

Permanent and Landscaped Labyrinths in Universities and Colleges: An International Index

Part I: Introduction to 1st edition, 2021

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*Fig. 1: The Canterbury Labyrinth, University of Kent, England.
Photo courtesy Jim Higham, University of Kent.*

Abstract

This new Index is designed to support the growing interest in labyrinths in further and higher education, as a resource for quiet contemplation and reflection; for teaching and learning; for creativity and wellbeing. It comprises an introduction and a user guide followed by the Index itself, a detailed listing of over 260 labyrinths in college and university settings and in research settings such as field study centres, in 18 countries. There are labyrinths created in the 1990s and others created so recently that they have yet to be launched (a few are noted as still in the planning stages). The Index focuses on permanent and landscaped labyrinths, illustrating considerable diversity, not only in the nature of the labyrinths themselves but in their genesis and funding, in their use and the variety of engagement within institutions. Leaders of labyrinth initiatives include lecturers and students from many disciplines; guidance and counselling teams; chaplaincies and inter-faith centres; health and wellbeing centres; estate and land management teams; conference and retreat centres. With extensive links to further information and images, the Index will serve as a source of inspiration and fresh insights. It will hopefully contribute to building and strengthening communities of interest and networking, within and across disciplines and other boundaries. The author welcomes feedback, corrections and news of omissions and updates: please contact her at jansellers.labyrinth@gmail.com

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Introduction

This Index summarises information about 269 labyrinths in further and higher education and research settings in 18 countries around the world. It includes approximately 240 further education, higher education and research institutions with labyrinths; a further 20 universities and colleges with access to a labyrinth on a shared campus or neighbouring site; and a small number of other research locations with labyrinths, including remote field study stations.

The current study has a focus on built or landscaped labyrinths. Their fabric may be permanent (stone) or ephemeral (mown grass), but the labyrinth is evident on site over an extended period, as evidenced by website references, publicity for events, images, campus maps, Google Earth, the World Wide Labyrinth Locator (WWLL) and other sources. These labyrinths are part of the contemporary resurgence of interest in the labyrinth that began in the 1970s and shows no sign of abating. In higher education, labyrinths have been created for many purposes:

- As memorials or in celebration of specific anniversaries;
- As beautiful features of the landscape;
- As teaching and learning resources;
- For individual reflection and for communal gathering;
- For health and wellbeing;
- As places of prayer, contemplation and mindful walking for people of all faiths and none, or for specific faith traditions.

What is a labyrinth?

Labyrinths have existed for thousands of years, appearing in many forms including prehistoric rock carvings. Labyrinth patterns are found all over the world, in many cultural, community and faith traditions. Laid out on the ground, the labyrinth forms a narrow, convoluted path leading to a centre; walkers follow the path to the centre and return by the same path. There are no high walls, and no dead ends. A labyrinth walk (unlike a maze) is not about getting lost, but is more of a reflective walk of self discovery. As the path twists and turns, we slow down, we are given a breathing space for heart and mind. To walk a labyrinth is often a calming experience and can lead to fresh insights. It is something to experience for yourself and cannot easily be put into words.¹

At the University of Kent, England, from 2008-9 onwards, the Creative Campus initiative began to increase opportunities for outdoor learning, with encouragement from students and staff. The first project was the building of the Canterbury Labyrinth, with glorious views across the woods to the city and cathedral. The labyrinth has been walked by young and old, attracting local families with their children. Students of Dance, Drama and Photography have explored it in their own ways including theatre in the round. Social Anthropology and Creative Writing students have walked and reflected on different lives, different journeys, different ways of being. Counsellors have invited students to walk, in-between appointments; students on the autism spectrum have found it a safe place to be, an experience they make their own. New graduates, and new students, have taken time to reflect on their own journeys, their hopes and visions. Above all, though it is sometimes a place of laughter and play, the labyrinth is for much of the time a place of reflection, of quietness: a place to simply be. This resonates with recent research: the labyrinth is part of creative approaches to develop 'the power of the pause' on campus (Chrisinger and Rich, 2020) and to 'deepen conversation in higher education' (Greenwood and Lee, 2019). The labyrinth as a walking meditation has found a place on the 'Tree of Contemplative Practice' (Center for Contemplative Mind in Society). Doctoral student Faye Thomsit-Ireland, a research engineer, reflects on 'walking and tracing the labyrinth' as a way of valuing the journey:

My mind was driven by achievements and the next goal, almost ignoring the process of how I got there. Yet I am learning that the 'process' is where joy, peace and contentment lie. Miss the journey, and you miss the point. (Thomsit-Ireland, 2016, p.54).

