formed the School, which meant that there was a single administrative head and structure, including support staff, to serve both. Individual faculty work loads, career development, and performance assessment were the responsibility of the head, often in consultation with faculty from both units. Academic planning was carried out through School meetings and retreats. Both programs coexisted within a single venue and worked cooperatively in the decisions about space allocations, facility usage, and facility development.

Curriculum was developed within programs but had to be approved by the entire School. The outdoor program was considered to be a component of the Recreation but staffing, resource allocation, equipment acquisition and usage were considered School responsibilities. Likewise, sport and health/wellness were considered to be primarily the domain of Physical Education/Kinesiology but with structural input from the Recreation faculty. Students from both programs had access to the courses taught by the other. On an individual level, there was considerable collaboration between faculty members from both programs on specific course development and delivery, student supervision, as well as on research and scholarly initiatives.

A considerable amount of faculty time is taken up with sitting on committees that are deemed essential to the overall operation of the university. With the School being a single administrative unit, it meant that any faculty member could represent the interests of both programs on the dozens of committees requiring a unit representative. Doing so facilitated a great deal of conversing between members of the unit either formally during meetings, or informally chatting in the hallways, lounge, or offices. Being housed together enabled such discussions to occur on a daily basis, between pairs or small groups of faculty. Having less committee work meant that faculty could devote more time to teaching and scholarly activity.

Sharing space and academic responsibilities created the opportunity for the development of strong relationships between colleagues from both programs. Faculty had a greater depth of understanding of one another's discipline than would have otherwise have been the case, had they not been housed within the same School. Rather than compete for existing resources, the two units together provided more of a critical mass meaning a stronger voice when it came to accessing resources from within the university and elsewhere.

PARTNERSHIPS WITH PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS AND GOVERNMENT DEPARTMENTS

Given that recreation is professional preparation program, meaning that the degree program is the vehicle through which most enter the professional field, long standing partnerships existed with various professional/governmental associations and departments. These included the mainstream ones such as Nova Scotia Department of Recreation and its successors, Recreation Association of Nova Scotia/Recreation Nova Scotia, Canadian Parks and Recreation Association, National Parks and Recreation Association, and the World Leisure Organization. There was a long list of more specialized groups that individual faculty and students associated with such as Parks Canada, the Association of Outdoor Nova Scotians, Therapeutic Recreation Association of Nova Scotia, Tourism Industry Association of Nova Scotia, Recreation Council on Disability, and Sport Nova Scotia. The Recreation program benefited from professional partnerships in a myriad of ways such as access to field placements and project sites, the development of case studies for use in the classroom, and acquisition of guest lectures and project team members.

In return, faculty and students were engaged in research on issues faced by the professional community, students provided manpower through field placements and practicums, and faculty provided consultative services, often at little or no cost to the professional organizations. Faculty and students often served as presenters at professional conferences. When the Recreation Resource Centre of Nova Scotia was in existence, most of the ongoing professional development of the recreation profession in the province occurred through the various conference and workshops offerings of the Centre. This included running the Acadia Certificate and Advanced Certificate programs in Recreation.

The Centre of Leisure Studies/Recreation Resource Centre of Nova Scotia was a partnership between the Nova Scotia Government and Acadia University that existed on campus between 1973 and 1997. The Centre became a central focal point for the profession bringing the professional community onto campus and into contact with the students and faculty on a regular basis. The Centre offered an extensive specialized library collection of recreation and leisure related materials, but also was responsible for the provision of the majority of professional development opportunities for faculty, students, and those working in the field through the provision of an extensive list of workshop offerings. The Centre also engaged faculty and students in research-based initiatives addressing the needs of the provincial and municipal governments, as well as myriad of provincial sport and recreation organizations.

PARTNERSHIPS WITH RECREATION ALUMNI

The Recreation alumni have always played an important role in the Recreation program, and the program has continued to benefit graduates for years after they have transitioned into the professional community. Faculty, students, and alumni all benefited greatly from a myriad of formal and informal partnerships. The following are some examples of ways in which alumni have supported the program:

- Serving as guest lecturers and course instructors
- Participating in career days
- Becoming engaged with student society initiatives
- Assisting with community-based research studies
- Hosting group projects
- Participating in events such as student banquets and conferences
- Serving as resource team members for Spring camp
- Assisting faculty to deliver the orientation program
- Serving as mentors and alumni contacts for students
- Hosting students doing field work and practicum placements

Examples of the ways that alumni have benefited from their ongoing engagement with the Recreation Program:

- A means of keeping in touch with fellow graduates
- Access to student manpower through projects and placements
- A vehicle for continuing professional development through participation in the many conferences and workshops put on by the School or Recreation Resource Centre
- Access to updated resource materials through the Recreation Resource Centre
- A means through which to share best practises alumni are engaged in with future professionals
- Identification of prospective staff members
- Additional revenue through part time teaching opportunities
- Ability to formally further one's education through the Acadia Advanced Recreation Certification Program and the Masters degree program
- Access to assistance with research projects through the Recreation Resource Centre
- A means of remaining connected to Acadia through events such as Recreation alumni days hosted by the program.

Once the Recreation program ceased admissions in 2012 and the Community Development program was developed, a group of dedicated Recreation alumni created an organization entitled the Society of Acadia University Recreation Graduates (SAURG). The objectives of SAURG are as follows:

- To provide an avenue for program graduates to connect with one another through the implementation of a program of reunions and events as well as through print and electronic communications;
- To create vehicles for networking and ongoing personal and professional development;
- To foster a sense of connection to Acadia university and encourage participation in university activities;
- To provide a means of recognizing and celebrating the history of the recreation program.

The work of SAURG will be covered in far greater depth elsewhere on the website.

PARTNERSHIPS WITH THE STUDENTS

The students were always considered an integral part of the Acadia Recreation program and faculty endeavoured to engage students in many aspects of their work. Certain students became involved in the administration of the program by sitting on various committees, assisted in providing leadership in aspects of program delivery, and they became engaged in the scholarly activity of specific faculty members. In fact, a hallmark of the program was nature of student engagement in professional preparation beyond the classroom walls. However, mainly through the development of strong professional societies, students took an active role in facilitating aspects of their own professional development. Faculty supported students with such endeavours, primarily through the work and counsel of a faculty advisor, and through participating in the student led initiatives.

CENTRE OF LEISURE STUDIES/THE RECREATION RESOURCE CENTRE OF NOVA SCOTIA

For nearly a quarter century, the Centre of Leisure Studies/Recreation Resource Centre of Nova Scotia served as the hub for information dissemination and related services for the recreation field, not only serving the needs of Nova Scotians but other parts of the country as well. The existence of the Centre on the Acadia campus helped to elevate the reputation of university, with regards to recreation and leisure studies, throughout North America. From the perspective of the profession within the province, the Centre not only housed one of the largest specialized resource collections anywhere, it meant that recreation service providers had ready access to some of the best professional development opportunities in the country, and well as to a myriad of research services not available in any other province.

HISTORY OF THE CENTRE

The start of the *Centre* coincided with the establishment of the Recreation program at Acadia and the creation of a separate government department responsible for Recreation in the province of Nova Scotia. It was a partnership between Acadia University and the Province that lasted nearly a quarter of a century, and played a central role in the development of the recreation profession within Nova Scotia. The Centre, located on the Acadia campus, was recognized nationally as a leader in recreation resource development and dissemination.

The establishment of the Nova Scotia Department of Recreation in 1973, heralded the beginning of development of a comprehensive system of recreation programs and services within the province. Many such offerings were developed and delivered by recreation professionals who were educated at Acadia University in the newly established degree in Physical Education and Recreation. Dr Robert Watts, a member of the Acadia faculty, had made a proposal to the government in 1971, to establish a centre that would collect and house recreation and leisure related material for use by the Acadia Recreation students as well as professionals throughout the province. At that time, with the field being so new, access to reliable resource information was quite limited.

In April, 1973 a comprehensive proposal was developed to establish the Centre of Leisure Studies at Acadia. The rationale was that the Centre would help address the growing societal issue of increased idleness being brought about by shorter work weeks, early retirements, longer vacations, and generally more discretionary time. The Centre would help address these challenges by identifying the best way to mobilize human and material resources, and becoming a focal point for the innovative and comprehensive study of leisure.

Five objectives were identified:

1. collect resource materials, create of an efficient documentation and retrieval system, and disseminate pertinent information
2. engage in practical research such as master plans and feasibility studies
3. provide professional development through clinics, workshops, seminars, and conferences
4. serve as a catalyst for school-community program development
5. coordinate the use of Acadia facilities for use by external recreation groups.

Once the N.S. Department of Recreation was established, the Director of Operations James Bayer, in particular, saw the value of such a Centre and the government agreed to partner with Acadia. On July 31st, 1973, it was indicated to Acadia that a start up grant of \$15,000 was being provided by the Government to establish the Centre of Leisure Studies. In the meantime, a University Senate committee chaired by Dr. Eric Hansen, was

formed to consider the establishment of a School of Recreation and Physical Education, as opposed to a Department, and to establish the Centre of Leisure Studies. The committee recommended that the School be established as well as the Centre, and that the School would administer the Centre. Concern was expressed that the proposal for services seemed quite limited given the potential for such a Centre but that increased services would require increased funding and that a balance needed to be found between the two. It was also recommended that additional external funding be sought to support the Centre.

Acadia President Dr J.M.R. Perkin, responded to the Government's offer of funding stating that unless there could be a guarantee of ongoing funding, that the university alone could not commit to cover the annual operating costs. In September 1974, the province committed a further \$20,000 for the continued establishment of the Centre. The province also indicated that this should be possibly looked at as a National Centre, and not one unique to the Province. As such, they were going to make a request to the federal government for financial assistance. Garnet Brown, the Minister of Recreation for Nova Scotia contacted Marc Lalonde, Federal Minister of Health and Welfare, seeking financial assistance to develop the computerized data bank in order that it could become a national centre, accessible through computer terminals anywhere in the country. The response from the Federal Minister was that the National Advisory Council on Fitness and Amateur Sport had previously looked at such an initiative and had determined that given the magnitude and expense of the task, when compared to the prospective usage of such a computerized database, it did not warrant the expenditure of funds. The province did provide additional funding however to Acadia to continue the work of the Centre and development of the computerized database.

The Centre was to become "a focal point for the innovative and comprehensive study of leisure". In addition to collecting materials, the Centre was to develop a computer-based retrieval system, something that was quite revolutionary in the early 1970s. The Centre was also mandated to develop bibliographies, newsletters, and abstracts as a means of making the materials more known and accessible for practitioners.

The Centre began operation in June, 1974 housed in a former athletic dressing room in the Acadia gymnasium complex. Much of the initial material collected by the Centre's founder, Dr. Bob Watts, came from his home country, the USA, because that is where much of the resource information was being produced at the time. Bob had plenty of contacts but few funds and so he had to be resourceful in getting the collection started. Dr. Roger Mannell became Director of the Centre in 1975, to work on the three established priorities: collect information on leadership, management, and administration related to the recreation and leisure field; develop a computerized storage and retrieval system; and to gather information on all and any other areas of the field, and in particular outdoor recreation, rural recreation, leisure counselling, and community school programs. Doris Ross served at Centre documentalist and Debbie Vidito was the secretary. Once Jim Bayer left the government to become the head of Physical Education and Recreation at Acadia in 1975, funding for the Centre became more stabilized. A Management Board was established consisting of two government representatives and two university representatives.

In January, 1976, the Centre published the first bimonthly newsletter entitled the *Bulletin* which contained abstracts of key recent acquisitions, lists of other acquisitions, and information on upcoming events. The computer retrieval system was initially established by Physical Education Curriculum coordinator Dr. Norm Watts and later refined by Computer Science Professor Dr. Wayne Brehaut. An indexing system needed to be developed in order for materials to be appropriately keyworded. The index contained 43 general headings and hundred of sub headings, and all materials were indexed using the same keywords, be they periodical articles, books, microfiche, research reports, manuals, or brochures.

The Centre quickly outgrew the old locker room space and was relocated in a former medical clinic located on

Main Street, just west of the War Memorial Gymnasium Complex near the entrance to the gym parking lot. The building consisted of the Director's office; a staff work room; a room housing hundreds of document file cases in which individual items were stored, the book collection, and the audio-visual collection; and a reading room with a large table where the periodicals were displayed. The collection was mainly for inhouse use with the exception of books and video tapes which could be signed out on a limited basis.

In 1979, Roger Mannell resigned and was replaced as Director of the Centre and part time lecturer for a two year period by Peter Diffenderfer. He was followed by Sheila Backman who also held the position for two years. In addition to relocating to a larger facility and development the indexing system, two key initiatives were developed in the late 70's: the establishment of the Acadia Recreation Certificate program and the annual Spring Symposium. Brenda Robertson assumed the role of Director of the Centre in 1983 and served in the role for 12 years. In 1985, the name of the Centre was changed to the Recreation Resource Centre of Nova Scotia (RRCNS), at the request of the province who was the funding partner. It was felt that the name change would attract more practitioners to the Acadia campus to use the resources. A very talented artist by the name of James Calbeck was contracted to do some branding around the new name and he came up with an attractive logo featuring 2 stylistic RRs as well as a mascot who he entitled Dan D. Lion. Dan D, was a distinctive looking "leisure lion" and was featured on all Centre promotional materials including the annual wall calendar which included the dates for many professional development activities occurring throughout the year. The monthly pictures Dan D. engaged in Centre related activities such as conducting research, leading a workshop, or cataloguing resources. The new branding was effective in attracting users to the Centre and making them feel welcome.

During Brenda Robertson's tenure as Director, the Centre was again relocated to a larger space on campus in order to better accommodate the rapidly expanding resource collection and to house the growing staff compliment. The new facility was a large house located at the top of university avenue, across from Chipman House, where the K.C, Irving Centre stands today. Much of the work of the Centre from the mid 1980s until the mid 90s focused on the development of a broad range of professional development and research related services.

In order to carry out the expanding work load, and with the Centre's Director position being part time, (paired with a half time appointment in the academic unit with a substantial teaching load), additional staff were required to operate the Centre. There was an administrative assistant position, which was filled by Carol Fletcher. Another position on the staff team was that of documentalist, responsible for the coding of materials, and Jean Brehaut served in that role for a number of years, until 1988 when she moved to BC. During 1988, there were a number of other changes in staff compliment: Lyle Davis joined the staff in 1988 as the Centre's Research Coordinator serving until his accidental death in 1991 as a result of a climbing accident in Alberta. After this tragic event, Cindy Burke became the Centre Research Coordinator. Sheila Hosick came to the Centre initially to cover the gap left by Jean Brehaut as well as to give leadership in the Workshop series area. Louise Perrin joined the staff team as the administrative assistant that year as well, following the sudden passing of Ellen Beatty. Other short term staff appointments included Charlene Shannon, Debby Smith, and Heather Reid. Each summer, grants were obtained to hire students to assist staff with carrying out a myriad of tasks.

Brenda Robertson resigned as Director of the Centre during the Spring of 1996, to work full time as a professor with the Recreation Management program, and focus on her own program of scholarly research. Alex Wright, Acting Director of the School of Recreation and Physical Education, became the Acting Director of the Centre. That Fall, it was announced that the Provincial Government was withdrawing from its 24 year partnership with Acadia operating the Resource Centre, effective March 31st 1997. The reason cited was that the Province's funds were to be redirected to support the establishment of a National Centre and Data base called the *Leisure*

Information Network (LIN), operating out of Ontario. LIN was in existence for about a decade before it ceased operations in 2017, creating a large void in the access for recreation related resources and information services in Canada.

For nearly a quarter century, the Centre of Leisure Studies/Recreation Resource Centre served as the hub for information dissemination and related services for the recreation field, not only serving the needs of Nova Scotians but other parts of the country as well as a number of other English-speaking countries around the globe. The existence of the Centre on the Acadia campus helped to elevate the reputation of university, with regards to recreation and leisure studies, to that of a leader in the academic world throughout North America. From the perspective of the profession within the province, the Centre not only housed one of the largest specialized resource collections anywhere, it meant that recreation service providers had ready access to some of the best professional development opportunities in the country, and well as to a myriad of research services not available in any other province.

PROFESSIONAL DEVELOPMENT SERVICES

The Centre became the focal point for professional development of the field which services including: Acadia Recreation Certificate Program, Spring Symposium, an annual mini workshop series, and packaged workshops on specific topics that groups could purchase and the Centre would customize and deliver to members of the specific group.

The most widely used packaged workshop focused upon legal liability in sport and recreation settings. The Centre produced video and print resources on the topic and contracted a legal expert, Brian Robertson, to develop and deliver workshops to dozens of groups around the province. The liability crisis of the late 80s left sport and recreation groups scrambling to find reliable information about their responsibility when it came to issues of negligence and the Centre workshops were able to provide the needed assistance. A binder containing the details of 200 Canadian sport and recreation negligence cases was a very popular item which the Centre developed and sold. For each case, the details were presented, along with the outcome, and an explanation of what sport and recreation would need to consider if they found themselves in such a situation, in order to avoid being found guilty of negligence.

Centre staff were also contracted on occasion to design and deliver training programs to specific clients. The largest such contract was with Correctional Services of Canada in the late 1980s, to design a comprehensive leisure education and life skills program to be used as a component of the rehabilitative process in Canadian federal correctional centres. Once the program was developed, extensive training with Correctional Services personal took place in order to prepare them to deliver the program.

A sample of the workshops developed by the Centre include the following:

- Trends in Recreation
- Running Meaningful Festivals and Events
- Effective Recreation Programming
- Tourism and Recreation
- Women in Correctional Recreation
- The Use of Computers in Recreation
- Conducting Community Research
- Leisure and Spirituality
- The Recreation Profession: Up Close and Personal
- Girls and Women in Sport and Recreation
- Residential Camping
- At-Risk Youth and Recreation
- Leisure Entrepreneurship
- Recreation and National Parks
- Aging and Leisure
- Working with Consultants
- Family Leisure Education
- Rec Evolution: Being all Things to all People
- Creating an effective Waiver
- Gender Equity

One notable initiative in which the Centre was engaged dealt with the role of women in sport and recreation settings. In 1989, the Centre undertook to host a three day provincial forum entitled *New Beginnings*, designed to explore issues related to women's engagement at participants, coaches and leaders, officials, board members, and professionals. The intent was to move the discussions that have long occurred at kitchen tables and in lunch rooms onto meeting tables in order that issues could be identified, acknowledged, and addressed. The forum was a partnership between the Centre, the Canadian Association for the Advancement of Women in Sport, the Sport Nova Scotia Women and Sport Committee, and the Nova Scotia Sport & Recreation Commission. Fifty participants were invited to attend, representing a broad range of key stakeholders.

The first day focused on an identification of the issues, with group discussions facilitated by Anthea Bellemare, Peggy Gallant, Lois MacGregor, and Debby Smith. During day two, strategies were developed to address the issues raised the first day, including discussion as to who should be responsibility for addressing each of the issues. During the evening banquet, Wendy Bedingfield provided a summary of the work completed in the previous day and a half. Abby Hoffman, Director General of Sport Canada was the dinner speaker, focusing her remarks on how to be an effective change agent. On Day three, a meeting was held with all interested parties to form a provincial advocacy organization with a mandate to bring about change on the type of issues raised during the forum. A comprehensive proceedings of the work carried out at the forum was produced by the Centre, and served as a handbook for those who continued to work tirelessly to bring about social change. However, without financial support, or support from the male-dominated sport system in the province, progress was slow. In fact, it would be another 25 years before such an organization would finally become firmly established within the province. Still, the work done at the forum, paved the way for certain changes to take place that would remove specific barriers to gender equity for women in the province.

RESEARCH SERVICES

For a number of years, in partnership with the Recreation Association of Nova Scotia, at their annual conference, the Centre would host a Research Symposium. The purpose was to provide practitioners with the opportunity to hear from researchers what projects they were engaged in and what implications there were for professional practise. Presenters included both academic researchers and practitioners engaged in applied research projects. The format was that of a standard research symposium with 15 minutes for presentation and 10 minutes for discussion. The event was very popular and attracted presenters from a far away as Ontario. Those wishing to present had to submit an abstract which a committee would review and make selections of papers for presentation. Each symposium would generally include the presentation of 10-12 papers, with the full abstracts being published afterwards.

By the 80s, many municipalities and organizations were seeing the need for research to assist with decision making, and the best ways to allocate scarce resources. There were private consultants offering such services but the fees were high, most did not have a background in recreation and leisure, and frequently a cookie cutter approach was used to produce a report such as a master plan using generic data rather site specific information. As a result, monies were being expended but the results were not particularly useful. So the Centre established a Research Services program to assist with the development of initiatives such as master plans, feasibility studies, opinion polls, needs assessments, marketing plans, interest surveys, and program assessments. Clients included municipal recreation departments, provincial government departments, facilities, sport organizations, institutions, festival and event planners, and provincial recreation organizations.

