

Journal of the Wilderness Education Association



WEA Legend

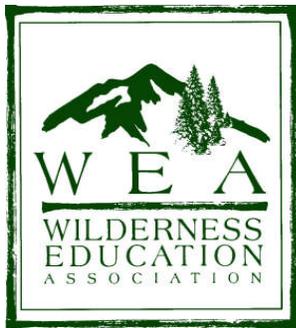


JWEA Photo Contest

The response to our first photo contest was great. We received lots of photos and judging them was not an easy task. The judges all had slightly different tastes, but the one that stood out to all three was **Mark Wagstaff's** shot of that classic moment when an outing becomes an adventure. Congratulations Mark!!! Thanks again to all who submitted.

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The **Journal of the Wilderness Education Association**, formerly **The WEA Legend**, is published to provide the latest organization news and wilderness education information for our membership. The Wilderness Education

Association is a nonprofit organization founded in 1978 to promote the professionalization of outdoor leadership and to thereby improve the safety of outdoor trips and enhance the conservation of the wild outdoors. Submissions should be sent to Marni Goldenberg via email at mgoldenb@calpoly.edu. Articles must be in a Word document with 12 point Times New Roman font, single spaced. Articles should not exceed 1 page in length. Deadlines for publication are: **September 1, December 1, and April 1**. The editor reserves the right to edit or reject material. Each article is the opinion of its author and does not necessarily represent the opinion or endorsement of the WEA or the editor.

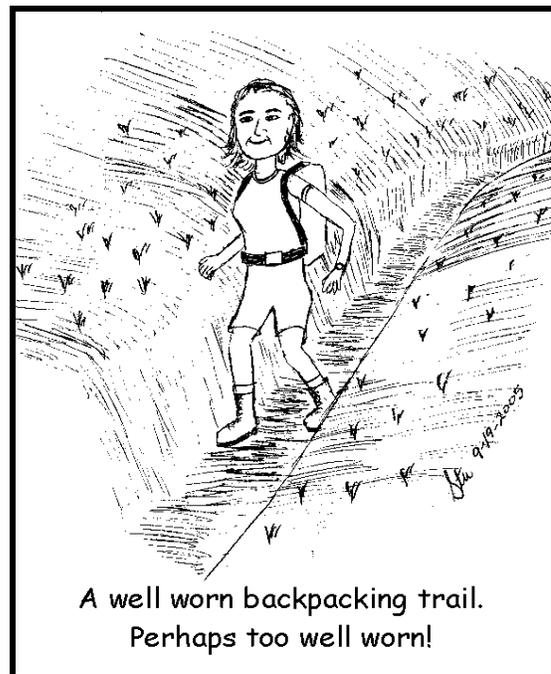
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WEA National Office
Mary Williams – Manager

Wilderness Education Association
900 E. 7th Street
Bloomington, IN 47405
Phone & Fax: 812-855-4095
Email: wea@indiana.edu
Website: www.weainfo.org

WEA Mission Statement

The organization's mission includes "...promoting the professionalism of outdoor leadership and to thereby improve the safety of outdoor trips and to enhance the conservation of the wild outdoors..."



A well worn backpacking trail.
Perhaps too well worn!

Editorial Board: Bruce Martin (Associate Editor), Briget Eastep, PJ Graves, Jamie Wolf

Special thanks to Stu Goldenberg for helping with the Journal layout and for providing the comics.

Submission Guidelines to Authors of the Journal of the WEA

We invite you to submit your article for publication in the JWEA

Non-Peer Reviewed Manuscripts Submission Guidelines

- Article length: 750 words. This is about one page in Publisher
- Article must have a clear and concise title.
- Articles should be submitted in WORD, Times New Roman, 12 pt. Font.
- An abstract of no more than 25 words is to be included. This abstract will be included in the table of contents along with the article title.
- Photos, drawings, and other illustrations are encouraged. These should be in either jpg or gif format.
- Deadlines for submission will be strictly adhered to. Articles to be submitted by email to mgoldenb@calpoly.edu

Peer Reviewed Manuscript Submission Guidelines....