It's worth taking a pause now, to look at three labyrinth patterns.

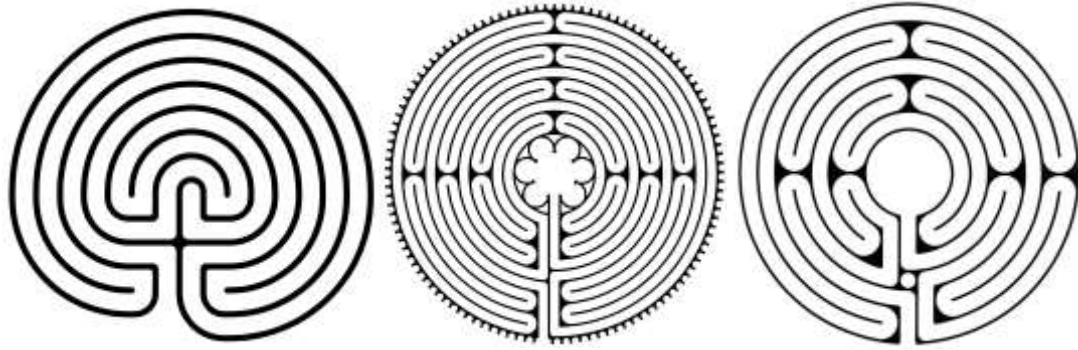


Fig. 2: From left, seven circuit classical labyrinth; 11 circuit Chartres labyrinth; example of a seven circuit medieval style labyrinth. Drawings by Jeff Seward, reproduced with permission.

It is common to refer to labyrinth patterns, as in figure 2, naming the design and the number of circuits the path takes around the labyrinth centre (which gives a very rough indication of size).² The patterns most often installed for walking in universities and colleges appear to be the seven circuit, classical labyrinth (the oldest pattern known, shown on the left); the eleven circuit, Chartres labyrinth (from the pattern of the 13th century labyrinth in Chartres Cathedral, shown centre); and various seven circuit labyrinth patterns in medieval style, needing less space than the full eleven circuit Chartres pattern, of which one example is shown on the right. This third image is the Canterbury Labyrinth pattern, with an additional ‘resting stone’ below the centre (illustrated in figure 1, and shown here in figure 2 with narrower walls than the actual design ‘on the ground’). This seven circuit labyrinth design draws on the mathematical symmetry of the Chartres labyrinth (Shelton, 2011).³

In addition to permanent or landscaped labyrinths, it is possible to purchase canvas labyrinths (to lay out like a very flat carpet) or to create other temporary installations. Small hand-held labyrinths are also available (sometimes called ‘finger labyrinths’). These can be carved in wood or other materials, or copied onto paper.⁴

The introduction of labyrinths in universities and colleges is explored in detail in *Learning with the Labyrinth: Creating reflective space in higher education* (Jan Sellers and Bernard Moss, eds., 2016); in the Labyrinth Society's *Labyrinths in Places: Universities and Colleges* web pages (2018) and in Veriditas' current Higher Education webinar series. For readers new to the concept of labyrinths, you will find within these resources a comprehensive introduction in a higher education context, with contributions from lecturers, librarians, students, staff and educational developers, counsellors and chaplains. Extensive information on the history and design of labyrinths is also available at Labyrinthos.⁵

The New Index

The present Index, the first of its kind, follows and complements the materials indicated above. The Index is intended as a resource for inspiration and connection, demonstrating the very diverse ways in which permanent or landscaped labyrinths may serve the university, college and local community. As will be apparent, engagement with the labyrinth is often the focus of a single team. The breadth and depth of experiences shown in this Index may encourage wider use, whether for individual reflection, for collaborative approaches, or for increased use by groups from different parts of the institution. As discussed below, some universities have more than one labyrinth on campus; see the Costa Rica labyrinths in the Index, for striking examples of diverse labyrinths designed for different purposes.

Labyrinths do not need to be expensive installations. There is tremendous diversity within this Index, from forest labyrinths set out with timber or rocks to labyrinths mown into lawns, as well as more costly projects such as fully paved labyrinths. Six universities have installed indoor labyrinths. The originators are equally diverse, including students, alumni, academic staff, management, estates and development teams. In some cases, the creation of a labyrinth becomes a valued addition to the

campus which is then used almost exclusively by individuals – as a breathing space, for quietness and meditation. In many other instances, engagement with the labyrinth commences in a planned and sustained way, even before construction; the labyrinth becomes a focal point for planned events, acknowledging and supporting times of grief, celebration or new beginnings within the academic and wider community. The creative work by colleagues far and wide, reflected in brief in the Index, will hopefully spark ideas and enable networking amongst labyrinth enthusiasts and those keen to learn more.