The services available included completing an entire study to assistance with any the following steps of a research initiative depending upon the inhouse expertise groups had available: developing a research proposal,

conducting literature reviews, designing the methodology, developing data collection instruments, sampling, data collection, data analysis, and report writing. Centre staff would also work with agency staff to train them to carry out specific components of the research process.

The Centre was involved with a wide range of contract research initiatives between the mid 1980s and mid 90s including the following examples:

- NS Outdoor Leadership Study
- Municipal Aquatic Centre Feasibility Study
- Leisure and Alcohol Rehabilitation Research
- Information Needs of NS Recreation Professionals
- Recreation as an Interpretive Tool in National Parks
- Municipal Open Space Study
- NS Fitness Assessment Study
- Professional Recreation Salaries Study
- NS Recreation in Corrections Study
- Facilities Master Plan
- Community Needs Assessment
- County Recreation Strategy
- Membership Interests Survey
- Regional Games Evaluation
- Arena Study
- Active Living Resource Inventory
- Volunteer 2000 Strategy
- Provincial Coaching Study
- Organization Self Study
- NS Leisure Behaviour Study
- Facility Needs Assessment
- Community Futures Project
- Women in Sport Study
- Festival Economic Impact Study
- Regional Planning Study
- Community Use of Schools Study

THE ACADIA RECREATION CERTIFICATE PROGRAM

The Acadia Recreation Certificate Program was developed as a means for those working in the recreation field, who did not hold a recreation degree, to have access to part time learning opportunities in order to gain academic content in key areas of study. The program was run through the Centre, but credits were assigned through the Acadia office of Continuing Education.

The specific goals of the program were as follows:

- to offer Recreation and Leisure Service agency personnel in the Atlantic Provinces an opportunity to participate in an educational program directed towards improving their competencies in the practise of leisure service;
- to enable practitioners to improve their educational competencies without having to take extended leaves of absence from their jobs;
- to maximize the instructional expertise available in Atlantic Canada;

- to utilize the experience of instructors and students in solving the problems and concerns of recreation professionals.

Most seminars represent 36 hours of instruction, broken down into sessions of varying lengths. Once 180 hours were completed the Certificate was awarded. If an individual holding such a certificate decided to enrol in the degree program at Acadia, consideration was given to awarding credit hours to certain academic courses. There were three required seminars and 14 optional ones from which a program participant could choose depending upon personal interest. The required seminars included Concepts of Leisure, Leadership for Leisure, and Administration of Leisure Services. The optional seminars were as follows:

1. Leisure Education
2. Leisure Counselling
3. Outdoor Recreation
4. Camp Administration
5. Therapeutic Recreation
6. Cultural Programming
7. Community School Administration
8. Facility Planning and Design
9. Facility Management
10. Marketing Strategies
11. Public Relations
12. Fund Raising for Leisure Services
13. Landscaping for Recreation Areas
14. Volunteerism

Format for each seminar included enrollment, acquisition of readings and text books, participation in the seminar, and successful completion of a series of assignments. Initially, most seminars were held on campus during the spring and summer when there was residence and meal hall access, and they were taught by Acadia faculty members. By the mid 80s, interest in the program began to wain as the opportunities increased for professionals to acquire college and university degrees in Leisure Studies and Recreation Management.

By the late 80s, it was becoming apparent that there was a gap in the nature of the professional development offerings available in the field. Those with a degree and some experience, were seeking opportunities to learn beyond conference sessions, and workshops. In order to satisfy the need, the Centre established the Acadia Advanced Recreation Certificate program (AARC). The program was designed to update knowledge in specific areas in an in depth fashion. To complete the certificate, individuals had to participate in 100 hours of instruction, covering a variety of topics at an advanced level. Participants would design their own program of study with the assistance of a mentor who would be assigned to them, and would apply for credit hours, based upon the learning opportunities of their choice. Learning opportunities were made available through universities, the Centre, and various professional organizations. Once the hours were completed, working with their mentor, participants would design and carry out a field-based problem-oriented research study in an area of their interest. Similar to the original Certificate program, individuals would make application to the program stating their areas of interest to ensure that they could be matched with a suitable mentor. One of the most popular means through which credit was earned for the AARC was attendance at the Centre's annual Spring Symposium.

SPRING SYMPOSIUM

The Centre's annual Spring Symposium was developed as a means of educating professionals working in the leisure services field, on current topics of interest within the field. Each symposium would last two or three days,

in order to allow adequate time to understand the topic in some depth and for participants to explore ways that the knowledge could be incorporated into their individual work environments. It was intended that participants would be fully engaged for the duration of the symposium which included evening activities. During the 80s, Spring Symposium would generally take place in the Wolfville area, and the instructor would be a leading expert in the topic, often American university professors. That is how such renowned experts as Dr John Crompton from Texas, the global authority in leisure services marketing research; Dr Adah Strobell from Maryland who was an expert in inclusive recreation programming; and Dr Clare Gunn, an internationally recognized expert in Tourism from Michigan and Texas, came to spend time on the Acadia campus.

Over time, as the field in Canada advanced, the perspective of American academics appealed to a smaller audience. Practitioners were seeking to increase their knowledge on the nature of specific issues they were facing, and finding the means to address them in the workplace. As a result, Spring Symposium started to focus more on issues within the field in Nova Scotia but still exploring them at a more in-depth level than would be the case in a typical conference session. The experts who would lead the symposium tended to be Canadians. Eventually, the content evolved into facilitated in-depth discussion and problem solving rather than information dissemination, with local professional with particular experience and expertise serving as leaders.

EXAMPLES OF THE THEMES OF VARIOUS SPRING SYMPOSIUMS

VISION 2000, OAK ISLAND INN, CHESTER (1988)

In the Fall of 1987, a major government cabinet shuffle in Nova Scotia resulted in recreation being eliminated from the government agenda. This was a shock in the province that first established a separate Department of Recreation 15 years earlier. The profession was left in a state of confusion with many questions and very few answers. So the following spring, the Centre brought the profession together to analyze the public recreation provision in the province, identify and discuss current issues impacting the field, and develop a vision and blueprint for recreation for the year 2000. Key resource people were identified to provide perspective on the following areas of the field: Fitness (Anthea Bellemare), Sport (Peggy Gallant), Outdoor Recreation (Jude Hirsch), Culture (Jeremy Morgan), Research and Education (Renee Lyons), Disabilities (Debby Smith), Urban Recreation (Howard Oehman), and Rural Recreation (John Cotton). As a result of the symposium, visions had been developed for the following areas: Sport and Fitness, Outdoor Recreation, Culture, Education and Research, Rural Recreation, and Urban Recreation. So much interest and enthusiasm had been generated that the group of over 40 participants decided that the work must continue, and so working groups were established for each of the six areas. The Centre agreed to accept responsibility for coordinating the ensuing process which involved the working groups meeting to identify and discuss issues related to achieving the visions in each of the specific area. That data was then analyzed and served as the basis for the development of a global vision for Recreation for 2000. The vision consisted of 11 goals that would form the collective agenda of recreation professionals in the province for the ensuing decade. These included such areas as access and inclusion, leisure education, becoming recognized as an essential service, enhancing the quality of life for Nova Scotians, qualified professionals, adequate facilities, access to resource information, networking, and province wide cooperation. Once established and agreed upon, for each of these 11 areas, a set of strategies was developed to advance the profession closer to the vision. A 40 page document was produced entitled *Vision 2000: A Blueprint for Recreation in Nova Scotia*, which served as a guideline for decision making in the province for a decade. Ironically, the province eliminated the funding for the Centre in 1998 forcing it to close however Recreation Nova Scotia and the NS Sport and Recreation Commission worked with Recreation faculty at Acadia to offer Spring Symposium, for a few additional years.

RECREATION FOR ALL: FACT OR FANTASY, *OAK ISLAND INN, CHESTER (1989)*

This symposium focused on the mandate of public recreation to serve the needs of all citizens, and the challenges in doing so. A panel of 7, representing various disenfranchised groups, assisted participants to understand the issues, challenging their personal beliefs and attitudes. Once the underlying issues were uncovered, a social change expert facilitated in depth discussion on how the profession could address each in an effect manner. This symposium was particularly memorable owing to the nature of the stories shared by the panel members, in which they gave personal examples from their own lives, which illuminated the ways the actions or non actions of recreation services providers meant that they were not able to participate. Panelists included a low-income single mother, individual with hearing impairment, man with AIDS, African Nova Scotian, wheelchair user, recent immigrant, two elderly individuals, and an elite female athlete. Their powerful experiences struck deeply into the professional heart of those present, who had no idea how simple decisions made every day actually excluded entire groups of people.

LEISURE EDUCATION: THE ROAD TO THE FUTURE, *LEDGEHILL RETREAT CENTRE, CHESTER (1995)*

This year, wide spread misconceptions of leisure education were discussed and participants gained insight into their role as leisure educators. The importance of leisure education as a means to address pressing social issues was explored, and those present developed a tool chest of techniques and resources to assist them in their newly discovered role. Until this symposium, recreation providers understood to varying degrees, the importance of leisure education, yet have given little consideration as to whose job it was to provide it. By the end, most had come to realize that not only were they themselves the ones who possessed the knowledge about leisure, but that this was in fact the collective responsibility of recreation professionals to ensure that all citizens had access to varying forms of quality leisure education.

THE CHANGING FACE OF MUNICIPAL RECREATION, *LEDGEHILL RETREAT CENTRE, CHESTER (2003)*

With there having been a system of municipal recreation in place in the province for 30 years, it was time to take an in depth look at and how and why the field was, or should be, changing relative to the needs of all citizens. Individual sessions explored the trends impacting municipal leisure services, how the field had evolved in three decades, a survey of what had been occurring in individual municipalities managing organizational change, and the impact of the changes on those who serve as municipal recreation professionals. A powerful experience occurred when during the final session, a number of the recreation professionals were able to share very personal stories of how recent changes in municipal recreation had negatively impacted them as service providers, and impeded their ability to be effective in their jobs. Once out on the table, those experiences could be processed and strategies discussed to prevent others from experiencing a similar fate.

ZERO BASED THINKING, *BLOMIDON INN, WOLFVILLE (2005)*

This symposium explored the concept of applying innovative thinking to daily decision-making rather than doing things the way they have always been done, which tends to stagnate thinking, stifle creativity, and limit possibilities. Dr Wendy Bedingfield led sessions entitled: Making Sense of Organizations, Becoming a Radical, Tools of a Zero Based Thinker, and Being a Zero Based Thinker. This symposium was developed in order to address an issue that was becoming wide spread within the profession...complacency. Many service providers had fallen into the trap of accepting the status quo and accepting things the way they were, and not thinking about how they might be made better, and working to improve recreation service delivery. The issues were challenging to discuss at time, but those who attended left with a fresh outlook, motivated to do things differently for the benefit of their constituents.

PARTNERSHIPS WITH ACADIA RECREATION STUDENT ORGANIZATIONS

Partnership does not seem quite the right term to describe the relationship between the academic unit and the student organization, given that the students have always been central to the core of the Recreation degree program. However, the students did form, and run, their own club/society independent of faculty although they did certainly partner with faculty on certain initiatives over the years. The student society would have a faculty member who would serve as an advisor and mentor, but the organization was not accountable to the faculty. The strength of the student group at any point in time was determined by the degree of involvement of the students, the strength of leadership shown by specific students, and the amount of energy and guidance offered by the faculty advisor. Although the club/society always facilitated social gatherings, the underlying mandate was to serve as a professional association creating opportunities for members to engage in activities that would enhance their professional knowledge, skills, and attitudes. At times, the club/society operated on a membership basis serving the needs of those who joined, whereas at other times, by virtue of status as a student in the Recreation degree program, one was considered a member.

ACADIA RECREATION CLUB (ARC)

The first student organization, called the Acadia Recreation Club (ARC), was established in 1973 by a group of 2nd year students including Bill Reeves, Jim Campbell, Steve Stairs, Terry Moore, Tony Martin, and Brenda Robertson. Much of the effort in the initial year was spent on structural development and planning for the 1974-75 year. During the initial year of operation, the club hosted a few events, two of the largest being an End of Year Banquet, and a Booze and Blues social called *Last Tango at Acadia*.

1974-75 was the first fully functioning year of the Acadia Recreation Club. There were 103 students in the program and 67 of them were ARC members. In addition to working to ratify the ARC constitution, the club was engaged in a wide variety of activities. From a curriculum development perspective, students gave input into the existing curriculum, provided suggestions for curriculum development, and weighed in on the creation of a Master's program. The ARC inaugural executive was made of the following individuals: Steve Stairs-President, Rick Creamer-Vice Pres and Publicity Coordinator; Janet Bartlett -Sect/Tres; Bill Reeves-1975 Rep and Professional Development Coordinator; Lyle Davis-1976 Rep and Fund Raising Coordinator; Raff Henderson-1977 Rep; Janice Howell-1978 Rep; Bob Suffron-Social Coordinator. Examples of the types of initiatives that ARC members engaged in during the initial year included:

ARC WORK FORCE

This was an initiative headed by Bob Suffron which made use of the knowledge and skills of ARC members to undertake initiatives such as the operation of the old Acadia arena. Students undertook a variety of jobs including selling and collecting game tickets, time keeping at hockey games, and assisting the public during free skates.

WINTER CARNIVAL

The Student Representative Council contracted ARC to put on the campus wide winter carnival in February 1975. The theme that year was *Acadia Presents...the Movies*. Cynthia Stacey headed the working team and the events included the following:

Concert by the band <i>Liverpool</i>	Casino night	Frenzy Booze and Blues
Skating Party	Curling Bonspiel	Street Parade
Movie nights in the MacKeen Room	Bubble Battle at the pool	

Soda Shop at the AXE
Super Sub
Snow Frolics
Variety Show at U Hall

Kings County car rally
Martock ski night
Horror show beer garden

Jesus Festival
'World Premier' Formal with
Canadian Conspiracy
'Academy Performance' w Clary Croft
and Friends

Other initiatives 1975/76

- Established a newsletter entitled the ARChive
- Coordinated Big Brother/Sister mentoring program matching new students with ones already in the program
- Representation at the Western Canadian Student Conference in Edmonton (Steve Stairs)
- Representation at the Urban Development Symposium
- Representation at the Recreation Association of Nova Scotia (RANS) conference in Sydney (Tom Rae, Glenda MacKinnon, Doug MacKenzie, Trish Miller)
- Representation at the Atlantic Provinces Health, Physical Education, and Recreation Association (APHPERA) conference at St FX by 20 Recreation students. Speakers included John Hudson, ED of Canadian Coaching Association; Bill Hallett, Canadian Association of Health, Physical Education, and Recreation President, and Russ Kisby, founder of PARTICIPATION
- Representation by 20 students at the National Recreation Student Conference in Trois Riviere Quebec (students travelled through a major snowstorm to get there in two very bright orange Avis rental vans)
- Friday Happy hours at the AXE lounge
- ARC members ran the Acadia women's hockey team
- Organized family Halloween skating party (committee headed by Suzanne Creelman)
- Ran a Christmas party with Wolfville Nursing Home
- Facilitated participation in a variety of workshops including: rhythmic gymnastics, developmental drama, cross country skiing, first aid training, learn to swim, jazz dance, music, and low budget crafts
- Organized an overnight winter camping trip to Cape Split
- Attended NS Voyageurs hockey game
- Organized first Christmas Formal with the PE Society...music by *Integrated French*
- Intramural Teams: table tennis, hockey, volleyball, floor hockey, curling, waterpolo, softball, and ringette
- Students lobbied for evening hours at the Centre of Leisure Studies and organized a work force to cover the desk duties
- Held a celebration of Honours students (all As/Bs): Brenda Robertson, Cynthia Stacey, Dana Dolson, Dorothy Marks, John LeDuc, Ron McCarville, Steve Stairs, and Trish Miller
- Worked with Centre of Leisure Studies to obtain 20 sets of x country ski equipment (rentals)
- Established Acadia Water Safety Instructors Club (Bruce Holmes)
- Fund raising basketball game featuring Harlem Stars
- ARC tee shirts and jackets
- Helped construct Wolfville Creative Playground
- Promotion of summer job Opportunities in the field (80 positions sponsored by NS Dept of Recreation, 230 sponsored by NS Dept Community Services)
- Representative on the Acadia Student Representative Council (Anne Creighton)
- Organized the end of year banquet and formal
- Lobbied for the establishment of spring and summer course offerings-*Sport and Society* delivered by Bill White, and *Parks and People* delivered by Glyn Bissix and Brenda Robertson.

After such an active and successful inaugural year of operation, the following year (1975-76) was every bit as productive. The key ARC leaders: Lyle Davis served as President, Carroll Randall-finance, Ron McCarville-PD, Suzanne Creelman-Community Volunteer Services, Rick Creamer-Winter Carnival, Doug MacKenzie-Conferences, and Heather Hickman-Communications.

1976 - 1977

The first ARC conference was held on campus the Fall of 1976, with a registration fee \$1.00. The program schedule was as follows:

8:30 Opening remarks by President Lyle Davis

9:00 Concurrent sessions

- Recreation for the Disabled-Renee Lyons, Dalhousie University
- Understanding Athletics-Ken Bellemare and Bill Spurr, NS Dept Recreation
- Effective Public Relations -Bill Boyd, Kentville Rec, Jim Campbell, Kings County Rec

10:30 Concurrent Sessions

- Running Community Centres-Pierre Gauthier, Fairview Community Centre
- Budgeting Principles and Practices-Howard Oehman, Halifax Recreation
- Aquatics Management-Jude deGuerre, Bruce Holmes, & Lyle Davis of Red Cross

12:45 Concurrent Sessions

- Outdoor Recreation Programming-Bob Cameron, Moncton & Bill Reeves, Wolfville Recreation
- Successful Summer Programming-Penny Tobin, Halifax Recreation
- Planning Principles-Susan Markham, Halifax Planning Dept

2:15 Plenary by Bob Cameron, Moncton Recreation Department

3:45 Concurrent Sessions

- Senior Citizens Programming-Brenda Robertson, Wolville Recreation
- Effective Recreation Programming-Geri Kaiser, Dartmouth Rec & Tony Martin, Cape Breton Co
- Community Use of Schools-Linda Cody, Oxford St Community School & Gary Balcom, Kings Co Vocation School Recreation Coordinator

Other Initiatives during 1976/77 year:

- Recreation Society of Atlantic Canada sponsored a \$100 bursary for a deserving student
- Big Brother/Sister mentor program
- Intramural teams-basketball, hockey, volleyball, floor hockey, rifle shooting, swimming
- Professional Speaker series established-speakers were John Disley, Tony Richards
- Organized Patti Participation Program offering womens intramurals
- Fri happy hour at AXE with PE Society
- Coordinated Old Orchard Inn Pool Parties
- Organized a campus wide pool tournament
- Halloween family skate party at rink
- Attended 2nd annual RANS conference in Sydney
- Attended APHERA conference in PEI
- Participated in modern gymnastics clinic in Halifax and Jazz dance workshop in Wolfville
- Put on Arts and Crafts workshop and Rec music workshop
- Soda Shoppe fund raiser
- Organized a Bomb the Bridges challenge against PE society
- Engaged in a curriculum evaluation process with faculty
- Formed Water Safety Instructors Club

- Put on a Soccer coaching clinic
- Hosted a Christmas Party at the local Nursing Home
- Organized a Christmas Formal with the PE Society
- Carroll Randall coordinated the sale 52 cases of chocolate bars-raised \$550
- The year end formal organized by Jude deGuerre featured the music of the band Nirvava
- Suzanne Creelman coordinated ARC members assisting Brenda Robertson of Wolfville Recreation Department to run a casino night for area seniors at Wheelock Hall on April 30th. A seniors club entitled *Wolfville Silver and Gold Club* was established as a result (still in operation today).
- In his closing remarks as ARC President, Lyle Davis encouraged “Work hard, Keep smilin’, and above all be able to laugh at yourself”

Some of ARC highlights of the 1976-77 year included:

- Students were involved with faculty reviewing the curriculum and establishing guidelines for labs and practicum. Students wanted to ensure the degree was kept liberal arts based with the possibility of adding a 4th year to include more recreation content. They lobbied to increase that management content with greater focus on office management, budget, marketing, communications. Tourism was not considered by students to be a core requirement. They valued the summer practicum experience but expressed concern over needing to pay additional fees for the credit. Concern was also voiced over the impact upon undergraduate resources should a Master’s degree program in Recreation be established. Other concerns raised by the students included: continuity of program delivery with faculty turnover, the need for uniforms for PE labs, and why ARC members, rather than the professors, were organizing workshops for lab credit
- Jude deGuerre and Cliff Redman organized an orientation camp for first year students
- During Fall term, ARC crested clothing was sold: Tee shirts saying “Let’s Park and Recreate” \$4.00, Ponchos \$22.00, and zippered jackets \$24.00.
- A large contingent attended the RANS conference
- ARC assisted with the Homecoming parade
- A group ran a swim program for patients at the Kings County hospital
- ARC coordinated the Acadia Winter Carnival
- A drama workshop was coordinated for lab credit run by Bruce Tubbe
- Prior to the end of Fall term, ARC members along with PE Society members held a Christmas formal
- President Bill Garland encouraged frosh to seek exam preparation advice and support from their Big Brother/Sister mentor
- Terry Moore, a 1974 Graduate, who had established an outdoor shop in town called the *Happy Hiker* advertised in the ARChive newsletter.
- In his final statement to the membership, President Bill Garland stated “May the great A&W root bear spread happiness all over your stomach which SAGA foods has so generously upset”.