Purpose: The Journal of the Wilderness Education Association is striving to include one peer-reviewed article in each issue of the journal. The purpose of including this feature in the journal is to promote scholarship within the field of outdoor leadership. We are seeking quality manuscripts that can help establish a strong tradition of evidence-based practice within the field of outdoor leadership. We welcome articles that present research findings, explore concepts and theories, or share program experiences that are relevant to the practice of outdoor leadership. We hope that you will consider submitting scholarly manuscripts for publication in the journal and that you encourage others to do so as well.

Manuscript Format: Manuscripts should be between 2,500 and 3,500 words in length and should include a clear introduction, review of literature, methods, results, discussion, and references. Manuscripts should be prepared according to guidelines in the *Publication Manual of the American Psychological Association* (5th edition). All manuscripts should use Times New Roman 12 point font and allow one-inch margins on all sides of the manuscript. Manuscript pages should be numbered consecutively

throughout. All authors, along with their organizational affiliations, should be listed on the title page.

Abstract: An abstract of no more than 100 words should follow the title page. The abstract should include the title.

Keywords: Three to five keywords should appear below the abstract.

Tables and Figures: Tables should be titled and numbered at the top of the table and be numbered consecutively as they appear in the text. Figure should be titled and numbered at the bottom of the figure and should also be numbered consecutively as they appear in the text. Tables and figures should be inserted at appropriate points within the text. All tables and figures should contain clear and concise footnotes explaining their significance to the text.

Literature Cited: References should be listed at the end of the manuscript. Do not list references that are not cited in the text.

Review Process:

Please submit an electronic copy of your manuscript as an email attachment using RTF format to the Associate Editor of the Journal. When a manuscript is received, it will be sent out to three reviewers for a blind review. These reviewers will determine whether the manuscript should be (1) accepted as is, (2) accepted with minor revisions, (3) recommended for revision and resubmission, or (4) rejected. Manuscripts will be judged according to the following criteria: contribution to theory, concepts, knowledge, and information; evidence/ logic; strength of analysis and interpretation; style and grammar; and relevance to the goals of the Wilderness Education Association. Authors should expect the review process to take approximately three months. Any manuscript submitted for review by the JWEA must be unpublished and must not be submitted simultaneously for review in another journal.

Manuscripts should be submitted to Bruce Martin, Associate Editor at martinc2@ohio.edu

WEA Board Elections 2006

WEA invites you to become part of the organizational leadership team? Please consider becoming a WEA board member. Board members play a crucial role in the health and direction of our organization. A total of four positions are open for this three year commitment. Terms begin in 2007. One of those positions is the affiliate representative to the board. Board members are required to attend WEA conferences, attend scheduled board meetings and serve on board committees. New board members are expected to attend the 2007 conference to be held in Estes Park, CO. The following is a timeline of important due dates and events:

*Candidate information is due October 20, 2006:

1. Position Statement/Letter of Intent: One page statement expressing desire to run, qualifications, aspirations and intent as a potential WEA Board Member. This will be posted on the WEA Website during the election process. (MS Word Format)
2. Biographical Information: Biographical Information – one page or less. Provide personal and professional information to be viewed by the voting membership during elections.
3. Electronic Photograph: To be posted on the WEA Webpage.

The above information should be e-mailed to Dr. Mark Wagstaff, at mwagstaff@radford.edu.

*Candidate slate presented to WEA Board the last week in October, 2006

*Elections begin December 4, 2006

*Elections end December 15, 2006

As in the past, we intend to hold the elections through the WEA website. All WEA, current, members are encouraged to vote for these important positions. Board member expectations and job descriptions will be posted on the WEA website. Please review these documents for a better understanding of board member responsibilities.

If you have questions or concerns, please contact the elections committee chair, Dr. Mark Wagstaff at the above e-mail address or call (540) 831-7724. We encourage all interested members to seriously consider serving. We look forward to hearing from you.