What is included?

This Index includes universities; specialist institutions offering degree level studies such as seminaries and art schools; partner colleges linked to universities and offering a higher education programme; and other settings, sometimes remote, with close links to higher education for research and study purposes such as arboretums and field study centres. My initial focus was on higher education and I had not originally intended to include colleges of further and adult education (other than partner colleges). I was delighted to find a number of such colleges with labyrinths and therefore widened my search; these colleges are included.⁶

Where two institutions share one campus where a labyrinth is located, both are listed; the lead institution regarding the labyrinth is clearly indicated. In addition to shared campuses, there are a small number of labyrinths, not on campus but nearby, included because of an evident link with the university or college (discussed below). This question of inclusion is not an exact process, and other researchers might have made different decisions. I have also noted for interest (but have not counted in the statistics) a few other nearby labyrinths that have come to my attention, where there is ready access for the academic community but no apparent formal connection.

Some arboretums and botanic gardens are research centres: these are often (though not always) part of a university department and have clear research and/or teaching connections to one or more universities. These have been included in the Index. Others have no clear research links; these are not part of this study. I have also excluded most labyrinths at teaching hospitals, the exception being those few where students are specifically identified as being amongst the beneficiaries of the labyrinth installation or where a labyrinth is designed with open access to the public. The growing numbers and use of hospital labyrinths merits further research, but most are designed exclusively for patient and family use. Thanks are due to Dr Diane Rudebock (Professor Emerita, University of Central Oklahoma) for her guidance in this regard.

I have not included historic artefacts held by universities, such as the (wall-mounted) Roman mosaic at the University of Fribourg, Switzerland, as the focus of the Index is on contemporary practice and experience.⁷

Linguistic limitations clearly limit the data. I have drawn primarily on sources in English, with some additions and supporting material from French, German and Spanish sources. Thanks are due to David Irwin and to Erwin Reißmann for their assistance in this respect. I thank Kay Barrett (England) and Thea Verkerk (Netherlands) for their help regarding labyrinths in Belgium and the Netherlands. I thank Ronald Esquivel, a pioneer creating labyrinths across Costa Rica, for clarifications and for his bilingual website. I have searched many regional and national lists of labyrinths and thank all the authors.

Much creative, sustained work is carried out with canvas labyrinths, laid onto the ground (the pattern is painted onto the fabric) and with other portable or ephemeral labyrinth installations. I would like to pay tribute to this work which can make a significant contribution to campus life. Such labyrinth work sometimes proves a seedbed for a more enduring labyrinth at a later stage, as it did (for example) at the Universities of Bedfordshire and of Kent (England), Dublin City (Ireland), Edinburgh (Scotland) and Central Oklahoma (USA).⁸ Fabric labyrinths are often beautiful artefacts, transforming the space within which they are laid out. I have found myself that students love these labyrinths and staff are often struck by their beauty. However, this is not the focus of the present research. Though these labyrinths are excellent resources, they are almost invariably kept in storage, their use depending

entirely on specific members of staff to lead projects and host events. Staff move on, and portable labyrinths often move with them (or stay behind, sometimes to be found with bemusement or delight by a successor). Research on the prevalence and use of canvas and other temporary labyrinths is therefore a research project for another day. Where I have found that institutions have a portable labyrinth *in addition to* a permanent or landscaped labyrinth, I have noted that fact within the Index. I hope that the Index will be of use to newcomers and seasoned labyrinth facilitators alike, whatever the material underfoot.

Omissions, Mistakes, Feedback, New Additions

I have relied mainly on web searches, supplemented by other sources including literature in this field and many lists of local and regional labyrinths. Though my search has been as comprehensive as I could make it, there will certainly be omissions, not least for the good reason that labyrinths continue to be created. I appreciate the support of numerous people in alerting me to individual labyrinths and would be glad to receive information about labyrinths not present on this list. Mistakes are my own and corrections to the data will be most welcome.

Please also note that an entry in the Index does not imply availability, public access or any permission to visit (especially in these pandemic times). Readers will need to make their own enquiries, and links are provided as a starting point within the Index. (See also the World Wide Labyrinth Locator regarding visits).

Use of the Data for Further Research

The two documents (the Introduction and the present document) together form a research paper in two sections. The Index and supporting material will hopefully provide a rich resource and you are welcome to use these materials for personal research, with appropriate acknowledgement (please note the copyright statement on the first page). I would be glad to hear of any research arising from these materials and have a particular interest in teaching and learning initiatives with the labyrinth.