ARC 1977-78 Highlights:

- Bill Bradley served as ARC President and Steve Gould as ARChive editor
- The orientation camp was entitled *Contact 77* and was held at Kingswood camp
- ARC members ran Winter Carnival
- Intramural teams in hockey, basketball, and inter tube water polo
- Kate Friars organized a field trip to Halifax
- Deb Ryan organized a series of movie nights
- Socials included a pool party, sleigh ride, St Patrick’s day disco, formal, and banquet
- ARC held a folk and square dancing party with Dal students

Conclusion

By the late 1970s, the Acadia Recreation Club had become a popular, productive, and powerful group on campus with a number of established traditions such as the orientation camp, the Big Brother/Sister mentoring program, formal dances, intramural teams, sponsorship of a series of professional development workshops, attendance at the RANS conference, and the years end banquet. As a means of fund raising, ARC ran a number of campus wide events such as winter carnival, making good use of the knowledge and skills learned about programming and event in their classes. Moving into the 80s, interest began to wane and although still a presence on campus, the club membership grew smaller and with less hands to help, the numbers of activities grew fewer.

TEXAS TOUR

In 1984, Prof Brenda Robertson, Director of the Centre of Leisure Studies, attended the National Parks and Recreation Association Congress (NRPA) in the USA, along with thousands of other academics and practitioners. She returned with cases full of resources, and armed with masses of information about exciting initiatives and the interesting practises occurring throughout North America, to share with her colleagues and students. As she was making plans to attend the 1985 Congress to be held in Dallas Texas, she was contacted by Sheila Backman, a fellow Acadia Recreation Graduate and the former Director of the Centre of Leisure Studies. Sheila was pursuing her PhD at Texas A&M University in College Station at the time. A fellow student of hers by the name of Ian Reid, who was also pursuing his PhD, was a professor in the Recreation program at Red Deer College in Alberta. Between them they developed an idea that Ian would take some of his students, and that Brenda would take a group of Acadia students, to Texas to attend the NRPA Congress and visit the Texas A&M campus. Given that it was summer and the Congress only a few months away, calls were made to as many students as possible to see if anyone would be interested and 10 responded positively: Robin Norrie, Laura Dickson, Cindy Burke, Norma McLeod, Sue Ross, Angie Singer, Donna Hendy, Carol Schurman, and Helen Green. A St FX student named Debra Pyne got wind of these plans and requested to be included. Heather MacLellan, the head of Visitors Services at Kejimikujik National Park, who was pursuing her Master degree also expressed a desire to attend and so the concept of the 1985 Texas Tour became a reality. During the summer and early Fall, the students scrambled to raise funds, negotiate time away from classes with their professors, and prepare for an adventure that for most, would be their first time travelling such a distance from home.

The trip would consist of 3 distinctive parts: attendance at the Congress, tour of various parks and recreation venues in Texas, and a weekend spent at Texas A&M University. Travelling with the Red Deer group, it was intended that there would be considerable exchange of information and ideas between the students, as well as new friendships being forged.

The NRPA Congress is the largest annual parks and recreation conference in the world often attracting in the vicinity of 8000 participants. The congress includes the following: keynote and plenary presentations by leaders in the field; over 200 educational sessions and workshops; tours to related sites of interest within the vicinity; an exhibit hall featuring 400 organizations and companies unveiling their latest products and services; a career fair where individuals can apply and be interviewed for existing positions in the field; an education fair where universities promote their respective academic programs; and social events where networking can occur. The students certainly had plenty to experience during the Congress. In addition, a series of meetings take place during the Congress of both the NRPA Board and membership, as well as affiliated organizations such as the Society of Parks and Recreation Educators, Therapeutic Recreation Professionals, Facility Managers, Military Recreation Personnel, Parks Administrators, etc. during which students would gain insight into current issues be

discussed, initiatives being undertaken, and policies being enacted. It was 1985 when the USA first adopted the July in Recreation Month campaign which has been in existence for the past 35 years. During the Congress, students attended different sessions and were able to compare notes and collect resource materials for each other as it would have been impossible to attend every session of interest. One of the common threads that ran through a number of the educational offerings at the congress was discussion around what role microcomputer might play within the recreation field, and what managers needed to consider if thinking about adopting the latest technology into the workplace. It was being suggested that the minimum configuration for a Central Processing Unit (CPU) should be 64 K RAM memory with a 16 bit processor! An announcement that was favourably received and being widely discussed by delegates was that President Reagan's recent appointment of a commission on parks and recreation, considered to be a key step toward establishing a long-range national policy for preserving, improving, and expanding natural assets in the United States, such as national parks and wilderness areas.

Following the Congress, the group visited a number of local sights of interest which included the following: Randolph Airforce Base, which is a flight training facility, where they learned about recreation related services and careers in the US military; Austin, Texas which is the state capital and the live music capital of the world; San Antonio, home of the Alamo and the Riverwalk, an urban renewal project that has led to the development of one of the premier tourism areas in Texas; Waterpark USA, which had opened that summer and was the largest waterpark of its kind in the USA; and Billy Bob's which opened 4 years previous, the largest honky tonk bar in the world featuring 100,000 square feet of space that can host 6000 at a time including 30 bars, a pro bull riding arena, a stage where country music's biggest stars perform, numerous dance floors, and a store selling crested merchandize. During these site visits, the students were exposed to aspects of the recreation field that they had not previously known existed.

The final phase of the trip was a visit to the Texas A&M campus. The Recreation, Parks and Tourism program had been in existence there since 1965, and was one of the first in the country to offer a PhD. A number of Acadia Recreation graduates went on to pursue graduate work at the university, including Shelia Backman, who arranged the visit of the Acadia and Red Deer groups. At the time, Texas A&M was home to a number of the leading academics and scholars in the field. Dr. John Crompton in particular was a very familiar name to the Acadia students who had studied from his text books and read many of his articles related to tourism and recreation marketing. During the visit to campus, the group got to meet Dr. Crompton and sit in on a talk he had prepared about his current work. During the campus visit, the Canadian students were billeted with the Texas students. The university is steeped in tradition, and the Canadians were exposed to such unique experiences as midnight yell practise the night before a football game, a tradition started in 1913, where people would attend a prep rally to learn or practise the yells to be used during the game the following day. Another tradition is that all "Aggie" fans stand during the football games as a sign that they are ready to jump in and help the team if need be. Participating with their hosts made the visitors feel like honorary 'Aggies'. The Acadia students got to experience first hand the ways that a sense of community is developed in an institution that caters to more than 60,000 students.

Following the Texas tour, and the graduation of a number of students who had provided leadership to ARC, there was a period during which there was not an active Student Society. In the early 90s, there was a resurgence of interest and the Acadia Recreation Management Society (ARMS) was established.

ACADIA RECREATION MANAGEMENT SOCIETY (ARMS)

The society officially began in 1994. The students who created ARMS were very clear that this was to be a professional association, run in a similar fashion to the associations that graduates would be joining once they entered the professional field. One of the first tasks was to develop a constitution which specified the purpose and how the organization would operate.

The following are excerpts from the constitution:

A.R.M.S. is a professional society committed to developing our membership and our profession as a whole. While having fun the society...

- Will be aware of, and responsive to, issues which relate to the field
- Will promote the benefits of recreation and leisure within our community through volunteerism and leadership
- Will recognize and reward excellence and leadership within the membership
- Will develop kinship with professionals in the field through networking opportunities
- Will provide educational opportunities for its members
- Will aim to make a difference and promote the visibility of the Recreation Management program at Acadia through its initiatives

Membership was open to all Recreation Management students in the BRM Program, as well as interested staff, professionals, and alumni. An active member was defined as any individual who participates in the initiatives, programs and/or ideas of the society. Fees were set on an annual basis.

The intention of the society was that each of the members was equally responsible for the activities of the organization. Therefore, the executive consisted of a Facilitator, Communications Coordinator, and a Financial Coordinator but it was up to the membership to initiate and carry out initiatives. There was a faculty advisor who served as a conduit between the society and faculty, who provided advice and guidance to members of the executive. Projects would need to be approved by the executive to ensure that they were in keeping with the objectives, but success of the society was dependent upon members stepping up and assuming leadership roles. In addition to initiatives, members of the society would often engage in discussions about current issues in the field. The group was also involved in advocacy work, communicating with the recreation sector on behalf of students. An initial act was to lobby the Recreation Association of Nova Scotia to have a student representative position on their Board of Directors, a cause in which they achieved success. The group also lobbied to have a voice at the table of Recreation Faculty Council, another victory early in its existence. In just its second year of operation, ARMS was named student organization of the year at Acadia.

Over the 2 decades in existence, there were periods of great productivity and prosperity as well as times of low energy when few were invested in the work of the organization. There were annual events which generally took place each year which included a welcome back event in the Fall, a Christmas dinner event, and an end of year banquet with a speaker of note from the profession. On a few occasions, a top person in the recreation field in North America would be brought in to speak such as Dr. Karla Henderson from the University of North Carolina, and Dr. Ron McCarville from the University of Waterloo.

Examples of the types of activities in which ARMS was involved include:

- Field trips
- Professional speaker series
- Pot luck and themed dinner
- Coffee houses
- Intramural teams
- Attendance at conferences

- Curling nights
- Ski trips
- Film nights
- Sponsoring workshops
- Professional luncheons
- Career cafes
- Facility tours

In addition to the routine work of the Society, there are three initiatives that stood out in terms of the magnitude of the effort on behalf of members, and the impacts in terms of professional development of both students and participants in the initiatives: the 2001 Live and Learn Conference, the 2008 Rec to Quebec Initiative, and the 2009 Canadian Parks and Recreation Conference Student program. Such initiatives occurred at times when there was a critical mass of highly motivated and skilled students willing to work together to take on extraordinary amounts of work and responsibility.

2001 LIVE AND LEARN CONFERENCE

During the 1999/2000 academic year, ARMS members discussed the possibility of taking on responsibility for hosting a professional development event. Discussions began with the idea of inviting students from the Dalhousie University Recreation Program to Acadia for a few days during February break. The objectives were to discover more about what each other was learning, to identify and discuss key topics in the field, and to invite specific professionals working in the province to come and address the group on certain topics. Once the format had been established, it was decided that perhaps students from UNB would also like to participate. As the discussions continued, it was concluded that there was no particular reason to not invite students from all universities in the country offering Recreation degree programs. So the call went out and the response was overwhelming with delegations planning to attend from every university to whom the invitation was extended. What had now grown into a conference, was entitled *Live and Learn: Opening Doors to the Future* and it took place Feb 22-24th 2001. A few students from universities outside the country got wind of what was about to occur and asked to be included, and they were welcomed given the theme was about opening doors.

FACTS ABOUT THE CONFERENCE

The planning committee consisted of 12 students representing 2nd, 3rd, and 4th year of the Recreation Management program at Acadia University, along with their Faculty advisor Brenda Robertson. Committee members included: Amanda Adams, Sean Bickerton, Carrie Brown, Courtney Crawford, Meghan Gwalchmai, Simone Jucker, Leah Levac, Janelle MacPherson-Kenney, Liam McCready, Jessica, Notwell, Heather Wicksted, and Karen Whynot.

Participating institutions included Aurora College, Malaspina, U of Alberta, Red Deer College, U of Regina, U of Saskatchewan, U of Manitoba, Lakehead, U of Waterloo, U of Ottawa, Concordia, Dalhousie, UNB, and the College of the North Atlantic;

This initiative was supported by Recreation Nova Scotia, and the Canadian Parks & Recreation Association;

There were sessions of an academic nature, such as how to select an appropriate graduate school, curricular comparisons across schools and programs, and the use of technology within higher education;

Throughout the conference, sessions were held to facilitate discussion between students on educational and professional issues;

The Opening session featured remarks by Nova Scotia Premier John Savage, Acadia President Dr. Ogilvie, and

Recreation Nova Scotia President John MacLean. Acadia Rec Alumnus Keith Publicover, Head of the Tom Hortons Camp Program, gave the opening keynote.

THE PROGRAM

The program consisted of 28 educational sessions and workshops, delivered by students, faculty, and members of the professional community from throughout Canada. Session Topics and speakers included the following:

1. *Story Sharing about Community Development and the Grassroots* by Carroll Randall and Debby Smith;
2. *Creating Gender Equitable Sport* by Wendy Bedingfield;
3. *Wilderness and Outdoor Recreation: Incompatible Concepts* by Glyn Bissix;
4. *Sharing Strengths Child and Youth Health Strategy* by Jean Robinson-Dexter;
5. *Your Future in Special Event Management* by Margot Rumley;
6. *Role of Recreation in Community Development* by Jim Campbell;
7. *Transforming Program Assessment into Learning-Centred Practise* by Tom Delamere, Merv Jefferies, and Deb Simpson;
8. *Inclusion in Recreation over the Years* by Janet Landry;
9. *Entrepreneurship and its Role in Universities* by Jill Hiscock;
10. *International Cultural Experiences: Broadening the Horizon* by Heather Wicksted and Leah Levac;
11. *Volunteer Recruitment and Retention* by Charlene Shannon and Ted Meldrum;
12. *Round Table Discussion on Student Organizations in Canada* led by Ali Shaver;
13. *Partnerships for the Environment* by Martin Wanless;
14. *Asset Mapping* by Gordon Hall;
15. *Equity in Recreation Settings* by Cindy James;
16. *Technology and Recreation in the new Millennium* by Gary Boates;
17. *Community Theatre: The Pride of the Community* by Jerry Etienne and Peter Smith;
18. *Fieldwork: The Transition from Academic Preparation to Professional Practice* by Douglas Cripps, Madonna Chaulk, and Alison Fisher;
19. *Living and Learning at Heartwood Centre* by Kathleen Naylor;
20. *Scouting and the International Community* by Mike Cleland;
21. *Understanding the Needs of At-Risk Youth* by Brenda Robertson;
22. *Social Skills and Summer Camp: Difficulties Experienced by Children with Learning Disabilities* by Blair Niblett;
23. *Leisure and Spirituality* by Paul Heintzman;
24. *Leisure Education for Leisure and Recreation Students* by Darrel Morrow;
25. *Not for Profit Organizations in a For Profit Society* by Dawn Stegen and Marilyn Worth;
26. *Programming in an Original Environment* by Oonagh Holmes;
27. *True Colours Workshop* by Norm Amirault;
28. *Learning from Adventure Experiences* by Scott Hennigar, Mike Whiting, and Kristy Martin.

UNIVERSITY SHOWCASE

A number of universities gave presentations on the nature of their programs highlighting unique aspects of their offerings in comparison to other institutions. Participants in the showcase included:

Acadia	Malaspina	U of Ottawa	U of Georgia
Dalhousie	Red Deer College	Concordia	U of Alberta
U of New Brunswick	Memorial U	Kent State	Lakehead

RESEARCH SYMPOSIUM

The conference research symposium showcased current research being carried out by faculty as well as Honours, Masters, and Doctoral students in Canada. Submissions were adjudicated through a peer review process. Speakers and topics selected for presentation are listed below:

Robert Pitter (Acadia University) *A Typology of Church Recreation Programming*. A report on a study examining sport and recreation within the religious component of the voluntary sector. Variation in the foci of church-based sport programming within this sample of organization is discussed with regard to spatial location, class and race.

Ann Dodge (Acadia University) *Varsity Athletes Justification for Unethical Behaviour in Sport*. Although some writers contend that sport builds character, reality indicates that unethical behaviours are far too often associated with sport. This study sheds light on how the athletes themselves justify some of the unethical practises that take place.

Charlene Shannon (University of Waterloo) *Caring and Women's Leisure: An Exploration of the Varying Perspectives*. The feminist perspective on caring focuses on the structural dominance and control that has oppressed women and shaped their caring roles. Recognizing that social structures are often responsible for women maintaining their caring roles has important implication for how women's leisure may be influenced, constrained or controlled by the activity of caring.

Jessica Notwell (Acadia University) *Feminist Goal-Attainment Strategies: Self-Empowerment and the Potential to Transform Women's Leisure*. This study addresses strategies employed by women to move between feminist consciousness and feminist transformative action as well as to define the potential impacts of young Canadian women's participation in transformative action of their leisure opportunities. The research places the results in the context of gender issues in leisure.

Brett Lashua (Kent State University) *A Fun Activity I Do In My Free Time: Student Perceptions of Leisure and the Leisure Services Profession*. The purpose of the study is to determine what leisure studies students believe to be true about leisure, leisure service professionals and the body of knowledge related to the field and if a systemic culture pattern exists, relative to these beliefs. Data were collected from students majoring in leisure services at a large mid western university in the USA.

Ruth Morrison (Acadia University) *Arts Alive: A Case Study of the Learning Process in an Enterprise Projects Course*. Over the past three years, Acadia has offered enterprise projects that bring together faculty, staff and students to work on "real life" arts projects. This case study that looks at the learning process manifested in team members' on-line discussions based on an enterprise course.

Laurene Rehman, Lynne Robinson and Joanne MacQueen (Dalhousie University) *Riding the Information Highway: Are We There Yet?*. This paper explores issues related to student computer usage including socio-economic status, family history of computer use, and educational status. The nature of computer of computer-based experiences and degree of satisfaction with those experiences is explored.

Jerry Singleton and Adrienne Leblanc (Dalhousie University) *Bridging the Gap Between Theory, Research and Practice*. This paper explores how recreation therapy research findings relate to the clinicians in the field of therapeutic recreation. This literature-based work identifies that a gap does exist between research and practise and addresses related issues from both the academic and practitioner perspectives.

Paul Heintzman (Acadia University) *Rowing, Sailing, Reading, Discussing, Praying: The Spiritual Impact of an Experientially-Based Graduate Course*. This paper reports the results of a qualitative study of in-depth interviews, which investigated the immediate and long-term spiritual effects of participation in an experientially-based academic course. Analysis identified five themes related to spiritual impact of the course upon participants.

Nadine Hallet (Edmonton, Alberta) *Issues Around Sustainable Rural Tourism*. This paper considers the concept of sustainability as it links agri-tourism with the operator, community and environment. The paper examines the case of Grey Fox Ranch Bed and Breakfast which recently closed after 7 years of operation.

Tom Delamere (Malaspina University College) *A Critical Assessment of the Role of Festivals in Small Communities*. This paper describes the impacts perceived by a community hosting a specific tourism event: the Parksville Sand Castle Festival. The two purposes defined for the study were to document community attitudes regarding the festival, and to field test survey instruments for measuring community attitudes, extending previous tourism impacts research.

Michelle Howell (Dalhousie University) *Encountering the Self at Sea*. The primary purpose of the participation and observation was to explore youth's perceptions and experiences of their sail training experience to determine if sail training is an effective method of education, and a successful alternative to therapeutic programming for youth at risk.

Gordon Walker (University of Alberta) *Place, Meaning and River Guides: A Case Study*. In this study, data on client-guide interacts and place meanings were collected from participants in commercial guided river experiences. Results indicate that river guides influence the meaning clients give to places, through both their actions and the messages they convey.

Cynthia Stacey (University of New Brunswick) *Challenges of Linear Recreation Research: The St. Croix Waterway Case*. The paper reports on a study of recreational use of the St. Croix International Waterway system. A number of the challenges confronted when attempting to conduct research associated with linear recreation activities and areas will be discussed.

Shirley Cleave (University of New Brunswick) *The Delphi Technique – A Useful Tool in the Researcher's Kitbag*. An overview of the Delphi Technique will be presented including purpose and procedures as well as the strengths and weaknesses of the technique. A study in which the Delphi Technique was used to establish performance indicators for Intramural Sports Programs was presented.