National Office Update

By Mary Williams

It is hard to believe that September is already here. The thick hot air in Bloomington is subsiding and showing promising glimpses of a crisp cool fall. For me, the summer has been pretty relaxing. For the first time in 6 years, I didn't have any big courses planned and wasn't enrolled in classes here at IU during the summer months. It was wonderful to be able to spend a lot of time with family and friends that I don't get to see very often. But the time has come for those days to start slipping away along with the heat. I'm kicking things off next weekend by running in my first ever mini marathon! 13.1 miles is a lot for a desk jockey! After that it is a series of weekends spent instructing for IUOA and HPER, the AORE conference and a Leave No Trace Master Educator Course (call me if you want more information!).

As for the National Office, well things on that end didn't slow down over the summer and this place continues to get even busier. The planning for the conference is in full swing thanks to everyone involved in the Events Committee, they are doing a great job. I am getting excited for the conference and look forward to seeing you all in February! You will all be pleased to know that plans for a complete website overhaul in both design and function will begin this month. I am very excited about working on this project and plans call for it to be ready to roll in time for board elections this winter. Courses have been moving along nicely this year and we've been setting up new Affiliates and Instructors left and right.

Needless to say, each day here in Bloomington has been and continues to be bustling with activity. So mark your calendars for the conference in February, stop by the WEA booth at the AORE conference and give a call, email or carrier pigeon to say hello!

Have a fantastic fall!

2007 National Conference on Outdoor Leadership News

The 2007 National Conference on Outdoor Leadership will be held at the YMCA of the Rockies in Estes Park, Colorado. The conference is being co-hosted by the Wilderness Education Association and the Association for Experiential Education – Rocky Mountain Region. The conference is scheduled for the weekend of February 9 & 10. Pre-conference workshops are scheduled for February 7 & 8.

Conference Site

The YMCA of the Rockies Estes Park Center is located approximately 65 miles northwest of Denver. Situated in the shadow of Long's Peak and adjacent to Rocky Mountain National Park, the center is an ideal location for the 24th Annual National Conference on Outdoor Leadership. For information on the YMCA of the Rockies and the surrounding area, visit www.ymcarockies.org.

Conference Theme & Keynote Speaker

Phil Powers, the Executive Director of the American Alpine Club, will be serving as the keynote speaker for the 2007 conference. The conference theme is *The Importance of Pace*. This theme comes from an essay that Powers recently recited on National Public Radio's *This I Believe* series. Powers' essay, "The Practice of Slowing Down," shares lessons of the rest-step in mountaineering and everyday life. We can also draw lessons from the rest-step in developing our profession and our professional associations. Those of us who are eager for things to happen *now*, which includes most of us, might do well to heed the lesson of the rest-step as we work to realize the mission of our organizations. This theme also follows from the theme of the most recent National Conference on Outdoor Leadership—Turning Purpose into Action. Power's essay implies that the inaction of the rest-step involves intention/purpose and is a part of the process of turning purpose into sustained action toward the accomplishment of goals.

Pre-Conference Workshops

There is an exciting array of pre-conference

workshops planned for this year's conference, including Introduction to Ice Climbing, a Level 1 Avalanche workshop, an AEE Accreditation Program workshop, and more.

Call for Presenters

Contribute to the 2007 conference by presenting!!! **Submit your session proposal no later than Wednesday, November 1, 2006.** Proposals will be distributed for blind peer review. Presenters will be notified regarding the status of their proposals no later than Friday, December 15, 2006. Proposal guidelines can be found on the WEA website's conference page.

Conference Lodging & Meals

Lodging and meals will be provided by the YMCA of the Rockies. See the Conference Lodging & Meals Reservation Form for rates and reservations. If you have questions regarding meals and lodging, contact Cami Sebern at 970-586-3341, ext. 1024 or csebern@ymcarockies.org.

Airport Shuttle

Estes Park Shuttle Service offers easy travel to and from the Denver International Airport and Estes Park for \$45 each way or \$85 roundtrip. Call 970-586-5151 or visit www.estesparktransportation.com/shuttle.cfm for a current shuttle schedule or to make your shuttle reservation.