The Index and the World Wide Labyrinth Locator

I am very grateful to researcher and historian Jeff Saward who maintains the World Wide Labyrinth Locator on behalf of two organisations, Veriditas and the Labyrinth Society. For the duration of this project, Jeff has alerted me to new WWLL entries of interest; I in turn have provided new information for the WWLL and updated information for existing entries. The WWLL as a consequence now has much greater numbers of university and college listings.

In common with the WWLL listings, the Index provides information on the installation, type and fabric of the labyrinth and, where known, its current custodians. As with the WWLL, the Index is in alphabetical order by country.⁹ For the USA there is also alphabetical listing by State. The full address of each institution is provided, identifying the campus or other location where the labyrinth has been created.

The question must be asked: why create a separate Index? Why not simply update the WWLL as a research resource? There are distinctive features to the Index, as follows.

1. Data within the WWLL relies on volunteers and labyrinth enthusiasts around the world who send in information, whether for one labyrinth or for 20. An arboretum labyrinth (for example) is likely to be categorised for the WWLL as 'Public park or garden' for searches, unless the informant specifies that this is particular arboretum is part of a university department. Painstaking care is needed to find higher education labyrinths within the WWLL, for the very good reason that the Locator is designed for 'broad brush' and single location searches. Though the search word 'university' will result in many labyrinths, it relates to use of the word 'university' in the title of the organisation, including churches and medical centres and excluding higher education institutions or centres with different names (eg College, Field Study Centre, Seminary). It is therefore not possible within the Locator to bring up a single list of all labyrinths in higher education settings. The present study offers a single, detailed list of labyrinths world-wide, built or landscaped in place within a further or higher education setting.

2. For each entry in the Index, the website of every institution has been comprehensively searched to find (a) references to its labyrinth; (b) information about this labyrinth's design, origins and use; (c) particularly informative web pages about this labyrinth where such pages exist. Brief notes are given on these points, with links where available.
3. Websites have also been searched for photographs, drawings or films relating to the labyrinth; links are provided where available.
4. Where a labyrinth exists but this is not apparent from the university or college website, considerable effort has been made to find further, reliable sources of information online (such as a photograph in context); again, links are provided. The physical presence of each labyrinth has been checked and confirmed by a variety of means ranging from Google Earth to personal correspondence.
5. As university websites are of course prone to reorganisation from time to time, the home website is also provided. This is also a starting point for information about visiting the campus, a particularly important question in the light of the current pandemic (see below).
6. The exact location of the labyrinth has been searched for and where possible, specific directions are provided with reference to online campus maps showing the labyrinth itself or nearby buildings (links provided).
7. Labyrinths actually under construction as I write, in 2021, have been included, resulting in a small but delightful flurry of late entries as work on several campuses, carried out over the summer months, came to fruition. Labyrinths planned for 2022, where I have heard of them, have also been noted.
8. Table 2 records 20 institutions who (while not owning or managing a labyrinth) have a labyrinth in their immediate vicinity which appears to be accessible to the academic community. The Index provides fuller information.
9. Appendix 1 provides a historical record. Some universities and colleges had a labyrinth in the past but it no longer exists. Conversely, while a labyrinth may still be present on site, several universities and colleges have closed down in recent years and are also included in this Table.

Counting... what?

The process of counting institutions with labyrinths became surprisingly complex. For the majority of Index entries, it is a straightforward matter of one institution, one labyrinth. There are however some very interesting exceptions:

- Some institutions have more than one labyrinth on their campus (as at Emory University, Atlanta, Georgia, with an indoor and an outdoor labyrinth installed);
- Some institutions have a labyrinth on more than one of their campuses (the most notable being the University of Costa Rica, with eight labyrinths across four campuses);
- Some institutions share a campus and labyrinth (for example, the Universities of Exeter and Falmouth in England at their Penryn campus).

Within the Index I have therefore enumerated labyrinths rather than institutions. I quickly discovered that a single running total led to much re-typing when new entries were required. I have therefore counted country by country (see the User Guide, immediately preceding the Index, for details).

Table 1, below, lists the institutions with more than one labyrinth. This includes (in Section 1) those with two or more labyrinths on a single campus, and (in Section 2) those with a labyrinth on two or more campuses.