REC TO QUEBEC 2008

The quadrennial World Leisure Conference in 2008, took place in Quebec City. Given that the conference is scheduled throughout the world, and only takes places every 4 years, having is so close was an opportunity that the ARMS members could not resist. Under the leadership of Kristy Galvin, a student committee was created to facilitate a group of Acadia students attending the conference. The initial task was to put into place an aggressive fundraising campaign to raise \$15,000 to ensure that the costs could be kept affordable for any member who wished to attend. Each interested student assumed responsibility for one or more events and a system was developed to divide up funds raised by amount of time each individual put into raising funds on each initiative. Given that the trip would take place in October, early in the term, students devised a system that would enable them to continue planning and fund rising during the summer months.

There were a number of key tasks to be undertaken in addition to raising the funds including arranging transportation and accommodations. After gathering all the data, it was decided that they would make the trip via train, which was a new adventure for many. Having checked out various possibilities, they were able to secure affordable and conveniently located accommodation. Working with faculty and administrators of various units across campus, they were able to successfully negotiate ways to ensure that the course work, assignments, and tests taking place during that week (which happened to be midterm time) would be covered.

Two other important tasks involved gathering information about the Quebec City area, and about the conference itself, that would assist with planning. Those researching the area were able to brief the rest of the group and present suggestions of cultural activities in which to engage in addition to the conference. Those focusing on the conference studied the hundreds of program offerings carefully and devised a system to ensure that someone from the group would attend each of the relevant sessions and be able provide others with a summary of the key points.

A total of 20 students, along with their faculty advisor, attended the Congress and many found it to be the most enriching experience of their university education. In addition to making sure that they covered the classroom learning missed while they were away, the knowledge they gained through the sessions, the capacity they built with professionals from around the world, and the experience they gained from learning to facilitate such a development experience for themselves was extraordinary.

STUDENT INITIATIVES AT CPRA CONFERENCE 2010

When the ARMS members learned that the Canadian Parks and Recreation Congress would be hosted in Halifax, they initiated discussions around how they, and other students, might become involved with the conference. Up until this point, students seldom attended the annual conference due to the high registration fees and the fact that the content was generally geared toward the learning needs of professionals with considerable experience in the field. Once the society developed a list of ways in which they would like to become engaged in the conference, they contacted the Conference organizers and met to negotiate each of their proposed initiatives. The following are the results of their negotiations and it was expected that ARMS would provide leadership and human resources to bring each to fruition:

- Fees: There would be a special reduced rate for students to attend the conference;
- Volunteers: Students would be eligible to apply to become part of the volunteer work force allowing them to pay even less fees and gain insight into the inner working of a national conference;
- Orientation session: this involved an orientation to the conference, to the city, and to one another as student delegates. A student desk was set up and manned at times throughout the conference to help support the student experience at the conference. The orientation session immediately following the opening session;
- Who's Who booklet: A booklet was developed to go into the conference kits that contained a profile on each of the student delegates so that the other delegates would know who they are and could seek them out;
- Student Social: This involved hosting a social hour on Friday evening to which the students could invite professionals attending the conference;

- Socratic luncheon: Student delegates participated in an issues luncheon at a local restaurant. Arrangements were made at local establishments willing to provide individual billing and tables of 6-8. Each table had a facilitator who will facilitate discussion about a specific issue of interest, and students could pick the issue/eatery of their choice as long as there was availability;
- Student Session: During this conference session, a panel of professionals addressed the students and provided useful information/advice about entering the field. Also, during this session, representatives from each academic program gave a brief overview of their respective program in an attempt to identify the primary focus and what distinguishes each program from others across the country;
- Information Scavenger Hunt: a sheet that listed a unique characteristic of each of the student delegates attending the conference was placed in the delegate packages. In order to discover which characteristic represented each student, delegates needed to interact with the students one on one. There were prizes for those who were most successful at completing the sheet.

This overall initiative was deemed a great success and well worth the time and energy expended by ARMS members to make it happen. From the perspective of the host committee and CPRA Board, there was a greater representation of student delegates than at any previous CPRA Conference. Many of the professionals in attendance reported having enjoyed meeting and interacting with the students, learning more about the respective academic programs, and some were able to recruit future employees. From the student perspective, they made valuable contacts with members of the profession, as well as becoming much better informed about the state of the profession they were about to enter.

SCOPE OF INFLUENCE

It was the nature of the Acadia Recreation degree program that enabled graduates to become employed in a broad range of human services fields and to work in many different countries and cultures. The combination of disciplinary content, professional practise knowledge, and practical experience prepared individuals to assume both leadership roles and managerial positions. In a number of cases, further education or technical training was required for certain careers and Acadia Recreation alumni continued their education after graduation. But they all shared the same common foundation. This section describes the nature of knowledge offered through the program, and the ways and means by which graduates have applied it though various career paths.

NATURE OF THE ACADIA RECREATION DEGREE

Although curriculum development was an ongoing process, and course content was being continually updated based upon new knowledge discovered through research, the essence of the program remained consistent throughout its lifespan. The curriculum, for most of the duration of the program, consisted of 5 areas: leisure studies, recreation tools, recreation settings, business basics, and professional practise.

The field of recreation is informed by the leisure discipline. Leisure Studies is a branch of social science that explores and analyses the concept of leisure in a broad context. Leisure is generally associated with free time, that is time of one's own free from obligations such as paid labour, household maintenance, and family responsibilities. For Greek philosophers, leisure was not simply an opportunity for inactivity but rather the freedom to pursue life enhancing pursuits that would define the quality of ones' life. Once the concept of leisure is understood, the professional practise of recreation becomes one of creating opportunities for life enhancing experiences rather than simply program provision designed to fill free time. Although an accreditation process

does not exist within Canada for Recreation and Leisure Studies academic programs, it does in the United States and other countries. In order for professionals to work in the recreation field, they must hold a Recreation degree from an accredited Academic Institution. Such programs have at their core, a set of leisure discipline courses. In the absence of accreditation standards in Canada, most universities developed curriculum based on the American model. There are a number of community colleges that offer 2 year programs in recreation, and most such programs offer a series of skill development courses designed to prepare recreation activity leaders. The 4 year university degree programs, based upon the leisure disciplinary core, are designed to prepare managers and leaders for the field.

Following are examples of the types of topics that students would have explored in depth in order to gain an understanding of leisure:

- What is leisure
- How has leisure been conceptualized over the years from the times of the early Greek philosophers who first spoke of leisure
- What role does leisure play in the lives of generations over time
- How have various significant events in history impacted how leisure is perceived
- What is the relationship between work and leisure and how has that changed over time
- What is the role and meaning of leisure in ones' own life
- What is the role and meaning of leisure in the lives of others based upon such factors as age, sex, religion, employment status, mental and physical ability, race, and ethnicity
- How does the concept of leisure vary between cultural groups
- What factors determine how one spends his or her free time
- How does leisure decision making occur
- How does leisure interface with current world issues
- What potential exists for leisure to address social issues

With a solid understanding the power and potential of leisure, students come to understand the role that recreation can play within individuals, communities, and society in general. By taking courses in other disciplines such as sociology, psychology, political science, and education, students understand better the interface between leisure/recreation delivery system and other facets of society.

In order to serve as a recreation practitioner, there are a number of professional tool development courses required in such areas as leadership, programming, administration, planning, facilitation, community development, organizational development, and professional development. These courses were taught within a leisure/recreation context using content from the field and developing skills required within the field. These types of courses not only provide the theoretical underpinnings of these types of tools, students also had opportunities to develop the tools through a variety of group projects, fieldwork, and practicums.

Given that the field of recreation services is closely aligned with other fields such as health and wellness, education, and social services it is important that students understand management from a broader perspective than simply recreation management. As such, students took a range of courses from the School of Business on such topics as marketing, finance, human resources, planning, and entrepreneurship.

A portion of the program enabled students to develop an individual area of focus in order to help prepare them to pursue specific types of careers. This consisted of selecting elective courses, often with the aid of a faculty

advisor, to develop a specific area of expertise within the field. Examples of the types of areas one might pursue through a collection of electives include the following:

- Outdoor: The Recreation program has always had a focus on outdoor, and so a wide range of related electives were available through the School;
- Environment: There were Recreation courses that looked at the environment in an outdoor recreation context, and courses in biology, ecology, environmental science, and even English that provided knowledge relative to various aspects of the environment;
- Tourism: When Dr Alex Wright taught in the program, he developed and delivered a number of community tourism related electives that could be supplemented with courses from elsewhere on campus on topics such as geography and culture;
- Sport: Within the School of Recreation Management and Physical Education/Kinesiology, there has always existed a broad range of courses focused on understanding and delivering sport;
- Persons with Disabilities: Both Recreation and Physical Education/Kinesiology offered electives on this topic as have Education, Sociology, and Psychology;
- Youth Development: In addition to electives offered by Recreation faculty, courses in psychology, sociology and education helped deepen ones understanding of youth;
- Arts and Culture: In addition to a Recreation elective on Cultural Arts Administration, courses offered through Music, Theatre, Sociology, and English were available;
- Facility Development and Management: Those interested in the area of facilities could take the few electives in sport and recreation facility development but would mainly draw from courses in business, economics, and political science;
- Education: Electives taught in the School on Leisure Education, Adventure Education and Experiential Education related to education within a leisure/recreation context, but the School of Education as well as Sociology provided other elective offerings.

Understanding the nature of Recreation degree program at Acadia, it is not difficult to see why graduates would make use of the knowledge and skills to pursue a wide variety of careers.

CAREERS PURSUED BY ACADIA RECREATION GRADUATES

Given the breadth of the Acadia Recreation degree program, it is perhaps not surprising to learn the scope of influence that Alumni have had on a variety of human service fields. Whether working with Recreation or some other field, graduates frequently comment that they use what they learned in the Recreation program every day, even if they have been in the field for more than 20 years. This section will first look at the types of work in which graduates have been engaged within the recreation, and then in other fields.

POSITIONS WITHIN THE FIELD OF RECREATION

Probably more so than with any other degree, professional positions in recreation represent a very broad spectrum. The population being served, the mission of the service provider, the form of recreation being provided, and the setting in which it takes place all define the position. Acadia Recreation graduates have applied the knowledge gained through the program to all aspects of the spectrum.

MUNICIPAL RECREATION

In the early years of the Acadia Recreation degree program, municipal recreation was considered to be a desirable profession for graduates. At the time, the Recreation delivery system was being developed and Municipal Recreation Director positions were plentiful. With so few degree programs yet established in the country, Acadia Rec Grads were highly sought after and many were the first person to serve in the role in the community. As such, they very much influenced the direction in which those departments developed and the types of programs and services that they provided.

Taking the province of Nova Scotia as an example, the following are communities in which Acadia Recreation Graduates are known to have served as Director of the municipal recreation department:

Amherst	Chester	Lunenburg	Port Hawkesbury
Annapolis County	Clare	Lockport	Queens County
Annapolis Royal	Colchester County	Louisbourg	Sackville
Argyle	East Hants	Lunenburg County	Springhill
Baddeck	Greenwood	Mahone Bay	Truro
Barrington	Guysborough County	Middleton	West Hants
Berwick	Kentville	Mulgrave	Windsor
Bible Hill	Kings County	New Glasgow	Wolfville
Canso	Liverpool	Parrsboro	Yarmouth

Similar lists could be generated for many parts of Canada given that the Acadia Rec Program attracted students from across the country, and graduates often returned to their home provinces to pursue their careers. The responsibilities of Municipal Recreation Directors and staff vary somewhat from one municipality to another but fundamentally the job is to ensure that the recreation needs of all residents are known and addressed through the provision of a broad range of programs and services, made accessible to all. There are a number of volunteer and for-profit groups in communities that provide recreation. Tax supported municipal services should not duplicate the offerings of others but rather work to ensure that a comprehensive system of recreation provision exists. In some cases, depending upon capacity, this involves coordinating the efforts of other groups. In other cases, it means the direct provision of programs. The main task is to know the needs of constituents and work to ensure that as many as possible can be addressed within the community.

Research shows that a myriad of benefits accrue from participating quality recreation in ones' community. This includes such factors as holistic individual development, increased mental and physical health and wellness, decreased anti social behaviour, overall enhanced quality of life, and increased family and community cohesion. Access to quality recreation is also known to be a key economic factor in attracting businesses to a community, as well as tourists. Municipal Recreation Directors and staff are the individuals within municipalities working to ensure that as such benefits are realized greatly enhancing the quality of life for citizens and their communities.

Alumnae Career Profile: Kate Friars '80 has devoted her career to working in Municipal Recreation. She held key roles in the recreation departments in North York and Vancouver, before becoming the Recreation Director for Burnaby BC, serving a population of over 200,000. She later served as Director of Parks, Recreation, and Culture for Victoria, BC., a position she held for 6 years before retiring and moving home to her native Nova Scotia. Seeking one more professional challenge, Kate accepted the position of Director of Recreation and Culture for the Municipality of East Hants where she oversaw the development and construction of a new aquatic complex. She currently serves as Deputy Chief Executive Officer for the Municipality.

PROVINCIAL GOVERNMENT

Each Province and Territory has a department which plays a key role in the recreation delivery system. Policy development, research, resource allocation, providing support to the sector, and ensuring that the interests of recreation are considered by other government departments and agencies are some of the key roles. As such, these departments play an influential role within the overall recreation delivery system. Acadia Rec Grads have always been represented within the provincial government departments responsible for recreation. Examples of roles they have held include the following:

- Active Living Coordinator
- Coordinator of Fitness
- Director of Regional Services
- Director of the Youth Secretariat
- Executive Director
- Manager of Recreation
- Manager of Regional Services
- Physical Activity Consultant
- Recreation Consultant

These positions are influential in shaping future directions for the recreation sector as well as determining where financial resources will be directed. At least half the provinces in Canada have had Acadia Recreation Graduates fill such key roles. Graduates have also served in key positions in other provincial government departments related to recreation including Tourism, Parks, and Natural Resources. Making use of skills learned in the degree that relate to aspects other than recreation, positions such as Senior Systems Developer, Dept. of Justice; Coordinator-Job Resource Centre; Director Payroll Client Relations, Department of Internal Services; and Manager Organizational Change Management have been filled by Recreation alumni. Keeping within the realm of government, certain individuals have become involved in the political system in Canada having served as MLAs, Constituency Assistants, Government Whip, Ministerial Advisors, and Political Party Research Associates.

Alumnae Career Profile: Dawn (MacNevin) Stegen '87 began her career working with the Canadian Red Cross as the Nova Scotia Manager of boating safety for 10 years. The following decade, she served as Executive Director of Recreation Nova Scotia (RNS), a not for profit provincial organization that resulted from the merger of the Recreation Association of Nova Scotia, the Recreation Council on Disability in Nova Scotia, and Volunteer Nova Scotia. RNS advocates on behalf of all Nova Scotians for quality recreation and leisure services. In 2009, she joined the provincial government as the Director of Regional Representatives with the Department of Health and Wellness (Sport and Recreation Division), and with a government restructuring in 2016, she became Director of Regional Services for the Department of Communities, Culture, and Heritage which includes recreation services.

SPORT

Sport is a huge part of the culture of Canada, as is the case in many other countries around the world. Most Canadians have a connection to sport in some form or fashion, be that as a participant, coach or official, parent volunteer, sport memorabilia collector, or spectator. The delivery system for sport is massive and

ranges from teaching 5 years olds how to kick a soccer ball to running the national curling program. In Canada, sport GDP equals 4.5 billion, output of sport activities totals over 7 billion annually, and five percent of jobs in Canada relate to sport. Taking hockey as an example, the direct economic impact of hockey events on large and small communities in Canada is 2.6 billion, more than 5,000 full time jobs are related to hockey, and 150,000 Canadians volunteer an average of 5 hours per week ensuring that hockey is available for Canadians to play.

Over the past 50 years, Acadia Recreation Graduates have played a variety of roles in the sport system. At the grassroot level, through such agencies as Municipal Recreation Departments, sport clubs, YM/WCAs, Boys and Girls Clubs, and schools, Recreation leaders have been responsible for the development of instructional sport programs, the operation of leagues, the recruitment and training of coaches and officials, and the provision of facilities.

Within the system, each sport has a provincial and national sport governing body which oversees sport promotion, leadership, development, and competition within its jurisdiction. Acadia Recreation graduates have served in such positions as Development Coordinator, Executive Director, Youth Development Manager, Minor Sport Association Coordinator, Volunteer Coordinator, Competition Coordinator, and Events Manager. Canada has nearly 60 funded National Sport Federations with staff, a Nova Scotia has 50 funded Provincial Sport Organizations, all with staff. The other provinces and territories have similar positions responsible for sport. Through such positions, Acadia Recreation graduates have played a role in the promotion and delivery of sport in the country.

Although the Recreation degree program did not specifically teach students how to become coaches, they did receive considerable knowledge related to understanding the recreational needs of people, program development, and how the sport system operates, all of which would be useful in developing coaches. Certain Acadia Rec Graduates have both played and coached at the professional level.

An important aspect of sport in the development, maintenance, and management of sport facilities. Combining a knowledge of leisure needs with management tools, a number of graduates have served as facility managers with arenas, pools, gymnasiums, fitness centres, golf courses, and multipurpose centres. They often hire technical people to take care of maintenance tasks such as with an arena ice plant but take on such tasks as overseeing staffing, programming, marketing, and facility development. Other positions that recreation graduates have held in sport facilities include Aquatics Manager, Event Coordinator, Marketing Manager, Guest Services Director, and Fitness Coordinator. The facilities which they managed are owned by municipalities, institutions, sport clubs/organizations, or private entities.

The following are a few examples of specific titles that Acadia Recreation Graduates have held relating to Sport:

- Director Event Operations, Vancouver Whitecaps FC
- Director Stadium Operations, FIFA Women's World Cup
- Executive Director, Curl PEI
- Manager of Fan Development, Abbotsford Heat Hockey Ltd
- Head Coach, UBC Men's Hockey team
- Manager, Canadian Para Nordic Team
- Manager, Halifax Sport & Social Club
- National Senior Women's Program Manager and Development Officer, Rugby Canada
- Program Coordinator, Swim Saskatchewan
- Special Events Coordinator, Calgary Olympic Development Association
- Suite Coordinator, Edmonton Oilers

- Superintendent of Operations, Arenas, and Athletic Park, City of Calgary
- Youth Developer, Commonwealth Games Canada-Kenya

Given the large percentage of the population that has a connection to sport, it is clear that many people have enjoyed participation in, or observation of, sport experiences in Canada and elsewhere have been able to do so because of the work of an Acadia Rec graduate.

Alumnae Career Profile: Anitra (Dagley) Steven '98 started in the field as a Cultural Representative at Walt Disney World. Her next position was as a Community Youth Coordinator with the Annapolis Valley Regional School Board, followed by Manager of Sport for the 2011 Canada Games. Following the games, she served as Vice President, Health Promotion and Family Services with the YMCA. Most recently, she has worked as Executive Director of Athletics Nova Scotia. The association is responsible to develop, coordinate and promote track & field, road running and cross country running throughout the province.

OUTDOOR RECREATION

Outdoor Recreation has long been an area of focus within the Recreation degree program. The outdoor component has a number of aspects to it including developing an appreciation for, and comfort with, being outdoor; exposure to a breath of recreation opportunities available in the outdoors in all seasons; skill and proficiency development in specific outdoors pursuits; leadership development; environmental education and ethics; safety and risk management; and equipment acquisition and maintenance. Acadia Recreation grads have been involved in the development and delivery of all these aspects of outdoor recreation.

Many of graduates with an interest in the outdoor area, do not work in that sector of the field exclusively. Rather, they have incorporated aspects of outdoor recreation in programs offered through agencies they run including Municipal Recreation Departments, Schools, Boy Scouts, Youth Centres, and other youth serving organizations. Responsibilities include program development and delivery, outdoor education, as well as park and open space design and management.

There are other who do work exclusively in outdoor recreation within the national and provincial park system, outdoor education centres, and camps, as well as serving as expedition planners/leaders, challenge course designers, and in commercial equipment sales.