Conference Service Crew

You can help to make this conference a success—and save money on registration—by joining the Conference Service Crew. We are seeking individuals who are interested in helping to perform administrative and logistical duties during the conference. Depending on how many hours you work, you will receive a 40%-60% refund on your conference registration fee. Service Crew members are expected to: contribute between 8 and 16 hours of service to the conference; register for the full conference (pre- and regular); and remain at the conference through Sunday. Service Crew members must attend a

mandatory service crew meeting at the start of the conference (time & date TBA). Service Crew Members must also pre-register and pre-pay for the conference. Refunds will be given upon your departure from the conference. See the Service Crew application form for further detail.

Visit the WEA website's conference page for additional conference information and for conference registration materials. If you have any questions or would like additional information, contact the Wilderness Education Association National Office at wea@indiana.edu or 812-855-4095.

We look forward to seeing you in Estes Park!

JWEA People and Places September 2006

Bob Stremba has moved to Durango, Colorado, to begin a new position as Director and Associate Professor of Adventure Education at Fort Lewis College. Fort Lewis is launching a new Bachelor of Arts degree in Adventure Education which will include a field semester, a research component, internships, and options of environmental sciences courses. Email: stremba_b@fortlewis.edu; phone 970-247-6295.

Genevieve Marchand graduated from Chico State in May 2006 with her Masters in Kinesiology and is starting her PhD at the University of Minnesota this fall, working with Dr. Keith Russell. Gen can be reached at genmarch@yahoo.com. You can visit her website at www.outdoorgirlproducts.com.

Jessica Clement has completed her PhD in Forestry at Colorado State University. You can reach her at 719/486-1420.

Bruce Martin is moving closer to his home in Virginia. He is now Assistant Professor, School of Recreation and Sport Sciences, College of Health and Human Services, Ohio University, Athens, OH 45701. Bruce can be reached at martinc2@ohio.edu.

Bruce Bonney and **Jack Drury** facilitated a staff development day for nearly 100 faculty from the College of Health and Human Services at Western Kentucky University. We introduced faculty to the SPEC (Student-centered, Problem-based, Experiential, Collaborative) approach to teaching and learning. It was a wonderful opportunity to introduce faculty, representing a wide range of disciplines, to the teaching and learning philosophy espoused in *The Backcountry Classroom 2nd Edition*. We had a nice dinner with WEA Instructors Tammie Stenger and Steve Spencer as well as former WEA Board Member Biff Kummer.

A new member of WEA, Brett Haverstick, is an Americorp Volunteer in Idaho. He has been creating and implementing environmental education programs as a field instructor for the McCall Outdoor Science School (MOSS) in McCall, Idaho. This fall, he will be the Program Coordinator for the school. The website for MOSS is www.pcei.org/moss.

New since January

NSP Instructors

Aiko Yoshino	JD Tanner
Stephanie Swaney	Jamie Jennings
Rachel Collins	

WSP Instructors

John Meuser	Matthew Fung
Sarah Finger	

Leave No Trace Master Educator Instructors
Scott Schumann

Affiliates:

Green Mountain College
St Cloud State
Alaska Mountain Guides and Climbing School Inc.
University of Hong Kong
Diakon Youth Center
Rare Earth Adventures

Organizational Memberships:

Missouri State University

Honoring Gretta Berglund: The Case for Abilities and Limitations Assessment in Wilderness Leadership Training By Mark Wagstaff, Ed.D.

Abstract

The purpose of this article is to discuss the ethical responsibility of instructors preparing outdoor leaders through extended expeditions. The tragic death of Gretta Berglund, a former outdoor leadership graduate, will be used to broach this serious issue. Do instructors take the time during training to ensure that each student has a realistic view of their newfound knowledge, skills and confidence? Can the power of the educational process cloud the student's mind by creating an over exaggerated sense of self-confidence? Once beyond the careful supervision of the instructor and beyond the security of the group after a course, will the student eagerly apply new skills in a situation beyond their ability?