Country	University or College	Total labyrinths, and sites (details within Index)
Section 1. More than one labyrinth on a single campus		
Canada	Lakehead University, Thunder Bay, Ontario	2, on campus. One labyrinth present; one built, awaiting Spring planting, for launch 2022.
Costa Rica	University of Costa Rica	4, on San Ramón de Alajuela Campus (See also Section 2 of this Table, below)
Costa Rica	University of Costa Rica	2, on Tacaes de Grecia Campus (See also Section 2 of this Table, below)
England	Schumacher College, Totnes, Devon	2, on campus
England	University of Winchester, Hampshire	2, on campus (one labyrinth outside, one indoors)
USA	University of Arizona	2, at Boyce Thompson Arboretum (part of College of Agriculture and Life Sciences)
USA	University of Redlands, California	2, at Marin Campus (San Anselmo) (See also Section 2 of this Table, below)
USA	Emory University, Atlanta, Georgia	2, on campus (one labyrinth outside, one indoors)
USA	University of Maine at Machias, Maine	2, on campus
USA	Wellesley College, Massachusetts	2, on campus
USA	Northwestern Health Sciences University, Bloomington, Minnesota	2, on campus
Section 2. Labyrinths on more than one campus		
Australia	Charles Sturt University	1 at Australian Centre for Christianity and Culture, Barton, Canberra, Australian Capital Territory; 1 at Albury-Wodonga campus, Albury, New South Wales
Costa Rica	University of Costa Rica	1 at St Pedro campus; 4 at San Ramón de Alajuela campus; 2 at Tacaes de Grecia campus; 1 at Turrialba campus
England	University of Bedfordshire	1 at Bedford campus; 1 at Luton campus
USA	University of Redlands, California	2 at Marin campus (San Anselmo); 1 at Redlands campus
USA	Goshen College, Indiana	1 at main College campus, Goshen; 1 at Merry Lea Ecological Center of Goshen College, Wolf Lake
USA	University of Maine at Augusta, Maine	Both at University of Maine Cooperative Extension sites: 1 in the Augusta Community Garden; 1 in UMA Bangor Community Garden
USA	Oklahoma State University, Oklahoma	1 on the Oklahoma City campus; 1 in the Botanic Garden at Oklahoma State University, Stillwater
USA	Lenoir-Rhyne University, North and South Carolina	1 on Hickory campus, North Carolina; 1 on Columbia campus, South Carolina
USA	University of Tennessee, Agricultural Institute	Both at University of Tennessee Extension Gardens: 1 in the Plateau Discovery Garden, Crossville; 1 in the University of Tennessee Gardens, Knoxville
USA	University of Texas	1 at UT Health Science Center, Houston; 1 at University of Texas, San Antonio, Downtown Campus

Table 1: Institutions with more than one labyrinth

Table 2, below, lists universities and colleges with 'neighbour labyrinths'. These universities and colleges do not have responsibility for a labyrinth, but have direct access to a labyrinth very close by, owned by another organisation. In most instances, (a) two or more institutions are sharing a campus, or (b) there is a labyrinth in the grounds of an adjacent founding body (founders of the university) or campus ministry. In some cases (e.g. Harding School of Theology; Neumann University), these labyrinths are very much part of the student experience. In many cases, the possibilities for collaboration and shared use may be considerable. In order to increase awareness of such opportunities, these institutions are included in the Index, with details of location and relationship.