The following are a few examples of types of positions that Acadia Recreation Graduates have held:

- Camp Director, Tim Hortons Foundation
- Chief Park Ranger, US Park System
- Coordinator, Canadian Rockies Outdoor Learning Centre
- Curriculum Director, Summit Outdoor Centre
- Director, Adventure Earth Centre
- Director and Leadership Counsellor, Thunderbird Outdoor Centre
- Director of Partnerships, Hillary Outdoors
- Director, Brigadoon Children's Village
- Environmental Education Coordinator, WJ English Environmental Education Center
- Executive Director, Tim Hortons Children's Foundation
- General Manager Camps and Youth Programs, Canadian Diabetes Association
- Head of Operations, Dunn School Outdoor Education Center
- Instructor, National Outdoor Leadership School Pursuits Centre, New Zealand
- Interpreter, Parks Canada

- Leadership Trainer, Earth Keepers
- Marketing Director, NS Trails Council
- National Director, Trans Canada Trail
- Operations Director, Appalachian Mountain Club
- Outdoor Education Consultant, Natural Resources
- Outdoor School Manager, Rocky Mountain YMCA
- Park Superintendent, Parks Canada
- Wilderness Experiential Educator

Outdoor recreation is a huge component of the recreation repertoires of many Canadians whether that involves hiking, biking, camping, boating, skiing, snowshoeing, fishing, or countless other activities. This is due to the physical, mental, emotional, and spiritual needs that being in the outdoors can satisfy. It is known to contribute to physical and mental health and wellness. Outdoor recreation is also an important economic generator through tourism and equipment sales, as well as attracting new residents to communities where outdoor recreation opportunities are plentiful. Given the abundance of outdoor settings in Canada that are ideal for engaging in recreation, Acadia Rec grads have played a role in not only preserving and managing such areas, but in introducing countless individuals to the myriad of potential recreation opportunities that they enable.

Alumnus Career Profile: Pete Prescesky '04 worked as a Unit Leader at Summit Camp during university and for two years following graduation. He moved west and assumed the position of Outdoor Education Teacher with Northern Lights School District for 3 years. He then focused on his work as a Wilderness First Aid Instructor with Spiritus Training before assuming his current position with Canadian Rockies School in Banff and as Coordinator of the Canadian Rockies Outdoor Learning Centre.

YOUTH DEVELOPMENT

Engagement in quality recreation experiences is considered an important factor in positive youth development. Known benefits include the following: increases independence, strengthens relationships with family, reduces stress and tension, develops problem solving skills, builds stronger bodies, enhances self esteem, reduces boredom, fosters cultural sensitivity, promotes connection to ones' community, develops team players, enhances leadership skills, promotes pro social ways to satisfy needs, facilitates connection to others with shared interests, fosters a sense of belonging, promotes active living-prevents sedentary lifestyles, enhances physical and mental wellbeing, and reduces obesity.

Certain conditions in the places where people live, learn, work, and play affect a wide range of health risks and outcomes. These conditions are known as social determinants of health. The social determinants of health for youth include: access to income, nature of education, early childhood development, food insecurity, housing, social exclusion, social safety network, health services, gender, race, and disability. Engagement in programs provided by recreation professionals can mitigate many of these factors. With an understanding of the determinants of health and positive youth development, recreation professionals endeavour to provide services that are accessible, affordable, and benefits based thus leveling the playing field so that all can participate and reap the benefits. This often means taking such steps as providing free meal programs, arranging transportation, and reaching out to ensure that all youth feel welcome and safe in recreation settings.

Perhaps more important that at any other time in recent history, with issues such as excessive screen time, stress and anxiety, social isolation, substance abuse, over exposure to violence, focus on materialism,

physical inactivity, mental health challenges, and impact of social media on social interactions, addressing the social determinants of health is of critical importance if youth have a chance at growing up as happy, healthy, adults leading balanced lifestyles.

Acadia Recreation graduates have been making a significant contribution to fostering positive youth development through their work in leadership roles with the following types of youth serving organizations throughout Canada: Me to We, Boy Scouts of Canada, Childhood Matters Coalition, Katimavik, Junior Achievement, Covent House, Between Friends, Heartwood, Boys and Girls Clubs, YM/WCAs, Partners for Youth, Youth Action Network, and MacPhee Centre for Creative Learning, in addition to all the Municipal and community based recreation and sport programs already cited.

Alumnae Career Profile: Heather MacDonald '09 began her career working with youth before she graduated university. For 4 years she spent summers working as a Leadership and Program Director for Scouts Canada. Following graduation, she worked as Supervisor for the YMCA Strong Kids Campaign. Her next career step was into the position of Program Manager for Junior Achievement where she collaborated with 70 organizations to educate youth about financial literacy, entrepreneurship, and workplace readiness through the school system. For the past number of years, Executive Director of the MacPhee Centre for Creative learning has been her title. The Centre strives to connect with students disengaged from tradition education through arts based creative learning.

OTHER RECREATION POSITIONS

This section provides just a cursory overview of the scope of work carried out by Acadia Recreation Graduates over the past half a century, that relates specifically to recreation focused employment. There is a wide variety of other types of recreation positions that graduates have held in the field, positively impacting the lives of individuals, their communities, and society in general.

Examples of other positions held by Acadia Rec grads within the recreation field

- Arts and Cultural Centre Managers
- Cruise Ship Activities Coordinators
- Executive Directors of Arts and Cultural Organizations
- Festival Organizers
- Fitness/Wellness Club Managers
- Lifeguard Service Administrators
- Military Recreation Managers
- Nursing Home Recreation Coordinators
- Provincial Recreation Organization staff
- Recreation Consultants
- Resort Managers
- Senior Citizens Complex Recreation Specialists
- Special Event Organizers
- Tourism Consultants

Alumnus Career Profile: Eric MacKenzie '06 started his career as a municipal recreation director before assuming the position of Community Recreation Coordinator at Canadian Forces Base 14 Wing Greenwood where he was in charge of providing recreation for all base personnel. After 6 years, he moved into the position of National Recreation Coordinator for the Canadian Forces where he worked with implementation and evaluation of the National Recreation policy for 6 years. Currently he serves as

Community Services Manager for Military Family Services Europe, addressing the needs of Canadian Military Families stationed abroad.

POSITIONS IN FIELDS OTHER THAN RECREATION

The types of careers that Acadia Recreation graduates have been able to pursue, is rather extraordinary. It has often been reported that the knowledge and skills gained through the program are highly transferable to many lines of work. Graduates working in fields in positions other than recreation, frequently comment that they use what they learned in the Recreation program, every day in their work. In certain cases, further education was required to enter specific types of positions

EDUCATION

Education is central to the recreation field. The Greek word for leisure (scholé) is the origin of Latin scola, meaning school in English. The responsibility to educate the public about the concept of leisure, as well as the importance and significance of leisure lifestyles, is central to the recreation mission. A primary role of recreation providers is educating specific groups about particular forms of recreation pursuit by facilitating the acquisition of knowledge and skills, that enable participation.

Throughout the Recreation degree program, students learned a great deal about being an educator. There were courses that focused on areas such as leisure education, outdoor education, experiential education, or adventure education. Tools courses focusing on leadership, facilitation, and programming as well as settings courses related to outdoor, sport, and tourism contained content on education principles and practises. Given the connectedness with education and recreation, it is not surprising that countless numbers of Acadia Rec grads have pursued careers in the field of education.

Throughout Canada, Acadia Rec grads have served as public and private school teachers. In some cases, they were specialists in physical education, arts education, or special education but many others taught a broad spectrum of subjects in varying disciplines at the elementary or secondary levels. Beyond teaching, others have worked in a variety of leadership and administrative positions within the education system, both at home and abroad. The following are a few examples of jobs:

- Academic Chair, Experiential Education Department (USA)
- Active Living Coordinator
- Author, Power Five Series (Singapore educational resource books)
- Education Counsellor, Canadian Education Centre Network (Taiwan)
- Family Literacy Facilitator, Regional Learning Association
- Executive Director, Independent Schools Experiential Education Network- Outdoor Ed Coordinator
- Head, Bosque Independent School (USA)
- Lead Academic Chair (USA)
- Self esteem Development Officer, Landmark East
- Research and Evaluation Coordinator, Centre for Building Resilience through Anti-Violence Education
- Senior Policy Advisor, Ontario Ministry of Education
- Sport Animator
- Teacher, Canadian International School (Singapore)
- Teacher, GEMS American Academy (Abu Dhabi)

There have also been a considerable number of graduates who have established their careers in higher education, working at a multitude of universities and colleges throughout Canada and elsewhere, in a broad range of positions. A number have continued their education and become professors who create and disseminate the knowledge in the leisure studies, recreation, and related fields. Some of the universities where Acadia Rec graduates have served as faculty include: Acadia U, Clemson, Concordia, Dalhousie, Georgia State College & University, Grant MacEwan, Lakehead, Mount Saint Vincent University, Queens, U Calgary, U Guelph, U Manitoba, U Ottawa, U Waterloo, U New Brunswick, and Vancouver Island University.

In addition to professor, Acadia Rec Graduates have filled a wide variety of roles on campuses throughout North America, a few of which include the following:

- Assistant Dean
- Assistant Director Admissions
- Athletic Facility Supervisor
- Box Office Coordinator
- Campus Visit and Events Coordinator
- Career Information Officer
- Career Services Navigator
- Community Program Coordinator
- Coordinator Events and Hospitality
- Coordinator Varsity Sport/Campus Rec
- Dean-Renaissance College Dean of Student Affairs
- Development Officer, Dal Medical Foundation
- Director of Athletics
- Director-Centre of Leisure Studies
- Director of Student Recruitment
- Education Coordinator, Department of Anesthesia
- First Year Advisor
- Independent School Consultant
- Information Coordinator
- Innovator, Centre of Leadership and Social Entrepreneurship
- Manager Alumni Affairs
- Manager International Programs
- Manager Residence Services
- Manager Student Support
- Outdoor Education Dept Chair
- Program Coordinator-Global Studies Program
- Sr Development Officer
- Student Union Building Manager
- Vice President Graduate Student Affairs
- Vice President Recruitment and Student Experience

It seems as though Acadia Rec grads have infiltrated practically all aspect of the education system and as such, their leisure/recreation roots would have informed at least some aspects of their work.

Alumnae Career Profile: Jesse Barrie '99 spent the 3 years following graduation working as wilderness instructor/educator with Outward Bound Australia, and Adventures Cross Country, following which she

served as Assistant Director of Outdoor Education, at the Dunn School in California. She then pursued her PhD in Educational Leadership and Administration, during which time she was the Director of the Summit Outdoor Centre in Squamish, BC. Upon graduation, she founded the Independent Schools Experiential Education Network which she ran for 13 years and during the same period, she served as Lead Academic Chair and Central Leadership Team Member at the Albuquerque Academy. Jessie currently serves as Head of School at Bosque School in New Mexico, which is independent school designed to challenge traditional education paradigms.

BUSINESS & ENTREPRENEURSHIP

Given that Recreation students took a number of courses in business, and that there was management content in a number of the recreation courses, it is not surprising that some graduates would have pursued careers in the business world. Although certain positions were not related to the provision of recreation, there have been companies associated with the recreation where grads have worked such as Mountain Equipment COOP, MEC, Banff Springs Hotel, Fairmount Hotels and Resorts, and Disney. Many Acadia Recreation graduates have worked in positions typically requiring a business degree and background. It has been their experience that an understanding of healthy lifestyles, the importance of quality of life, cultural awareness and sensitivity, and the value of all persons acquired through the recreation courses has been valuable in a multitude of business settings.

The following are but a few examples of the types of positions Acadia Recreation grads have held in the business world at home and abroad:

- Change and Human Performance Consultant, Ontario
- Commercial Manager, Myriad Global Media, United Arab Emirates
- Community Engagement Coordinator, Waterloo Global Science Initiative, Ontario
- Community Planning Consultant, NWT
- Corporate Account Executive, Ontario
- Customer Sales Rep, Malaysia
- Director of Sales-Telus, Alberta
- Donor and Volunteer Relations Coordinator, Sunnybrook Foundation, Ontario
- Executive Director, EduNova Gulf Commercial Investments LLC, UAE
- Human Dimensions Coordinator, USA
- Human Resources Director, British Columbia
- International Trade and Development Consultant, Abu Dhabi
- Inventory Analyst, Mountain Equipment Coop
- London Life Manager, Ontario
- Manager of Marketing and Business Development, Nova Scotia
- Manager of Organizational Change Management, Nova Scotia
- Manager Revenue Development, Canadian Cancer Society, Nova Scotia
- Mountain Equipment Coop Inventory Analyst, British Columbia
- National Sales Manager, Fairmount Resorts, USA
- Program Coordinator, Just Us! Development and Education Society, Nova Scotia
- RBC Group Financial Analyst, Ontario
- Real Estate Agent, Alberta
- Sales and Marketing Coordinator, Fairmont Hotels, USA
- Team Leader-Sponsorship, WestJet, Alberta
- Workforce Management Specialist, New Brunswick

There have been a number of grads who have combined their business knowledge, their recreation roots, and their entrepreneurial spirits to create businesses of their own. The nature of the enterprises varies greatly but they have in common an understanding of a particular human need, and a desire to satisfy it, and to make a living doing so. The following are examples of the diverse businesses started by Acadia Rec graduates:

- Adventure Wave Consultants (Team building, Motivational speaker, Author)
- Aléas (Risk management planning for group trips abroad)
- Arden Professional Client Care (services for at risk youth)
- Gifted-Your WOW Experience (facilitates unique gifts of experiences/adventures)
- Creative Life Works (Personal and spiritual growth)
- DACA (Fishing guide service)
- Eagle Crest Outdoor Centre
- Greener Adventures (Outdoor expedition planning)
- Gutzee Moves (Lifestyle development)
- Han Ban Can (consulting)
- Happy Hiker (Outdoor equipment store)
- Helen's Homestay and English School
- Hockey Opportunity Camp (Residential summer camp with a hockey focus)
- KV Dance Studios
- On the Verge (Restaurant)
- Lobster Kettle (Seafood restaurant)
- Mary Pop-Ins Childcare Centre
- Organizational Soul (Developing organizational culture)
- Orthotics East (Pedorthic clinic)
- Outside Expeditions (Kayak lessons and trips)
- Pacific Marine Group (Marine tourism)
- Petite Urban Pouch (Day care for small breed dogs)
- Randy Mugford Design (Custom furniture)
- Rendezvous (Singles social club)
- River Valley Adventures (Outdoor adventures)
- Study Abroad Canada Language Institute (English second language training)
- Take 30 (Female fitness club)
- Victoria Homestay (Homestay for teachers from Japan)

Alumnae Career Profile: Simone Jucker '05 held various positions on campus while completing her degree including Manager of International Programs, and of ESL learning. Upon graduation, she went to work at the Canadian Embassy in Abu Dhabi for three years. For the next 5 years, she was the Executive Director of EduNova Gulf Commercial Investments LLC, facilitating partnership development companies in Nova Scotia and the United Arab Emirates and Gulf Region. For the past number of years, she has served as an Independent Trade and Development Consultant assisting over 100 companies to explore business opportunities and market potential for their products and services in the Gulf countries which include United Arab Emirates, Qatar, Kuwait, Oman, Saudi Arabia, and Bahrain. Recently she took on the role of Commercial Manager at Myriad Global Media, a company designed to assist clients to access the latest technology to communicate their message worldwide.

HEALTH & WELLNESS

A certain number of Acadia Recreation graduates have been attracted to positions in the health care field. Examples include Speciality Representative-Immunology, Development Coordinator-Juvenile Diabetes Research Foundation, Family Physician, Nurse Recruiter, Paramedic, Pharmaceuticals Sales representative, Transition Services Coordinator, Health Foundation Event Coordinator, Coordinator Volunteer Services, Medical Technology Rep, Virtual Care Lead, Paediatric Weight Management Program Director, Respite Services Coordinator, Research Associate, and Health Foundation Fund Development Officer.

Recreation alumni have always understood the connection between certain forms of recreation and holistic health care. Research has shown that the following types of benefits can accrue through participation in active leisure lifestyles: people live longer; reduces risk of coronary heart disease and stroke; combats osteoporosis and diabetes; aids in prevention of specific types of cancers, particularly in the colon, breast and lungs; helps prevent and rehabilitate back problems; contributes to good mental health; enhances overall health and well-being; builds self-esteem and positive self-image; nurtures growth, acquisition of life skills and independent living for those with a disability; reduces self-destructive behaviour such as smoking, substance abuse, suicide and depression; and reduces isolation, loneliness, and alienation.

With that knowledge, a number of graduates have pursued careers that endeavoured to use recreation as a tool to help enhance the lives of those facing specific and often catastrophic, health challenges. A few examples of specific positions Acadia Rec grads have held include:

- Recreation Specialist/Clinical Leader, Janeway Children's Health and Rehabilitation Centre
- Recreation Therapist, Nova Scotia Hospital
- Director of Recreation Therapy, Leisure Counselling, and Volunteer Services
- Outreach Worker, Hull Children and Family Services
- Play Therapist-IWK
- Recreation Therapist, QEII Health Sciences Centre
- Family Health Resource Centre Coordinator
- Health Promotion Liaison, Alberta Health Services
- Recreation Therapy Associate, Nova Scotia Rehabilitation Centre
- Recreation and Complimentary Therapy Coordinator (addiction treatment centre)
- Community Mental Health Coordinator

Alumnae Career Profile: Margaret (Muggs) Tibbo '77 secured a job as Recreation Director at the Children's Rehabilitation Centre in St John's in 1980. Although titles and duties have changes somewhat over the past 40 years, she has carried out related work at the same institution throughout her entire career, with her current title being Recreation Specialist/Clinical Leader at the Janeway Children's Health and Rehabilitation Centre. Where most alumni change jobs in order to bring new challenges into their careers, Muggs has achieved that through her volunteer work, focused on ensuring recreation and sport opportunities for persons with physical disabilities. Such work has included Canadian National Para Nordic team Manager; creator of the para-athletics branch of the Pearlgate Track and Field club; provincial representative or the Canadian Association for Disabled Skiing; National Mission staff member with the Para Nordic Ski Team at Winter Paralympics, World Championships, and World Cups; Member of Para Ski team at Demonstration events at the '88 Olympics; a founding Board Member of the Rainbow Riders Therapeutic Riding Program; and she introduced Para Ice Hockey, formerly known as Sledge Hockey, to Newfoundland.

CRIME & JUSTICE

One area of employment where the suitability of persons with a leisure and recreation background may not seem readily apparent is crime and justice, yet many Acadia Rec grads have carved out successful careers in that field. The sub fields include law, policing, and corrections. In terms of the legal field, aspects of the recreation program that were useful include an understanding of how social systems operate, respect for the human rights, an appreciation of diversity, and the need to protect quality of life through policy and legislation. The types of positions that Acadia Rec grads have held include Legal Counsel, Crown Prosecutor, Corporate lawyer, Barrister and Solicitor, Law Firm Partner, Legal Aid Counsel, Director of the Energy Secretariat, Climate Change Policy Specialist, and Environmental Legislative Auditor.

Some aspects of policing that attract recreation graduates include a concern for at-risk youth, an understanding that some people engage in antisocial behaviour as recreation, knowledge of the social conditions that foster aberrant behaviour, and an appreciation for the value of community-based alternatives to incarceration. Acadia Rec grads have served as police officers, RCMP officers and administrators in various locations throughout the country, Youth Officers, Sheriffs, and Enforcement Officers.

In terms of the justice system, positive forms of recreation engagement have long been recognized as a deterrent to participation in many forms of deviant or delinquent behaviour. Engagement in certain forms criminal activities satisfies the same needs realized through recreation including adrenalin rush, challenge, recognition, and stress release. The understanding of human behaviour and motivation, appreciation of social factors that cause exclusion, and an awareness how to work effectively with disenfranchised populations are useful working in the rehabilitation process, which is the focus of Corrections in Canada. Some positions that Acadia Rec grads have held relate directly to the provision of recreation and leisure education in institutional settings including Youth Workers, Leisure Time Coordinators, Recreation Managers, Aquatics Supervisors, Sport Coordinators, Outdoor Program Leaders, Volunteer Coordinators, and Leisure Educators. Other grads, with additional training, have served as Guards, Institution Administrators, Addictions treatment staff, and Chaplains.

A number of Rec graduates have served in such roles as Corrections Canada Citizens Advisory Committee members, Correctional Recreation Association Board members, and the Concilio Prison Ministry Board members. They have been involved, as volunteers, with such programs as facilitating Christmas programs for inmates, and running Kairos Marathons within correctional facilities which are 2 day sessions where volunteers and prisoners come together to talk, share concerns, support each other, and grow personally, emotionally and spiritually.

Alumnus Career Profile: Dave V Wright '98 continued his education earning law related degrees from Dalhousie, Vrije Universiteit Amsterdam, and Stanford. His degree at Stanford focused on Environmental law. His legal career began as General Counsel and later Director/Senior Energy Advisor with the Government of Nunavut. After 2 years in the north, he relocated Australia where he worked for the government as Senior Advisor, Office of Energy and Earth Resources Strategic Policy. Next in his career path was a position as a Climate Change Specialist with the United Nations in Maldives. Heading back to Canada in 2011, Dave worked for the Office of the Auditor General for 5 years doing legal work related to pipelines, offshore oil & gas, environmental assessment, fisheries and climate change. He then headed back up north for 2 years to serve as General Counsel with Gwich'in Tribal Council in the Northwest Territories. In recent years, he has returned to his native Alberta where he is a Law Professor at the University of Calgary.