Key Words: Wilderness Leadership, Ability Assessment, Outdoor Leadership

Introduction

Finally we agreed to call in our pickup and quit until tomorrow. Randy and I found a narrow spot where a running jump and a bit of a swim got us to Scott and Roger's side of the river. But as the chopper hovered in above a hillock, the search captain urged us back downhill by pointing urgently at the river. Twenty yards from where we had quit, an arm waved up and down in the current... (Waterman, 1994).

In the summer of 1984, the outdoor community was shocked to learn that one of our students who had just recently completed a Wilderness Education Association (WEA) National Standard Program in Wyoming had died in Denali National Park while on a solo backpacking trip. Gretta Berglund typified the young, enthusiastic student who sought formal wilderness leadership training as an avenue for adventure and self-development. Other than family camping trips, Gretta possessed little outdoor experience prior to her course. What she lacked in experience she made up for in enthusiasm and a willingness to learn. Gretta was the type of student most outdoor instructors would love to teach. She exuded positive energy, her smile made the grumpiest group member feel better, she aspired

to teach in the outdoors, and she cared deeply for the natural environment. Shortly after her leadership course, Gretta ventured to Alaska's Denali National Park on a personal trip never to return.

There were four instructors teaching Gretta's course, two lead instructors and two apprentices. The instructor team has processed and relived that course over the years to make sense of her untimely death. As a member of the instructor team, I have been haunted over time by an inner voice asking if somehow our leadership course contributed to her death. Did our 28-day course foster a sense of overconfidence that seduced her into believing that she had the skills to travel alone in the Alaskan wilderness? One of my co-instructors, an instructor of many Alaskan wilderness leadership courses, actually visited the site of Gretta's accident. He systematically analyzed the environment along with the assumed events and attempted to correlate his findings with what Gretta learned and demonstrated on our course. Many things made no sense to him as he struggled to understand. For example, why did she presumably cross the river where she did? Where she crossed, in very difficult whitewater, raises serious questions based on what was taught on our course. There was enough incongruity to cause my co-instructor to wonder if a bear had chased her to

the point of no choice? We will never know for sure.

With my co-instructors, and alone, I have relived that course and asked critical questions. When we covered river crossings, did we share enough information and provide enough hands-on application? Had the near death story told by one of the instructors, who had almost drowned in Alaska the year before, not impacted Gretta enough? Did we not spend enough time on expedition behavior and the consequences of exercising one's right to solo in the wilderness? Had we not stressed that the Wyoming course was a specific experience in a specific environment and that the skills learned may not be transferable to other environments, so judgment must be exercised? Did we not help each student clarify and become acutely aware of his or her own personal abilities and limitations? We felt these questions were addressed adequately, but the ethical side of my professional self will forever force me to question, "Did I do enough"?

I began sorting out my role as a player in this painful story as I led more students into the wilderness. It was on an emotional level that my intuition prompted me to begin sharing her story on leadership development courses. Knowing that any of my students could succumb to a similar fate pushed me to share the story in hopes that my students would learn. I was beginning to understand my ethical responsibility for every student that graduated from one of my courses. Telling Gretta's story during a course became a standard part of my instructional methods. This story-telling ritual helped set the tone for the very important process of an abilities and limitations assessment that Paul Petzoldt, co-founder of the National Outdoor Leadership School (NOLS) and WEA, believed was the cornerstone of good leadership development. I remember Paul's simple words as he explained the purpose of the abilities and limitations assessment. "We do it so you don't get yourself or someone else in trouble!" The impetus for writing this article is that it serves as a means encourage other instructors to share Gretta's story as a leadership development tool.

Almost ten years later, sometime in 1993, a former student sent me a gift – a book entitled *In The*

Shadow of Denali by Jonathan Waterman. My former student had heard Gretta's story from me before reading an account of her incident in Waterman's book. The student was surprised to see the account documented by Waterman and immediately sent me a copy of the book. I was shocked to see that someone else was asking similar questions regarding Gretta's fate. Old feelings of guilt, sorrow and the question of responsibility came rushing back into my psyche as if it had happened yesterday.