Country	University or College with access to adjacent labyrinth	Notes on location and responsibility for labyrinth
Australia	St. Mark's National Theological Centre, Canberra, ACT	Labyrinth at Charles Sturt University, Australian Centre for Christianity and Culture: shared campus
Canada	Champlain College Lennoxville, Sherbrooke, Quebec	Labyrinth at Bishop's University: shared campus
Canada	Concordia Lutheran Theological Seminary, St. Catharines, Ontario	Labyrinth at Brock University: the Seminary is located on the Brock campus
England	St. Hild College (Mirfield Teaching Centre, West Yorkshire)	Labyrinth at the combined campus of Mirfield Monastery and their own College of the Resurrection. This is also one of St. Hild College's teaching centres
England	University of Exeter (Penryn campus, Cornwall)	The campus is shared between Falmouth University, with labyrinth, and the University of Exeter
Scotland	University of St. Andrews	Labyrinth in the adjacent Kinburn Park
South Africa	Boland College, Stellenbosch Campus	Labyrinth at the adjacent Jan Marais Nature Reserve
South Africa	Stellenbosch University, Stellenbosch Campus	Labyrinth at the adjacent Jan Marais Nature Reserve
USA	College of the Redwoods, Eureka, California (FAE)	Labyrinth in the adjacent Humboldt Botanical Gardens
USA	Siena Heights University, Adrian, Michigan	Labyrinth at the adjacent Weber Retreat and Conference Center
USA	College of St. Benedict, St. Joseph, Minnesota	Labyrinth at the adjacent St. Benedict's Monastery
USA	St. Catherine University, Saint Paul, Minnesota	Two labyrinths at the adjacent Carondelet Center
USA	Long Island University (LIU Brentwood), New York	Labyrinth at Suffolk Community College, on campus shared with LIU Brentwood
USA	University of Rochester, Rochester, New York	Labyrinth in gardens of M.K. Gandhi Institute (University-owned premises; partner organisation).
USA	University of Mary, Bismarck, North Dakota	Labyrinth at the adjacent Benedictine Sisters of Annunciation Monastery
USA	Oklahoma Baptist University, Shawnee, Oklahoma	Labyrinth at the adjacent St. Gregory's Abbey
USA	University of Oklahoma, Norman, Oklahoma	Labyrinth in the adjacent Reaves Park
USA	Harding School of Theology, Memphis, Tennessee	Labyrinth on border of campus, owned by Harding Academy
USA	Academy of Interactive Entertainment (FAE), Seattle, Washington	Labyrinth at the Seattle Center (a community/arts development venue) where the Academy is based
USA	Cornish College of the Arts, Seattle, Washington	Labyrinth at the Seattle Center (a community/arts development venue) where the College's Drama Campus is based

Table 2: Institutions with access to 'neighbour' labyrinths

Research and visits in pandemic times

Not all labyrinths are open for visitors. Some have always been restricted, being indoors or in areas of campus accessible to residents only. We are now living in pandemic times and most, probably all, universities and colleges have imposed greater restrictions on visitors to all or part of the campus. The pandemic has had a very significant impact on academic communities across the sector; institutions have responded in many different ways as each academic community has sought to support its students. Websites have been re-written to give a different focus (for example, prioritising access to online counselling and guidance, rather than on-site support). In consequence, some web pages about labyrinths and other on-campus resources have completely disappeared. Visitors may not be as welcome as previously and it is crucial that this is respected: such restrictions will vary between countries and states as well as between institutions. It is advisable to ask before visiting and for this reason the institution's website home page is given, from where information about campus visits can be readily sought by email or telephone. The home page will also be useful as the most robust starting point in the (inevitable) circumstances of some web pages (eg links to photographs or publications) becoming inaccessible. All web pages cited were working as of August 2021.

The pandemic has had an impact on estate and garden maintenance; labyrinths will be no exception to this. From Australian dust to Costa Rican forest to English lawns, labyrinths may have become overgrown, inaccessible or barely visible, at least for the time being. This is a new factor, a concern raised by several correspondents from universities in lockdown situations. Evidence of any loss of labyrinths is unlikely to emerge in Google Earth or website searches for some time. As staff have been furloughed and staffing levels reduced, the risk applies in particular where a labyrinth needs regular attention from gardening or maintenance teams (for example, mown labyrinths, mulched labyrinths and patterns set lightly into grass).

Restrictions arising from the pandemic have clearly had an adverse effect on some plans for a labyrinth. For example, at the University of Texas at Austin, a project by students to mark Earth Day 2020 as part of their coursework came to a halt before construction: Katherine Deegan has written about her experience of the Waller Creek project which may yet be realised in the coming year.¹⁰ Spalding University (Louisville, Kentucky) has a meditation garden that lacks its planned labyrinth at the time of writing (see Index entry). At other institutions, while there may have been delays, ultimately the timing simply seemed right: at least ten new labyrinths were completed in 2020-21.¹¹ Professor Mary Donahue (Chadron State College, Nebraska) describes the unique challenges and joys of her project in the case study below.



Figure 3: Chadron State College Labyrinth, image (c) Daniel Binkard/Chadron State College, 2021

Connecting students to place and to each other: the collaborative creation of a labyrinth on campus

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This project started as a discussion among campus and community members brought together by Teaching and Learning Center Instructional Tech and Design Specialist, Elizabeth Ledbetter. We gathered as informal groups to learn together, drawing on Veriditas' *Labyrinths in Higher Education* initiative (<https://www.veriditas.org/higher-ed>).

Our campus is set into the remote Pine Ridge escarpments of northwest Nebraska on the edge of the High Plains. Within the hills on the south edge of campus is a historic, brick-walled open-air cistern, once used as the water supply for the town of Chadron. This was our planned labyrinth location. The cistern is a fifteen minute hike from campus, through native grasses and yucca plants. From the top of the walls, a panoramic view extends beyond campus to the Black Hills of South Dakota. Walking down into the cistern, one's focus becomes the circular space and the sky above.