OTHER USES OF THE ACADIA RECREATION DEGREE

Acadia Reckies are nothing if not unique and creative individuals. In addition to pursuing careers in recreation and a number of related fields, certain grads have applied what they learned in the degree, and their experience at university more generally perhaps, to support themselves in interesting ways, examples of which include the following:

- Advisor to Barak Obama
- Armed forces member
- Author
- Automobile salesperson
- Cartoon animator
- Chaplain
- Chicken farmer
- CIA Secret Service agent
- Cupcake maker
- Dog Beer producer
- Fashion designer
- Fishing guide
- Funeral director
- GIS technician
- Infinity stick maker
- Jewelry maker
- Librarian
- Lobster fisherman
- Lululemon Ambassador
- Newspaper editor/writer
- Painter
- Pastoral care ministry
- Professional actor
- Professional athlete
- Puppeteer
- Security guard for the Pope
- Ships purser
- Singer/performer
- Stained glass artist
- Wine tour and tasting guide

SOCIETY OF ACADIA UNIVERSITY RECREATION GRADUATES (SAURG)

In 2011, a group of Acadia Recreation Graduates living in the Wolfville area, attended a meeting to discuss the idea of forming an alumni organization, and developing ideas as to how to best celebrate the 40th anniversary of the start of the Acadia Recreation degree program. Although the Recreation program began in 1969 as Recreation and Physical Education, 1972 was the first time that the university calendar made a distinction between the two laying out prescribed course for those interested in Recreation and those interested in studying Physical Education, although there was still considerable overlap in the curriculum.

There was enthusiasm expressed by the dozen or so in attendance at the meeting and it was agreed that the Society of Acadia University Recreation Graduates (SAURG) be established with an Interim Board of Directors, and under the authority of the new Board, a conference and reunion would be held. The first meeting of the Board took place January 7, 2012. As well as the conference and reunion planning, the Board developed bylaws and paperwork in order to become incorporated which it did on March 27, 2012. The purpose of the organization was to establish lifelong connections between graduates of the program through initiatives that promote connection, collaboration, and celebration.

What developed over the course of the next few meetings, was a plan to hold a weekend reunion the following May. A key point of discussion was whether graduates living throughout the country and elsewhere, would find it feasible to return to Wolfville for just a weekend reunion, especially those who had pursued careers in fields other than Recreation. It was decided to hold a professional conference for the two days prior to the reunion that would showcase societal issues faced by graduates who had gone into such fields as education, justice, and youth services in addition to recreation.

THE ORIGINS OF SAURG

A group of recreation alumni, calling themselves the Society of Acadia University Recreation Graduates (SAURG) was established March 20th, 2011, in order to put on the 2012 reunion and conference. At the

conclusion of reunion in 2012, the first Annual General Meeting was called of the membership, which consisted of all those Acadia Recreation Graduates who registered for the conference and/or the reunion. During the meeting, a number of items were discussed including ratification of the SAURG objectives, future initiatives, the changes occurring the Recreation degree program, and the election of the Board of Directors. Members of the new Board and their profiles at that time are listed below.

President: CARROLL RANDALL, BRIDGEWATER, N.S. 1976

Carroll was the first Recreation Coordinator for the Municipality of Lunenburg (1977) and retired in January 2010. Over those 33 years he helped the municipality become a leader in Nova Scotia in trail and open space development. Carroll spent 15 years as a RANS board member, chaired the National Rails to Greenways committee for five years, and spent five years on the board of Recreation Society Atlantic Canada. Carroll is now retired and spends a great deal of time fishing and is a licensed fishing and hunting guide in Nova Scotia. Family has always been the most important part of his life.

President Elect: LAURIE WANAMAKER (DICKSON), KENTVILLE, N.S. 1986, 1990

Laurie is the Court Administrator for the Kentville Justice Centre. Prior to that, she served as the Western Regional Coordinator with the Maintenance Enforcement Program, NS Dept. of Justice; and Coordinator of the Valley Youth Alternatives Program. She claims that favorite memories of her time in the Acadia Recreation Program are too many to count but Spring Camp, the Texas Tour, and being the honoured as the first recipient of the James Bayer Award are certainly among them.

Corporate Secretary: CHAD HAUGHN, CHESTER, N.S. 2000

Currently Chad is Recreation & Parks Director, Municipality of Chester and prior to which he served as their Community School Coordinator. A favorite memory for Chad was orientation his first year at Acadia when they participated in crazy team building games and then progressed to trying dare devilish climbs and stunts on the high ropes course with fellow reekies. It was a great introduction to the Recreation Management program, to the field, and to many of people who are now his colleagues.

Treasurer: IVY WARREN, WINDSOR, N.S. 1983

Ivy presently serves as Area Coordinator Halifax Regional Municipality responsible for Bedford, Sackville, Fall River & Musquodoboit Valley Community & Recreation Services. Prior to that she was the Recreation Director for the Town of Louisbourg. Of her many memories of Acadia, an incident stands out from first year was attending a Rec house party and being entertained by the guy sitting in the middle of the kitchen floor strumming on his guitar. He was George Taylor, Recreation Director for the Town of Wolfville and an Acadia Recreation grad. Later she was to become colleagues with George when she joined the City of Halifax Recreation Department and they have worked together for over 25 years.

Director at large: KATE FRIARS, VICTORIA, B.C. 1980

Kate is currently the Director of Parks, Recreation and Culture for the City of Victoria. Her career path has been in municipal parks and recreation working in cities across Canada. Prior to Victoria she was the Recreation Director of the City of Burnaby. The most memorable time for her while at Acadia was serving as President of the Acadia Recreation Club and being invited to attend faculty meetings and provide input from the student perspective.

Director at large: BRENDA ROBERTSON, GASPÉREAU, N.S. 1975, 1983

Brenda retired in June of 2012 having been a Recreation Professor at Acadia for 29 years. During that time, she also served for a number of years as Director of the Recreation Resource Centre of Nova Scotia. Prior to entering academe, she served as the Development Coordinator with NS Ladies Curling Association,

Conservation Corps Supervisor with Parks Canada, Recreation Assistant with the Wolfville Recreation Department, Program Director of Rainbow Haven Camp, and with the special events staff at the Banff Springs Hotel. A favorite memory of her 36 years of experience with Acadia Recreation as a student and professor, was the conference and reunion which took place in 2012.

1970S Representative: JUDE HIRSCH (DE GUERRE), MILLEDGEVILLE, GEORGIA 1977

Jude is Professor and Chair, Department of Outdoor Education at Georgia College & State University. Previously, for 18 years she was an Associate Professor and Coordinator of Outdoor Recreation at Acadia. Her favorite memories of her time in Recreation at Acadia were as a professor responsible for the Spring Camp. In particular she mentions specific programs she designed and executed with the assistance of students and alumni including *Welcome to the Planet Sher*, *Adventure in Middle Earth*, and *Star Peace Force*.

1980'S Representative: ROBIN NORRIE, TRURO, N.S. 1986

Robin's current position is the Manager of Recreation, NS Department of Health & Wellness (Physical Activity, Sport and Recreation Division). Previous work experience includes Director of Aquatics & Fitness, Wabush Labrador; Director of Wolfville Recreation & Parks Department; Coordinator of Policy & Research, National Liberal Caucus Research Bureau; and Fundy Region Physical Activity Coordinator, NS Dept. Health and Wellness. She identifies one of her favourite experiences at Acadia being the 1985 trip to Texas to attend the NRPA conference and tour recreation facilities around the State.

1990'S Representative: OONAGH PROUDFOOT, WOLFVILLE, N.S. 1993, 2006

Oonagh is the Senior Alumni Officer at Acadia. Prior to that, she served as Manager of Student Support and Acadia, as well as lecturing part time in the School of Recreation Management and Kinesiology. Previous positions at Acadia include First Year Advisor, and Coordinator of Alumni Reunions/Special Events; as well as Community Program Coordinator for the YMCA. A favorite memory for her was volunteering to work in the kitchen at Spring Camp and eating an entire cookie sheet of Nanaimo bars with only two other people.

2000'S: Representative: ERIC MACKENZIE, GREENWOOD, N.S. 2006

Eric is the Base Community Recreation Coordinator, at 14 Wing Greenwood and previous to that served as Recreation Director for the Municipality of the District of Barrington, N.S. His favorite memories of Acadia revolve around the people he met, many of whom remain close friends today. As an athlete, he proudly represented the university at the CIS National Curling Championships. Another favorite memory was having the lead singer from the Sam Roberts band pick out the Grad photo for the yearbook when Eric ran into to him downtown the day of a sold out concert at the SUB.

2010'S Representative: ANDREW WATERS, KENTVILLE, N.S. 2010

Andrew currently serves as the Enrolment Advisor for Acadia. His most vivid memory was the first time he stepped onto the Acadia campus. He was making the transition from the concrete jungle (Ontario) to a beautiful pristine campus in rural Nova Scotia. Now he considers it to be a privilege going to schools and talking to students about the Acadia experience.

Prior to the 2012 AGM, the association existed primarily to organize the conference and reunion. Now that there was a membership (conference/reunion participants), a duly elected Board of Directors, and some funds (proceeds of the conference/reunion), the Board set to work developing a structure within which to operate. Tasks included setting up a bank account with signing officers, refining the bylaws, identifying the potential membership, and developing means of communication. This, along with wrapping up the conference and reunion business, was the focus of the workplan for the initial years.

Some of the tasks were rather straight forward but others, such as creating a database of the 40 years of graduates of the program, finding out how to contact as many as possible, and creating means of communicating (newsletters, facebook, website) were much more time consuming.

The objectives of the Society were established to be:

- To provide an avenue for program graduates to connect with one another through the implementation of a program of reunions and events as well as through print and electronic communications;
- To create vehicles for networking and ongoing personal and professional development;
- To foster a sense of connection to Acadia university and encourage participation in university activities;
- To provide a means of recognizing and celebrating the history of the recreation program;
- To recognize distinctive contributions to the betterment of society by members.

After a couple of years of painstaking work, a database of around 1400 names of graduates was developed with contact information for approximately 40% of the group. A number of membership models were discussed but it was decided that anyone who graduated for the Acadia Recreation Program would be considered a SAURG member.

SAURG COMMUNICATIONS

Various communication vehicles were established including an email list, a website, and 2 facebook sites: an official one for the transition of official notifications to the membership, and the other as a means for members to share information with other members. Once the database was established, an electronic newsletter called *Rec Connect* was created as a means of starting to engage the membership with the Society, by sharing information related to the University, fellow graduates, and the work of the SAURG Board.

The inaugural issue of *Rec Connect (Volume 1 Issue 1)* was produced and distributed in March of 2013. In the issue, members were encouraged to submit material for inclusion in the following sections: alumni profiles-details on members that could be profiled as a means of getting to know one another; personals/updates such as recent awards, job changes, move to new location, etc.; details of resources (books, manuals, DVDs, training seminars...) that members have developed and think others might wish to access; details of any upcoming events that members think that others might be interested in knowing about; and reflections/recollections that would be appropriate to share related to experiences with the Acadia Recreation program. Other information contained in the 10 page newsletter included:

- How to Join SAURG.
- President's Message
- Membership Data Base
- History of SAURG
- 2013 History Initiative Workshop and AGM
- Meet the Board of Directors
- 2012 Conference Update
- 2012 Reunion Update
- From the Office of Alumni Affairs
- Acadia Alumni Gala Dinner
- Major Changes in the Recreation Program

- From the School of Recreation Management and Kinesiology
- Reflections, Recollections, and Confessions of Acadia Rec Graduates
 - Confessions... by Andrew Waters '11
 - Recollections of Spring Camp by Jude Hirsch '77
 - Reflections on the Texas Tour by Robin Norrie '86
 - From the classroom to Yad Vashem by Eric MacKenzie '06

In that first issue of the newsletter, it was reported that major changes were taking place in the Recreation Program...

Upon the recommendation of the School of Recreation Management and Kinesiology, the Senate of Acadia has approved significant curriculum changes to the program core, effective the 2012-2013 academic year. The changes, facilitated by recent retirements, reflect the interest and expertise of remaining faculty members. Required courses which have traditionally provided students with the foundations of the leisure studies discipline and the recreation profession have been replaced with ones which focus more on the practise of community development. More specifically, the following courses: Foundations of Recreation and Leisure Studies, Leisure Behaviour, Leisure in Society, and the History and Philosophy of Leisure have been removed from the core requirements and replaced with courses entitled Environmental and Sustainable Society; Sustainable Community Development; as well as Community Design and Active Living.

The June 2013 *Rec Connect* newsletter (Vol. 1 issue 2) reported...

At the February 11, 2013 meeting of the Senate of Acadia University, a motion was passed to change the name of Recreation Management and Community Development Degree to Bachelor of Community Development, thus eliminating Recreation Management.

The changes in the Acadia Recreation degree program had been the focus of considerable discussion at the 2012 AGM and Board deliberations that followed. Although it was determined that there was nothing that could be done to prevent the program from being replaced by one focused on Community Development, the Board wanted to at least make their feelings known.

The following exert was taken from a letter that SAURG President Carroll Randall wrote to the University President Ray Ivany:

At our AGM held on campus Convocation weekend, the recent changes related to the Recreation Management program reflecting a focus on community development and changes to the traditional recreation content was discussed at some length. As President of the Board, I was instructed by those assembled to write to you in order to express how deeply saddened we are with the changes and the virtual elimination of the core program that has served so many of us so well throughout our diverse careers, as witnessed at the conference last May. Community development has long been one approach used in the work of the recreation profession, and a positive outcome of such work, but it is only one aspect of the field. We believe that the professional recreation field shall be greatly diminished by these changes, and at a time when the societal need for quality recreation services to enhance the quality of life of so many has perhaps never been as great.

With the decision having been made to replace the Recreation degree program with one focused on Community Development, the importance of SAURG as a vehicle for maintaining connections between Recreation Graduates with one another and with the university was highlighted. At the 2013 AGM, a workshop was facilitated where participants discussed the viability of SAURG initiative designed to capture the 40 year history of the Acadia Recreation program. As a result, the SAURG Board committed to gathering, preserving, organizing and disseminating information about the 40 past years.

The 1(3) issue of *Rec Connect* focused on back to school with two feature items with the first was an identification of Acadia Rec Graduates who had gone on to earn doctorates and who were professors at universities throughout North America which included the following:

- Aggie Weighill (U Alberta) currently teaches at Vancouver Island University
- Brenda Robertson (U Oregon) retired from Acadia U
- Charlene Shannon (U Waterloo) currently teaching at UNB
- Cynthia Stacey (U Ottawa) currently teaching at UNB
- George Karlis (Michigan State) currently teaches at U Ottawa
- Jackie Oncescu (U Ottawa) currently teaches at U Manitoba
- Jessica Barrie (U California) teaches at Albuquerque Academy
- Jude Hirsch (UBC) currently teaches at Georgia State College & University
- Kelly MacKay (Texas A&M) currently teaches at Ryerson
- Leah Levac (UNB) currently teaches at U Guelph
- Ron McCarville (Texas A&M) currently teaches at U Waterloo
- Sheila Backman (Texas A&M) currently teaching at Clemson
- Tom Delamere (U Alberta) Currently teaching at Vancouver Island University
- Wanda George (U Guelph) currently teaches at Mount Saint Vincent University

The second feature included profiles of Acadia Rec Graduates who were working in a broad range of departments across the Acadia campus. This was in an attempt for alumni to get to know about the work of fellow alumni, in university settings. Each of the following was asked to provide detailed responses to a particular question:

- Nicole Weisner (Phipps) '08, Coordinator, Events & Hospitality-What is the nature of the special events hosted on campus involving the external community and in your opinion, of what value are such events to the Acadia Community?
- Mary Sweatman '03, Lecturer-What is it like to return to Acadia to teach students in the program that you took as a student?
- James Sanford '87, Senior Director, Student Affairs-From your perspective, what unique challenges do first year students at Acadia face in 2013 that are different from previous generations.
- Andrew Waters '10, Enrollment Office-What are the factors that are most important to high school students today as they contemplate whether to attend university and if so to what institution they will make apply?
- Rachel Houlton, Senior Student, University Farm-What is the Acadia Farm and why is it important to the Acadia community?
- Tom Dalmazzi '12, Community Development Facilitator, ACSBE-What is ACSBE and why is it important to the Acadia Community?

- Michael Chiasson '11, Assistant coach for the Acadia men's hockey program-What has it been like to return to Acadia in a coaching role after having done your degree here and played on the varsity team?

The focus of the 2(1) *Rec Connect (January 2014)* was on sport, with the world focused upon the upcoming Winter Olympics in Sochi. With sport playing such a major role in the overall field of recreation, and with so many Rec alumni working in sport, it seemed a fitting theme. In addition to 3 featured articles, profiles of 11 alumni working in diverse aspects of sport were presented. The contents included the following: A Father's Legacy by Dr. Charlene McCallum-Shannon '96; Perspectives of an Olympian by Prof. Ann Dodge '91; and Gender Equity in Sport: Is it an Elusive Dream?

Reflections for Acadia Recreation Graduates engaged in Sport

- Adrian Dutchak '10, Assistant Football Coach at York University
- Amy Duncan, '04 Executive Director of Curl PEI
- Andy Callaghan, '98, Recreation Therapy Associate with the N S Rehab Centre
- Anitra (Dagley) Stevens, '98 Executive Director with Athletics Nova Scotia
- Christopher Miller '08, Sport Manager with the Halifax Sport & Social Club
- Colin Gillis. '09, Youth Leadership Program Coordinator with Sport NS
- Deanna Schaper-kotter '12, Athlete in Legends Football League
- Hillary Campbell '04, National Director of Stadium Operations for the FIFA Women's World Cup Canada 2015
- Margaret Tibbo (Muggs), 1977, Recreation Specialist/Clinical Leader Janeway Children's Health and Rehabilitation Centre, St. John's, NL
- Milan Dragicevic '94, Head Coach of UBC Men's Hockey team
- Nicole (Larade) Kenney '10, Community Sport Development Coordinator with Sport NS in partnership with Health and Wellness for the South Shore Region

By 2014, the priorities for the SAURG Board were to capture the history of the Acadia Recreation Program and to engage a greater number of members. Despite its wide circulation, for the energy put into preparation of the newsletter, it was not widely engaging the membership. Therefore, effort was redirected to development of the website and the facebook sites, preparing regular updates for distribution through the email list, writing pieces for the Acadia Alumni Bulletin, as well as creating initiatives that would bring the membership together.

MEMBERSHIP ENGAGEMENT INITIATIVES

Over the years, a number of initiatives were planned to bring Acadia Recreation Alumni together. At each event, individuals had the opportunity to introduce themselves, their year of graduation, and some fond memories of time in the program. This created an environment where one could reconnect with friends who went through the program at the same time, and to become acquainted with others who shared the same or similar experiences in the program but at different times. Sharing stories associated with the Acadia Recreation program was one of the most beneficial aspects of many members affiliation with SAURG.

TYPES OF INITIATIVES HOSTED BY SAURG

Socials at Halifax Pubs: Given the large number of Acadia Recreation Graduates residing in Halifax and surrounding areas, occasional pub nights were organized where alumni to gather, connect with other graduates, learn about the work of the SAURG, and provide feedback to the Board.

Homecoming Golf Games: There were couple of Homecoming golf games coordinated for SAURG members at local courses.

Acadia 175: The SAURG Board approached the Acadia Alumni Association on a few occasions to offer their services in organizing or coordinating events such as during the 175th anniversary celebrations however such offers were never acted upon.

Regional Gathering Protocol: In order to facilitate local gatherings of Acadia Recreation Graduates, a protocol was developed that would provide support and resources to any alumnus wishing to coordinate such a gathering in his or her local area.

Gatherings at Conferences: Resources were made available to support gatherings of Acadia Recreation Graduates at professional conferences where a number of alumni would be in attendance. The first such gathering took place in Moncton at the 2014 Atlantic Recreation & Facilities Conference and was facilitated by Robin Norrie '86.

Annual Greetings: The Acadia Alumni Association used to organize a tree lighting and carol sing on campus but the practise ended a while ago. Some alumni commented that they missed having a connection to the university during the holiday season and so the SAURG Board sent an annual Christmas greeting to the membership.

Membership surveys: Various online surveys were conducted to solicit data from SAURG Members about a variety of topics. One that received the greatest response related to memories associated with participation in the Acadia Recreation Program. The following are the responses that were received in no particular order:

- Looking back, I had very good professors with a lot of knowledge in the field-which to me is very useful. They were also very passionate about the field and their students (even the ones like me who did not really apply themselves-although frustrating I am sure!). I still remember them: Dr. Robertson, Dr. Markham, and Jude Hirsch.
- My practicum with the Digby Recreation Department may be one of the most significant experiences I had. I met Cindy and Ian James during my summer at the Recreation Department which allowed me to expand my limited recreation experience at that time. Cindy in particular was so knowledgeable and passionate about recreation.
- Small class size and campus: For me, coming from Montreal, the size of the school and town were very small in comparison to what I was used to. This however, was a blessing as the small class sizes allowed us to get to know each other and the profs. in a more intimate way than if were in a large school.
- Professors-I really believe that the individuals who we had leading us during those days (early 1990s) had a passion for the field and a special caring quality to make sure that all students were given opportunities to grow. As with any class there were many personalities, learning styles and objectives and I found that there was a genuine willingness to work with each student.
- I only knew Alex for just under 18 months, since he died in April 97 of my 3rd year. In that time though, he quickly became one of my favorite people. I wrote the "student tribute" to him at his

memorial service at the Manning Chapel. After the service, a bunch of us got together at the Axe Lounge, chipped in 5 bucks, bought a bottle of Glenfiddich, and toasted Alex and told stories. To this day, I still have his picture, and the memorial announcement that was in the Acadia Bulletin in my office cupboard.

- Organizing the “Keys to The Future” conference for Brenda’s Senior Seminar class.
- Teaching the Communications class how to use Powerpoint because Prof Etheridge didn’t like using computers.
- Susan was caffeine-induced hilarity. She was so passionate and dedicated about what she did. She was always willing to help if you asked for it, and coming to her office was always met with the offer of a cup of coffee and classical music from CBC.
- I have so much respect and admiration for Gary Ness, despite the fact that I never had him as a professor. As the Director, he seemed to take an interest in me as a student, and as a person.
- The Gradation Breakfast where the RECR awards were handed out was a particularly poignant and memorable experience for me. I hated to leave the Acadia Rec Program.
- Wendy Bedingfield had the ability to take a really dry subject and make it really interesting. Her humor and wit always kept us on our toes. I learned so much from her.
- I recall doing a paper for Brenda, about leisure for LGBT youth. I guess I was trying to share who I was at the time through academics. It was very therapeutic.
- Maurice Tugwell was not a Recreation prof, but very certainly one of my favourites at Acadia. Despite the thousands of students he’s had in his tenure at Acadia, he still remembers details about me, and always asks about my family.
- Three other students and I presenting at RANS conference. It was terrifying but one of the most growth enhancing experiences.
- Staying up 48 hours straight to finish a project by a deadline for Susan’s class.
- I can’t count the number of times I went to Brenda for advice and got a goldmine in return. Her faith in me and what I had to offer really make me feel important and vital. She made it on my extremely short list of wedding invitees.
- PURPLE RECREATION Thursday afternoons at the Axe.
- Krista Locke, Carrie McBay, Beth Denton and I doing a presentation for Brenda’s Leisure Behavior class dressed up as muscle bound gym rats (a la Hans and Franz from Saturday Night Live)
- My first “Rec Party” on Fairfield Ave. Didn’t know anyone, but felt so welcome.
- Alex Wright’s memorial service
- Greg / Krista / Colin and I attending the YES Entrepreneurship conference in Halifax and Great Big Sea was the Saturday entertainment
- Attending the RANS conference at White Point
- I was proud to be a founding member of ARMS
- The 98 Rec Grad BBQ hosted at Brenda and Wendy’s farm. Trites and Wright building the fire, Dave Kerwin, Mike Crowtz and Dave Wright playing music, and Trites doing some strange ritualistic underwear dance around the campfire.
- Ted Meldrum co taught my programming class and quickly became one of the people I came to immensely respect and really call a friend. I learned so much from Ted, but most of all, learned to get ALL the information before I make a decision that might impact other people.
- Glyn Bissix had us create a spring break program for primary and middle school students - from beginning to end. It was a lot of work, but I remember it being one of the key events that helped me in future to program events of all kinds and I use those skills today in the theatre and in filmmaking.

- I remember doing a presentation to my classmates about the benefits of leisure to those who were terminally ill. It was in fact how most of my classmates learned of my mothers death the previous summer. It was one of the ways with which I coped with her death.
- A few of us in the Rec program took a French class to get a language requirement. We really had a lot of fun, and one night even went so far as to have a formal night at a French restaurant where we attempted to speak french the whole time.
- One of the most fun memories I have is of Jessica Bennett and Tyler Hayden and I setting up what we called "Seminary Beach" in the snow in the courtyard outside Sem. We were tired of the snow, tired of studying, and it was a sunny day so we brought our lawn chairs out and a few drinks and sat in the snow and caught some rays. It was glorious!
- Recreation orientation was amazing.
- We lost Dr Alex Wright
- Developed and ran an earth education camp for Evangeline middle school.
- ARMS was born and we did a great roast of profs
- Lots of great outdoor pursuits classes... Telemark skiing, cycling, canoeing, navigation, rock climbing, and more... Glyn always won the cardo challenges like biking up hills
- ARMS apartment crawls... Ouch but fun.
- A friend and I designed a proposal for the NS Department of Justice Youth Facility entitled "North Twin Lake Adventure Therapy Program" and we submitted it in the Spring of 1994. Our supervisor was Dr. Jude Hirsch and it was an amazing learning experience. It was also an honor to be a part of a project that was applicable to a real life youth healing and re-integration plan.
- I had a number of memorable professors but I especially want to note is Liz Vermeulen. She was down to earth and a true advocate for women's sport. She got to know her students and encouraged all to do well.
- I was the first Student to organize Intramural Sport at Acadia. It was my job to set up the intramural sport and then promote it to get participants. I enlisted the help of several other Physical Education and Recreation students. When I look back at it now, it was a wonderful learning experience.
- Barb Conley's Modern Dance lab was an experience for all of us. The majority of the class were not graceful dancers and never would be, however, we all hung in there and passed the lab.
- Captain Canada was an interesting figure who rode around campus on the bumper of a Volkswagen with nothing on but a mask and a Canadian Flag tied around his neck flying in the breeze. I believe this was about 1972-73.
- Many students collected dining hall trays to slide down the hill by Uhall on.
- Marsha Cook was a good friend of mine. She was killed in a car accident travelled back to Acadia from her home in Cookville. She was not an athlete but wanted to teach Elementary Physical Education or work with children with disabilities.
- My most memorable courses were Intro to Leisure, Leisure behaviour, Programming, Global Issues, Facilitation, the business courses, Outdoor labs (mtn biking, ropes course, x-country skiing, canoeing)
- Seeing Glyn in a speedo at the orientation weekend.
- Wendy was a sage professor and I learned so much from her.
- The entire four year long quest to answer the question: What is leisure?
- The interdisciplinary project combining rec, business, and music & theatre with Wendy Bedingfield. My role was to make the group work well together!
- The 4 day trip with Scott at Black River Lake was very memorable.
- Having the opportunity to do work at the Waterville youth detention centre.

- Looking back now the management/business stuff has been incredibly useful although we did not think so at the time.
- Doing mysterious encounters with Alan Warner.
- Rec orientations - I hated the anticipation of going but they were always so valuable.
- AEE conference at White Point was a huge highlight - three people dressed as mushrooms were the Fun-guys!
- NSOLD Modules were a mandatory part of the outdoors programs. This was so beneficial as it helped us meet the community and learn from other professionals.
- One of my fondest memories was of one of our first Intro to Business classes with Professor Hugh Davidson. The prof didn't have a table to set the overhead projector on, so Tyler Hayden jumped up and volunteered to hold it for the entire duration of the class.
- Every single one of our Rec pot lucks. The food was good, but the time we spent together was even better. In Rec, we were like one big, dysfunctional family.
- On March 31st, I invited all the Rec girls to a sleepover at my apartment. Everyone was there and we watched movies all night long. The next morning, being April 1st, we called every single boy in the class and told them that Glyn Bissix had added another assignment and that we had to meet at the SUB right away. We're not sure how many actually showed up.
- In first year, we had outdoor pursuits. A fellow rec student from Toronto, had never been out of the big city, and ended up ice fishing on a frozen lake in his leather jacket. I'll never forget the shot of him, legs all folded up, line in the ice...so out of his comfort zone and he loved it!
- The outdoor pursuits class was a great experience for me. First time I felt like a grown up, making chili with Matt Schurman and Frank Grant and winter camping. Our group leader was Avery Bassett, whom I was so taken by, that I named my daughter after her.
- Allan Kenley Matheson disappeared from campus right after our frosh week.
- The Toronto Blue Jays won their first World Series in October 1992. The party in Wolfville was huge - every student poured out of their residences and partied all night
- Study groups at the SUB were the best... I always had to have gummy bears.
- We were at Acadia during the making and release of Stephen King's Delores Claiborne. Scenes were shot at the Acadia rink and around the area. I remember going to the old movie theatre on Main Street to watch it - it was packed and everyone stood up and cheered at the end.
- Dr. Alex Wright - I recall how sharp his tongue was, but I cried when I heard he had passed away.
- Glyn Bissix was the king of the "most correct answer multiple choice" exam, and the man who introduced me to environmentalism - I haven't used a styrofoam cup or let the water run while I brush my teeth since his class.
- Al Whittle, the theatre and cafeteria attendant, was a staple. He was the older father figure who always looked out for us.
- Brenda was a little scary at first, but one of the kindest, coolest, sweetest, funniest, biggest hearted people I know.
- One of my most memorable projects was a group project where our entire class provided recommendations on business plans for Elderkin's. I still smile every time I drive by and see the changes he made to his building, one of our group's recommendations. Maybe it was a coincidence, but I like to think that a group of our students had a hand in the changes that he made.
- I remember that (a classmate) had the dream/plan to work on cruise ships after graduation - they talked about it for years. For grad, she went on a cruise and was so seasick the entire time that she withdrew all related job applications as soon as she got home.

- Steven Sullivan and I travelled to Mount Saint Vincent before exams to attend the job fair put on by Disney World. One of the most unforgettable and impressionable experiences I've had. I got offered a job after grad but declined - Steve went on to work for their cruise line.
- We had the most amazing people in our Rec class: Charlene Shannon, JC Essiembre...people who had more professionalism, strength, and character than I could ever have imagined meeting at that stage in my life.
- I attended my first conference (RANS) in Baddeck. We got all dressed up in our most professional clothing and piled into a car and drove there. That opened my eyes to the importance of networking with colleagues.
- Various scents still stick with me: the autumn leaves during a football game, the smell of the wood in Seminary House, the smell of the Rec offices at the Gym, the smell of the manure on the fields in September, and the smell of mud of the flats in spring.
- At graduation, Brenda pinned my flower on my gown, outside waiting to walk up to University Hall. My Dad snapped that picture and it meant so much to me.
- The "Pope", a fellow Rec Grad, flanked by his body guards, blessed the stadium, the ground, the fans, and the team at Acadia Axemen football games.

SAURG SATURDAY

The major annual initiative planned to engage the membership was SAURG Saturdays, held on campus usually in May or June, which generally included the AGM, an educational session, a recreation activity, and a shared meal at a unique local eatery. The focus of each SAURG Saturday is provided below.

2014 In the morning, a workshop was held to solicit information relative to the initiative to write the history of the Acadia Recreation program. The AGM was held in the Fountain Commons Boardroom and provisions were made for members to connect by phone. Following the meeting, those assembled headed to the Gaspereau Community Hall for a country supper, prepared by women of the village. As Hurricane Arthur raged outside, a group of 30+ Rec alumni spent the evening getting to know one another, and sharing memories of their time at Acadia. Just as the final dessert had been consumed, the power went off and people made their way home under rather extraordinary conditions, with downed trees blocking a number of the roads leading out of the village.

2015 Rick Gilbert and Robin Norrie '86, representing the the NS Department of Health & Wellness, gave a presentation on two new initiatives directing the future of Recreation: Framework for Recreation in Canada: Pathways to Wellbeing, and Shared Strategy for the Advancement of Recreation in Nova Scotia. Following the AGM, SAURG members headed to Halls Harbour where they enjoyed a lobster supper on the wharf, and then headed to the beach for a bonfire. During the evening, they were visited by Jerome the gravedigger and a number of ghostly characters who, for nearly two hours, shared a number of tales from the past that took place along the Bay of Fundy shores. It was a magical evening.

2016 The educational component of the day explored whether the concept of leisure is still a relevant topic. This was the theme of the opening plenary at the 2012 reunion conference where a panel of four distinguished alumni presented their views on the topic. The session began by watching the video of those presentations and then engaging in a facilitated discussion identifying the influencing factors, the consequences, and what action, if any, might be desirable to make leisure more present in people's lives today. For dinner, the group headed to the Old Orchard Inn where a leisurely meal was enjoyed, watching the sunset over the Annapolis Valley .

2017 This years education session featured Acadia Rec Graduate Mike Parker '77, who is a renowned author, giving an illustrated talk about his most recent book entitled *Nebooktook*, which in the Mi'kmaw language means "in the woods." The book is an eclectic mix of history, heritage, ideology, nostalgia, philosophy, poetry, and prose set in Nova Scotia, including more than three hundred early-twentieth-century images. *Nebooktook* is reflective, introspective, meditative, and thought-provoking. While it decries the practices and doctrines that want only to destroy and pollute, more importantly the book celebrates the traditions, natural beauty, and intrinsic values of our woods and waters. Following the AGM, supper was served at the White Rock community hall, prepared by the daughter of one of the SAURG members. The evening activities included a wagon ride though a local apple orchard during which the group learned about how the provision of recreation opportunities such as corn mazes, wagon rides, and haunted houses was being used as supplemental income for local farmers. The production of hard apple cider is another new revenue stream and the group was treated to samples. In the orchard, with the smell of apple blossoms hanging in the air, under the light of the full moon, the group enjoyed a campfire. Once again, they were visited by Jerome the gravedigger and his ghostly friends who shared tales of mysterious happens in the area long, including on the Acadia campus. The evening ended with a fireworks display across the dyke lands, above the village of Port Williams. It was another memory making day.

2018 The theme of this SAURG Saturday was entrepreneurship. The day began with a three hour walking tour visiting a number of the unique Wolfville businesses including the Valley Vixen, Just Us Coffee, Annapolis Cider Company, and Inquisitive Toy Shoppe where the owners talked about the nature of the business and reasons for starting it. Acadia Recreation Graduates have strong ties to at least 5 locals businesses: Tan Coffee, Inquisitive Toy Store, Step Outside, the Box of Delights Book Store, and Troy Restaurant. Food and drink samples were enjoyed at some of the stops on the tour. During the tour, the group learned about the origins of a number of the other businesses on Front Street and Main Street. The tour concluded at the Saturday market where participants visited with vendors and had lunch. Along with the afternoon AGM, a panel of entrepreneurs, all of whom are Acadia Rec Grads, spoke about their businesses and their experiences as entrepreneurs. Speakers included Cindy James from the Petit Urban Pooch, George Wade from Fireworks FX, and Donna Conrad from Donna Conrad and Team RE/MAX Advantage Brokerage. Following the session was a tour of the newly renovated Rhodes Hall which houses the Acadia Centre for Small Business and Entrepreneurship. The evening meal was served at the recently established Wayfarers Ale Society in Port Williams, one of the areas newest craft breweries.

2019 The educational session explored the relevance of municipal recreation services today, with municipal recreation directors, all SAURG members, sharing some of their personal experiences, as well as perspectives on the key challenges. Speakers include Kate Friars who served for many years as Recreation Director for Victoria and Burnaby BC but currently serves as Director of Parks, Recreation, and Culture for the Municipality of East Hants; Deb Ryan, the Manager of Recreation for the Municipality of the County of Annapolis; and Rachel Bedingfield, Director of Parks & Recreation for the Town of Kentville. Frank Grant from Yarmouth Recreation Dept who was scheduled to present, was unable to attend. Following the AGM, the group proceeded to one of the areas newest and finest wineries, Lightfoot & Wolfville, where they shared supper and drinks on the outdoor patio overlooking the vineyards and Cape Blomidon.

HISTORY INITIATIVES

One of the primary objectives of SAURG, was to capture the history of the Acadia Recreation degree program. Although the program officially began in 1969 along with Physical Education, it was 1972 when the university calendar first listed a different set of course requirements for the two areas of study. In

2012, the decision was made to radically alter the prescribed Recreation curriculum eliminating the leisure studies core, and the following year the program was changed to Community Development.

THE WEBSITE

The Founders of SAURG felt strongly that it was important to capture, record, and make available information about the 40 year history of the Acadia Recreation program. This was a work in progress for 8 years and a priority of the SAURG Board. Various discussions took place during that time as to what format the material would be made available. These discussions involved the Board, SAURG members, and various Acadia departments including Alumni Office, Tech Services, Archives, and Library. It was concluded that creation of a website to house the information would be the means to make it most readily accessible.

The website contains a variety of materials including text, scanned documents, photographs, and videos. It is presented under 5 major headings: Program, People, Partnerships, SAURG, and Range of Influence. The Program section describes when, how, and by whom the program got started; development of the core curriculum; creation of specializations; traditions associated with the program; the Masters program; the Honours program; the addition of community development; and the wind down of the program. The People section identifies the Directors who administered the program; the faculty who developed and delivered it; the support staff who were so instrumental in assisting faculty and administrators; and the Memorial Awards and award winners. The Partnerships sections identifies various types of partners that supported the program; and in particular the Centre of Leisure Studies and the Student Societies. The Scope of Influence section looks at the nature of the content of the degree program and the ways that graduates have been able to apply what they learned in the degree to a wide variety of fields. The SAURG section looks at the origins and development of the Society of Acadia University Recreation Graduates; the types of initiatives with which it has been involved; and the 2012 Conference and Reunion.

PHYSICAL EDUCATION AND RECREATION 50TH ANNIVERSARY LEGACY PROJECT

In the late 1960s, 5 Acadia varsity coaches came together to develop a proposal to create an academic program in Physical Education and Recreation at Acadia. The first students were admitted in the Fall of 1969. The 1972 academic calendar prescribed somewhat different courses for those interested in the study of physical education and the study of recreation, although the degree granted remained the same for a number of years. Fall 2019 marked the 50th anniversary of the start of the Physical Education and Recreation as a degree program and given that neither Physical Education or Recreation exist any longer as degree names at Acadia, it was important to acknowledge that these programs once existed and that they have storied history.

During the Spring of 2019, SAURG reached out to the School of Kinesiology, and the Department of Community Development to determine whether there was an interest in working together on an initiative that would commemorate the milestone. A small working committee consisting of a representative of each unit met and it was decided that an interpretive sign, erected at the entrance to the old gymnasium building, would be most appropriate. After considerable consultation and discussion, the content was decided upon and a graphic artist designed the panel. The content focuses on the origins of the program(s) and the spirit of engagement that they generated on campus. The panel was free standing, and mounted on a frame.

Funding for the Interpretive panel was generated through a GoFundMe campaign targeted at SAURG members. In the span of a few weeks, Acadia Rec Graduates and friends of the program generated nearly

\$6000 dollars. Donations were received from students representing at least 30 different graduating classes. The following are the names and graduation years of those who so generously donated, including the three gold star donors: Dr. Charlene Shannon-McCallum '96, Kailena Van de Nes '05, and Dr. Ron McCarville '77.