SPRING SEMESTER 2020: With my ART 422/Graphic Design Practicum students we started the design process for creating a labyrinth on our campus. We began with research on the history of labyrinths and their use in hospitals and in higher education. We discussed mental health and stress reduction and looked at land art and earthwork.

JANUARY 2020: We took a field trip to the proposed site, walking there together from our classroom. We took photos and measurements of the cistern, looked at the views and discussed how an entry way might be designed.

FEBRUARY 2020: Our campus landscape planner/horticulturist/grounds supervisor, Lucinda Mays, met with the students in class and discussed how to think about a site and its materials. She showed them how to use tissue sketches over photos of the site and to create drawn plans.

FALL SEMESTER 2020: We were able to finish the labyrinth, working outside and maintaining distancing during Covid—a wonderful cooperative project in the midst of a very difficult time. Our college administration gave permission to use the cistern space; the city agreed that we could access the site, on a maintenance road. We had free materials due to renovations on campus, with many landscaping rocks that were no longer needed. How could these be moved a mile uphill? We created a campus event, 'Rock and Run,' sponsored by our Art Guild with the enthusiastic support of student groups and campus maintenance employees. Students, staff, and faculty loaded five-gallon buckets with rock, drove up to the site and unloaded. We worked with our campus horticulturist, Lucinda Mays, to preserve and be mindful of the native plant communities growing in and around the cistern. On 20 November, the last day of our Fall semester classes, Elizabeth Ledbetter guided staff, students, faculty and community members, who laid down the rock to form the paths of our labyrinth.

Labyrinths for our times

Much of my own experience has been through teaching and learning with the labyrinth, in academic and staff development, in learning development and in approaches to wellbeing. Throughout the process of research as I compiled the Index, I was struck by the variety of ways in which people are engaging with the labyrinth - with imagination, with compassion, with energy. At Lakehead University in Canada, a portable labyrinth is used for contemplative enquiry and to deepen discussion within a

'Labyrinth Learning Community', soon to be enhanced by an outdoor labyrinth. At Whitman College (Walla Walla, Washington, USA), the first event held on their new labyrinth in March 2021 was 'Walking with Loss and Hope', a candle-lit gathering acknowledging loss and healing, and the possibilities of hope in times of grief and uncertainty. At Elon University (North Carolina, USA), the labyrinth is part of a walking trail on sustainability and climate change, the 2020 'Mindful Way Forward' created by the Office for Sustainability, while the University's Truitt Center provides guidance for a 'Black Lives Matter' labyrinth meditation. (For links in relation to these initiatives, see the Index entries). At the 2021 Edinburgh Science Festival, participants walked the Edinburgh Labyrinth (University of Edinburgh, George Square Gardens). On this self-guided walking tour, each listened to a 20 minute recording, 'a labyrinth of stories': voices from the front line of the National Health Service during the Covid-19 pandemic (Ranscombe, 2021).¹² The labyrinth can be a powerful and peaceful resource to help us respond to the challenges of our times.

It is my hope that this Index will provide a comprehensive resource on labyrinths within the higher education community. Throughout the Index, readers will find time-honoured ways of engaging with these quiet spaces and places, and creative innovations that enhance the teaching and learning experience. There are many opportunities, as I have myself discovered, to learn from the experiences of others.

In the painstaking process of gathering information, I am very appreciative of information provided willingly by people around the world, sometimes grappling with very difficult circumstances. Labyrinth enthusiasts and their (sometimes bemused) colleagues gave positive feedback and local facts. Alys Price proofread, copy edited, had good ideas and saved me from at least one embarrassing mistake. Jeff Seward solved problems, provided news of labyrinths and responded to many questions, sharing his encyclopaedic knowledge of labyrinths with goodwill. From first to last, I have been sustained and encouraged by Sue McCarthy, whose sense of perspective I kept borrowing when mine went missing. I thank them all.

Jan Sellers
November 2021
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Part II: The full Index, including a User Guide, is available at
<https://jansellers.com/publications/>

References

These are references for Part I only. For further reading, please see the Selected References at the end of Part II.

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¹ First find a labyrinth... if you do not find a labyrinth near you within the Index, one starting point is the World Wide Labyrinth Locator which lists over 6,000 labyrinths in more than 85 countries around the world: <https://labyrinthlocator.com/>

² All three of these examples have 'left-hand entrances' (the walker turns left on entering). Left-handed entrances are more popular, perhaps due to historical prevalence, but right-handed labyrinths (both historical and contemporary) certainly exist and can be more suitable in practical terms for particular spaces. For more on labyrinth design and history, see Kern (2000) and Saward (2003, 2021). There are links to several examples of plans and drawings within the Index (e.g. see entry for Lakehead University's 2021 labyrinth).