Carol Davis-Jamieson '74	Dawn Ettinger (Bain) '87	Corey and Carrie Evans '97
Steve Stairs '75	Deb Covey-Getson '87	Greg MacRae '97
Brenda Robertson '75	Dawn Stegen '87	Paula Young (Hustoft) '97
Bill Leask '76	Randy Mugford '87	Anitra Daigley (Stevens) '98
Bob Suffron '76	Anonymous '88	Andrew Trites '98
Carroll Randall '76	David Woollven '89	David Wright '98
Debbie Hum (Stymest) '77	Michelle Goodwin '89	Roberta Watts '98
Jude Hirsch '77	Donna Conrad '90	Rosanna Maunder '98
Muggs Tibbo '77	Shelley Wagner-Trombley '93	Aggie Weighill '99
Anonymous '77	Lori Moody '94	James Yorke '99
Linda Atkinson (Tanner) '78	Jenn Skuffham '96	Meg Cumming (Ross) '99
Linda Johnson '80	Robin Norrie '96	Tim Bell '99
Janet Margeson '80	Shayna Allen-Strong '96	Leah Rimmer (Tinkham) '99
Kate Friars '80	Steven Bidwell (Sullivan) '96	Christine Baker (Wilson) '00
Pauline Doucet '82	Tyler Hayden '96	Sue Stanfield (Burley) '00
Laurie Wanamaker '86		

The official unveiling of the plaque occurred during Homecoming, on October 19th, 2019. Fifty people from across the years showed up on a damp, dark, cool Autumn day for the ceremony. SAURG President Carroll Randall served as MC for the event. Laurie (Dickson) Wanamaker, the first James Bayer award winner and SAURG Board member, described SAURG and the process leading up to that day. Liz Vermeulen, one of the 5 founders of the Recreation and Physical Education program back in 1969 spoke, describing the early days of the program. Dr Gary Ness, who served as Director of the School, during the 00s, described the spirit of engagement generated by members of the School. Liz and Carroll unveiled the panel and then hot refreshments and treats were served in the building foyer, compliments of the Community Development Department. Facility tours were available for those wishing to see the extensive renovations that had taken place in the building over the years. That evening, following the football game, SAURG members gathered in the private dining room at Paddy's pub for a celebratory dinner.

2012 CONFERENCE AND REUNION

SAURG was created as a means through which a group of Acadia alumni could organize an event to commemorate the 40th anniversary of the start of the Acadia Rec program (with a curriculum distinctive from Physical Education). Given concerns over alumni travelling a distance to attend a reunion, it was decided to host a professional conference followed by the reunion. That way, those invited as presenters would probably stay for the reunion, and others might better justify the time and expense to travel to the reunion by the fact that they could also attend a conference.

So, on May 23-25, 2012, a very unique conference was held at Acadia University entitled *Creating Community through Connection, Collaboration and Celebration*, in recognition of 40 years of the academic program in Recreation. Eight panel sessions were held, each addressing a key societal issue, with all 40 panelists and moderators being graduates of the Acadia Rec program. Participants came from across Canada and the United States and from as far away as Dubai. In addition, there was a spirited three-hour session entitled *Five Minutes of Fame* where conference participants had an opportunity at the mic to

share information about any topic they felt would be of interest to the group.

Following the conference, on May 25-27 the first reunion of Acadia Recreation graduates in 40 years took place on campus. There were representatives spanning all four decades with a strong contingent from the initial classes in the mid 1970's right up to some who had graduated 2 weeks prior to the reunion. A team of committed current students served as on site volunteers. A myriad of activities took place including campus tour, wine and cheese reception, kick off, nostalgia night, Recreation soapbox, Irving centre tour, Interest group discussions, Return to Planet Acadia, dance of the decades, a chapel service where faculty and students who have passed on were remembered, a tree commemorating the event was planted, and the SAURG AGM.

CONFERENCE SESSIONS AND SPEAKERS

Following is a description of the conference sessions, along with the names of the moderators and presenters.

Is Leisure a Relevant Concept in 2012?

During this opening session, speakers presented their views on whether this notion of leisure had relevance in the world today. This session explored whether with our current lifestyles and the myriad of social, economic, environmental, and political issues we face, we are even capable of experiencing happiness or a state of holistic wellness. Moderator: Adam Barnett (2004). Community Outreach Facilitator (for Imagine Bloomfield).

Panelists:

- Dr. Ron McCarville (1977) Leisure Studies Professor, Associate Dean, Applied Health Studies, University of Waterloo.
- Robin Norrie (1986) Manager of Recreation-Physical Activity, Sport and Recreation, Nova Scotia Department of Health & Wellness
- George Karlis (1987) Professor, School of Human Kinetics, University of Ottawa.
- Meg Cuming (1999) Active Living Coordinator, Municipality of the County of Kings

The role and meaning of Higher Education in community today

In this session, the role and meaning of the formal education system was examined looking at whether a system conceived of more than a century ago still had relevance in 2012 and to what extent are students were acquiring knowledge and tools for the 21st century? Moderator: James Sanford (1987). Senior Director, Student Affairs, Acadia University.

Panelists:

- Keith Publicover (1985) Motivator, Innovator, Change Agent
- Jackie Oncescu, Program Coordinator (2003, '06). Faculty member and Coordinator, Global Studies Program, Algonquin College.
- Kelton Thomson (2007) Student Services, Manager Residence Services, UPEI
- Alex Atkinson (2012) Current Graduate

How to build community wellness

Although 'sense of community' remains critical to the individual health and wellbeing, many factors exist that threaten to and actually diminish the quality of community wellness. Ways and means of building key aspects of the social fabric of communities were addressed. Moderator: Dawn Stegen (1987) Director of

Regional Services- Physical Activity, Sport and Recreation, Nova Scotia Department of Health & Wellness
Panelists:

- Marilyn Johnson (1975). Director of Recreation & Parks, Municipality of the District of Shelburne.
 - Rev. Wilma Janzen, (1987, 2008) Facilitator, St. Luke's Renewal Centre, Springhill Institution.
 - Gabrielle (Riley) Gallagher (2003) Active Living Coordinator, Halifax Regional Municipality
 - Oonagh Proudfoot (1993, 2006) Manager, Student Support-Student Affairs, Acadia University
-

Youth in community: asset or liability?

This session explored the meaning of adolescence in society and what role youth can and should play within communities. Speakers explored why youth are often perceived as liabilities rather than assets, what assets youth bring to communities, what unique challenges youth face today that other generations did not, and how to create youth friendly communities. Moderator: Linda Atkinson (1978) Director, Nova Scotia Child and Youth Strategy

Panelists:

- Vicki Corley Weaver (2000), Recreation & Physical Activities Coordinator, Municipality of the County of Cumberland, Nova Scotia
 - Leah Levac (2001) Program Innovator, Centre for Leadership and Social Entrepreneurship, Renaissance College, UNB
 - Hannah Feldberg (2004) Director-Leadership, Me to We, New York.
 - Amanda Penrice (2010) Coordinator: Middle Childhood Matters Coalition, Toronto.
-

Finding our place in the global village

Technology has created the concept of global village which can be resided in physically or virtually. This session investigated the outer boundaries of the global village and what our participation in it means both to other communities and to those who venture into them. The knowledge, skills, and attitudes required to be a global explorer and contributor were discussed. Moderator: Mary Sweatman (2003). Part time Faculty member, Department of Applied Human Science, Concordia University, Montreal.

Panelists:

- Helen Green (1985) Managing partner/Vice President, Marketing- International, Study Abroad Canada, Charlottetown, PEI.
 - Simone Jucker (2001) International Trade and Development Consultant. Abu Dhabi, UAE
 - Rachel Bedingfield (2002) Physical Activity Consultant - Central Region Coordinator of Active Halifax Communities, NS.
 - Eric MacKenzie (2006) Community Recreation Coordinator, 14 Wing Greenwood, NS.
-

Environmentally sound living

It's human nature to want to explore our environment but as we wander around we are leaving large footprints upon mother earth. It is critical that we discover ways of pursuing more sustainable practices as individuals, organizations, and communities. This session provided insight into how to live a more environmentally aware lifestyle, personally and professionally. Moderator: Debra Ryan (1980) Recreation Manager, Annapolis County Recreation Services

Panelists:

- Jane Murphy, (1996) National Director, Trail Trans Canada Trail
 - Dave Wright (1998) Environmental Legislative Auditor, Office of the Commissioner of the Environment and Sustainable Development / Office of the Auditor General of Canada
 - Andrew Bonnell (2000) Director of Standards, Tim Horton Children's Foundation
 - Rachel Eisener (2013) Acadia's First Farmer in Residence.
-

Sport matters: Or does it really?

There has existed a long held belief that sport is good for individuals, their communities, and for society yet the media is full of examples where this is not the case. If there is inherent value in sport, how can the positive outcomes be strengthened and the negative effects diminished? Moderator: Amy Duncan (2004) Executive Director, PEI Curling Association

Panelists:

- Margaret Tibbo (Muggs) (1977) Recreation Specialist/Clinical Leader, The Janeway Children's Health and Rehabilitation Centre, St John's, Newfoundland
- Andrew Trites (1998) Specialty Representative-Immunology, Division of Gastroenterology, Abbott Laboratories Canada, New Brunswick
- Nicole Phipps (2008) Coordinator, Events & Hospitality, Acadia University. NCCP level 3 certified coach and a Nova Scotia Basketball Officials level 3 certified referee
- Nicole Larade (2010) Community Sport Development Coordinator: South Shore NS.

Is technology building or destroying our sense of community

Technology has provided us with tools that can instantly connect us to others in every part of the world and to one another every minute of the day whether we want to be or not. This session explored how time spent in virtual communities is impacting life in the communities in which we reside. Moderator: Carol Davis-Jamieson (1974) Central Regional Representative-Physical Activity, Sport and Recreation-NS Department of Health and Wellness

Panelists:

- Carroll Randall (1976) former Director of Recreation Services, Municipality of the District of Lunenburg (retired).
- Dr. Charlene Shannon (1996) Associate Professor, Faculty of Kinesiology-University of New Brunswick
- Marie-Claude Du Cap (2002). Student life counselor, cultural and international projects. Cégep de Saint-Jérôme, Quebec.
- Heather MacDonald (2009) Program Manager, NS Junior Achievement.

Putting fun into the workplace

As people spend more time working and the mental health of the nation declines, do we need ways to recreate ourselves after work as was the case during industrial times, or can the workplaces become 'fun friendly'? This session looked at means of making the workplace better for our mental health. Moderator: Lara Abramson (2009) Development Coordinator, Juvenile Diabetes Research Foundation

Panelists:

- Donna Hendy (Kean) (1988), Organizational Change Management, Nova Scotia Public Service Commission
- Tyler Hayden (1996) Professional Speaker, Team Designer and Author
- Cindy James (1986) Manager: Marketing and Business Development, Centre for Entrepreneurship Education & Development
- Erin Sarsfield (2002) Change and Human Performance Business Consultant

Conference Wrap Up

This wrap up session will feature a brief summary of key points from each session in addition to a closing plenary delivered by Dr. Jude Hirsch. Jude will weave together the threads of the diverse sessions into a tapestry of understanding of the global societal impact of graduates of the Acadia recreation program over the past four decades.

Facilitator: Dr. Jude Hirsch, Chair, Department of Outdoor Education, Georgia College.

REUNION PROGRAM SCHEDULE

Friday, May 25

1:00-5:00pm Check in at Festival Theatre (old arena at 540 Main Street). This is when and where you pick up your registration package and get your residence room assignment.

1:30-2:30 Campus tour departing from the Fountain Learning Commons (old McConnell dining hall). No doubt there have been many changes since your day so tour the campus and hear about campus life today.

2:30-3:45 Opening Reception hosted by the Society of Acadia University Recreation Graduates in the KCIC (Irving Centre) Garden Room in the Irving Centre. Come to this grand room, to begin reuniting with former classmates and meeting fellow graduates.

4:00-5:30 Official Reunion Welcome-Fountain Commons. At this event, we will officially welcome you back to campus, and you will discover who is attending the reunion, details of upcoming events, and begin the stroll down memory lane. Distinguished guests including Acadia President Ray Ivany, our own Hugh Bray '75 who is President of the Associated Alumni of Acadia, and Wolfville Mayor Bob Stead, former Acadia Director of Admissions.

6:00-6:45 Kick-Off Dinner-Wheelock Dining Hall. Many will be amazed at the posh surroundings and quality of food available to students in dining hall today.

7:00-8:30 Free time to roam the campus and town or settle into your dorm room.

8:30-1:00 Nostalgia Night-Fountain Learning Commons. Come dressed in the fashion of your era to relive and share the special moments and memories of your experience at Acadia, and learn what resonates with other Acadia Recreation graduates. The evening will feature a "campfire" with musical entertainment provided by Acadia Receptions finest, videos from the vault, tables of memorabilia from each of the decades, live and silent auction, themed open mic sessions, an opportunity to reconnect with current/past faculty members, and of course lots of food and drink

Saturday, May 26

8:00-9:00 Breakfast available in the first floor lounge of Eaton house for those staying in residence.

9:30-11:30 Concurrent Offerings: Meet at the Fountain Commons

1. Recreation Soap Box: In this session, participants will have the opportunity to learn more about other members of the Acadia Recreation family and have others learn about you by taking turns on the 'recreation soap box, taking five minutes to express their thoughts on whatever topic of their choosing. It may be a commentary on a current issue, description of a best practice, promotion of a particular product/service, etc. This may be your final opportunity to make a presentation at Acadia!

2. Irving Centre/Gardens Tour-Irving Centre. Donated to Acadia by the Irving family in 2002, this venue is a centre of excellence for the study of the natural environment, concentrating on the ecology of the native flora of the Acadian Forest Region. The main building of the K.C. Irving Environmental Science Centre contains state of the art research laboratories, greenhouses, and a conservatory. The Harriet Irving Botanical Gardens occupy more than 6 acres and represent a place where nature and science come together.

3. Come Play with Me (CPWM)-The first of the Come Play with Me Sessions. In your registration package you will find a list of 25 interesting things to do in the area today. If you would like to invite other to 'come play with you' at a certain activity, you can post a sheet on the bulletin board at the information desk in the Fountain Commons any time before 9:30am stating what they want to do during the designated time period and invite others to sign up to join you. Volunteers will be on hand at the information desk to assist you with ideas, directions, logistics and whatever else you might need to go play. Meet up at the Commons at 9:30 and off you go for a couple of hours of fun!

12:00 -12:45 Lunch – Wheelock Dining Hall.

1:30 -3:00 Concurrent Offerings: Meet at the Fountain Commons

1. Take a Hike!-Meet at the Fountain Commons. Head out for a guided hike around the woodland trails that surround the campus. The Woodland Trails cover a space that was once part of the old Acadia University Farm. In the 1940's, orchards, field crops and farm animals were scattered throughout the area. The Woodland Trails consists of walking paths that follow a brook and a variety of forest habitats.

2. Special Interest Group Discussions - During this time, reunion attendees can facilitate a discussion session on anything that interests them, and invite others to join them by posting their topic on the bulletin board at the information desk. Topics could relate to shared career interests, current issues and challenges in the workplace, trends, best practices, or more personal topics such as parenting/grand parenting, wellness, or retirement planning. Anything you want to get a group together to talk about is fair game. One discussion session will focus on the Society of Acadia University Recreation Graduates, exploring initiatives that we may want to take on after this reunion. Suggestions already proposed include development of a history of the 40 years of the Acadia Recreation program, creation of a website, development of a database/directory of Grads and what they are doing now, educational tours/experiences, and future reunions/gatherings.

3. Come Play with me Session #2 -Fountain Commons (see description above).

3:30-5:30 Return to Planet Earth: Fountain Commons Anyone who attended Acadia Recreation Program in the early years, especially during the 80s will surely remember Spring Camp...that annual ritual where a resource team of alumni, under the direction of Jude (de Guerre) Hirsch, would facilitate an amazing week long camp experience for the first year class. Each year there was a themed program and each was more creative, innovative, and mind blowing than the one before. Now, nearly a quarter century later, Jude returns with another one of a kind themed experience, in the spring camp tradition, entitled Return to Planet Earth. This 2 hour adventure will take us all back to our common root, our Acadia experience, while weaving the threads that bind us. This is not an experience to be missed!

6:00-8:00 Dinner on your own in local restaurants. Wolfville and area boasts a broad range of culinary experiences and local eateries and are waiting to welcome you as reunion attendees. Form your own group or let us assist you to do so. Detailed information about the various restaurants and their respective fares will be available in your registration package.

9:00+ Reunion Dance-Axe Lounge in the SUB. Come ready to strut your stuff showing off your best dance moves from your era at Acadia. There will be a taking requests and dedications who will feature a mix of music from across the decades.

Sunday, May 27

7:30-8:30 Breakfast available in the first floor lounge of Eaton house for those staying in residence.

9:15-10:15 Chapel Service-Manning Chapel. A time for us to reflect upon and celebrate our common Acadia experience together and to remember those members of the Acadia recreation family who are no longer with us.

10:30 Tree Planting to acknowledge 40 of the Recreation degree program at Acadia University, and the fact that we gathered here, on this day, to celebrate. A plaque will be placed at the base of the tree that reads: In Celebration of 40 Years of the Recreation Program at Acadia University - 1972-2012-Placed by The Society of Acadia University Recreation Graduates

10:45-12:15 Society of Acadia Recreation Management Graduates AGM-Student Union Building. This will be the inaugural AGM of the SAURG and all reunion attendees are strongly encouraged to attend. A report of the work of the Interim Board of Directors will be given, an election of officers will be held, plans for future initiatives discussed, and committees formed.

12:30-1:30 Closing Luncheon: Fountain Commons. The luncheon will officially close to the reunion and will be an opportunity to reflect upon the events of the past few days, to bid farewell to old friends and new, as well as to look ahead to the future initiatives under the auspices of the newly formed Society of Acadia University Recreation Graduates. It is at this final event that one lucky alumnus will win the trip for two anywhere WestJet flies!

CONFERENCE/REUNION PLANNING COMMITTEE

1970s

Brenda Robertson

Carroll Randall

Jude Hirsch

1980s

Robin Norrie

Donna Hendy

Laurie Wanamaker

1990s

Donna Conrad

Oonagh Proudfoot

2000s

Rachel Bedingfield

Eric MacKenzie

Heather MacDonald

2010s

Andrew Waters

Simone Spears

Karol Halliday

CONFERENCE/REUNION PARTICIPANTS

Carol Davis-Jamieson 1974	Norm Amirault 1983	Adam Barnett 2003
Cynthia Stacey 1975	Keith Publicover 1985	Meg (Ross) Cuming 2003
Marilyn (Cleversey) Johnson '75	Neal Viger 1985	Chester Gallant 2003
Bill Reeves 1975	Helen Green 1985	Anna (Grantham)Sherwood '03
Brenda Robertson 1975	Norma MacLeod 1985	Mary Sweatman 2003
Jim Campbell 1975	Cindy (Burke) James 1986	Cindy (Horton) Bishop
Steve Stairs 1975	Robin Norrie 1986	2003 Margaret Kralt 2003
Hugh Bray 1975	Laurie (Dickson) Wanamaker '86	Katie Joyce2003
Carroll Randall 1976	Dawn (MacNevin) Stegen '87	Kate Morrison 2004
Bill Boyd 1976	George Karlis 1987	Amy Duncan 2004
George Tayler 1976	James Sanford 1987	Jennifer Coolen 2004
Bob Suffron 1976	Debbie Covey-Getson 1987	Hannah Feldberg 2004
Ron McCarville 1977	Donna (Kean) Hendy 1988	Leslie Clarke 2004
Margaret Tibbo 1977	Russ Francis 1990	Brian Willman 2004
Jude Hirsch 1977	Trudy Payne 1990	Sandra Fraser 2005
Glenda MacKinnon 1977	Donna Conrad 1990	Eric MacKenzie 2006
Heather Hickman 1977	Jane Murphy 1996	Kelton Thompson 2007
Joanne Tompkins 1977	Tyler Hayden 1996	Leila Eid 2007
Terry Keyko 1977	Charlene Shannon 1996	Nicole Phipps 2008
Janet (Barlett) Baccardax 1977	Tony Trimper 1996	Heather MacDonald 2009
Linda (Tanner) Atkinson 1978	Jennifer Skuffham 1996	Amanda Penrice 2009
Gary Raymond 1978	Andrew Trites 1998	Cara McInnis 2009
Mike Trinacity 1980	Dave Wright 1998	Selene Lincoln 2009
Jim Archibald 1980	Vicki Corley Weaver 2000	Sarah Wagner 2009
Deb Ryan 1980	Chad Haughn 2000	Lara Abramson 2010
Laurie (Miller) Winder 1980	Andrew Bonnell 2000	Nicole Larade 2010
Janet (Stevenson) Margeson '80	Simone Jucker 2001	Andrew Waters 2010
Elaine Kenny 1980	Leah Levac 2001	Sam Reyno 2011
Kate Friars 1980	Erin Sarsfield 2002	Alison (Randall) Covert 2011
Pauline Doucet 1982	Marie-Claude DuCap 2002	Rachel Eisener 2013
Helene Ouelette 1982	Rachel Bedingfield 2002	Wilma Janzen 87,'08
Sue Ross 1983	Gabrielle (Riley) Gallagher '03	Oonagh Proudfoot 93, '06

Acadia University Recreation History Website

This document contains the text from a website developed by the Society of Acadia University Recreation Graduates to share the history of the Recreation Program 1969-2012. The website contains videos, pictures, brochures, manuals, handbooks, reports and other documents that will help bring this text to life. The website has a search function, and provides an opportunity for graduates to leave comments and share memories. The URL is www.acadiarechistory.com