³ The Canterbury Labyrinth is one of several variations that retain the mathematical symmetry of this specific path design. Other examples include the Greys Court Labyrinth, Oxfordshire; the Millennium Garden labyrinth at the University of Nottingham (a mirror image of the path, with right-hand entrance; see Index) and the Chartres Essence design (see Robert Ferré's webpage for interesting historical notes, <https://labyrinth-enterprises.com/ChartresEssence.html>).

Readers may spot the 'extra path' (known as the Circle Path) that runs around the outer perimeter of the Canterbury Labyrinth, in the photograph of the Canterbury Labyrinth (figure 1). As the labyrinth has walls of grass and is set into a grassy hillside, the Circle Path gives clear definition, an outer boundary, and is often walked by visitors before or after their walk on the labyrinth.

⁴ For canvas labyrinths (which can be created to fit specific spaces), visit the Labyrinth Society's web page, <https://www.labyrinthology.org/market/> Suppliers of hand-held labyrinths are also listed. As this list includes Labyrinth Society members only, it is always worth checking for possibilities in one's own country or region. For carved, hand-held or 'finger labyrinths' an additional British source is the arts charity Rowan, <https://www.rowanhumberstone.co.uk/rowan-artwork/> For labyrinth patterns to download or photocopy as hand-held paper labyrinths, and for an introduction to labyrinth drawing, see *Learning with the Labyrinth* (Sellers and Moss, 2016) and <https://labyrinthology.org/resources>

⁵ The Labyrinth Society, resources: <https://labyrinthology.org/labyrinths-in-places> (scroll down to 'Universities and Colleges'). Labyrinth Society activities include an annual Gathering with opportunities to present papers, give mini-presentations and lead workshops: see <https://labyrinthology.org/annual-gathering>

Veriditas projects include labyrinth facilitator training and the Labyrinths in Higher Education initiative with resources including free webinars. See <https://www.veriditas.org/> and <https://www.veriditas.org/higher-ed>

Labyrinthos (resources, historical guides and research), <https://www.labyrinthos.net/>

⁶ The term 'partner college' may need clarification. This is *Non-University Higher Education* (citing the title of Holly Henderson's thought-provoking study), 'local higher education' at community, further, adult and technical colleges offering degree courses validated by a 'partner' university (Henderson, 2020).

⁷ For more on the Frisbourg mosaic and other Roman mosaic labyrinths, see <https://labyrinthos.net/photopage02.html>

⁸ See chapters by Debbie Holley, Diane Rudebock, Jan Sellers and Di Williams, in Sellers and Moss (eds), 2016.

⁹ Regarding the UK, I have kept to the WWLL practice of separate entries for England and Scotland. There are no labyrinths that I am aware of in Welsh or Northern Irish universities and colleges (I would be delighted to find myself mistaken: please let me know).

¹⁰ See Katherine Deegan's blog about this creative student design in abeyance, held back by the pandemic, <https://sites.utexas.edu/appliedarts/my-experience-with-the-spring-2020-waller-creek-project/>

¹¹ Universities and colleges with new labyrinths completed in 2020-21 include: the University of the Fraser Valley (Canada); Schumacher College (England); Radboud University (the Netherlands); in the USA (by State), the University of Alabama (Capstone College of Nursing); Rollins College of Liberal Arts (Florida); the University of North Florida; Georgia Southern University; Chadron State College (Nebraska); University of Richmond (Virginia); Seattle University (Washington); Whitman College (Washington). The new labyrinth at Lakehead University (Thunder Bay, Ontario, Canada) will be completed by tree planting in Spring 2022. New labyrinths are anticipated in the Autumn/Winter of 2021 at the University of Massachusetts Amherst and Vassar College (New York). See Index entries for further information.

¹² Ranscombe, Peter, 2021. Entering a labyrinth of COVID-19 stories. In: *The Lancet: Infectious Diseases*, August, 21:8, p.1084. Available at:
[https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(21\)00414-X/fulltext](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(21)00414-X/fulltext)

¹³ *Learning with the Labyrinth*: <https://www.bloomsbury.com/> Please note the new publisher and website. At the time of writing (November 2021) the book is being reprinted and will be available shortly in the UK. It is however in stock in Australia, Canada and the USA, available through Bloomsbury online.