In his search and rescue account of Gretta, Waterman states:

Gretta Berglund, twenty years old, had backpacked with her family in California and spent five weeks as a student in a wilderness educators' course in Wyoming. Although Gretta was one of a legion of wilderness connoisseurs who frequent the parklands, like most tourists she has more love for the out-of-doors than hands-on skill. Camping out in Wyoming under the tutelage of several instructors would provide most people with just enough knowledge to kill themselves in unforgiving Alaska... (Waterman, 1994).

Waterman writes passionately about his life and exploits as a mountaineer and resident of Alaska. His intention is to bring the true character of the Denali region to life. He does this by sharing various stories, such as Gretta's, of life and death struggles in the Alaskan wilderness. Waterman, trying to make sense of her death, surmised that overconfidence was a key factor leading to her death.

Benefits of a Wilderness Experience

Research shows that wilderness experiences impact participants in many positive ways. Friese, Pittman and Hendee (1995) cite over thirty-five studies that demonstrate significant changes within diverse populations that participate in wilderness experiences. Attributes such as self-esteem, self-confidence, self-efficacy, self-concept and self-actualization tend to be common outcomes reported in these studies. Included in their annotated bibliography are studies that document the effects of outdoor leader-

ship development programs. For example, graduates of a standard 5-week NOLS course perceived principal outcomes of their course to be increases in self-confidence, outdoor skill development and leadership development (Easley & Roggenbuck, 1985). Particularly when training leaders, developing a student's sense of self-confidence is an important factor for future leadership experiences. Moreover, Jordan (2001) states that a strong sense of self-identity is also an important leadership trait. A healthy self-identity exudes self-confidence no matter the situation. Yet, the issue to be addressed deals with the potential hazards of these intended outcomes.

Knowing that confidence building is part of the leadership development process formulates the ethical underpinnings of instructor responsibility. I routinely include Waterman's story of Gretta when I teach outdoor leadership courses to accentuate the potential consequences of overconfidence. Waterman's account has given more meaning to my tone setting ritual by making the abilities and limitations concept more poignant. Story telling tends to be a powerful teaching technique that effectively relays educational messages such as this. The story accompanies the lengthy process of an abilities and limitations assessment with each student.

As outdoor leadership/skills instructors, we can act on our ethical responsibility by serving as accurate sounding boards for students' perceived abilities and limitations. The assessment process may vary, but the outcomes should not set the student up with an overblown sense of confidence and knowledge. The intent should be to guide the student in formulating an accurate understanding of personal abilities and limitations. Many times, a delicate balance exists between a healthy self-confidence and overconfidence. A lack of self-awareness or a realistic sense of self tends to be a common issue that affects levels of confidence and ultimately decisions and judgment. Therefore, an instructor's observations and feedback should be as precise and as objective as possible to assist the student in formulating an accurate sense of self in the context of assessing personal abilities and limitations. I find the WEA abilities assessment form or an adaptation of it to be of

tremendous help on many types of leadership development courses that I teach (WEA Affiliate Handbook, 2003). The form serves as a tool that brings additional, objective information into the assessment process.

Steps to Address Abilities and Limitations

Following are six steps that I follow to address students' abilities and limitations on outdoor leadership development courses. These six steps are intended to help students develop a realistic sense of their abilities and limitations rather than a dangerous sense of overconfidence.

1. The instructor must understand the goals and objectives of the leadership development program and clearly articulate these for all participants before and during the course as well as at course termination.
2. Realistic outcomes must be reflected in program goals and stated appropriately in marketing and pre-course information. It is critical not to promise unrealistic results. For example, to guarantee that participants will graduate as competent paddlers, climbers and effective leaders is misleading. Students must successfully complete the course by demonstrating minimum competencies through a comprehensive evaluation process. The minimum competencies should be clearly articulated.
3. A minimum of three levels of assessment should occur during the leadership training process: instructor assessment of the student, peer assessment of the student, and student self-assessment using a standard self-assessment form as well as journaling.
4. Feedback should be provided throughout the course during daily debriefs, during mid-course evaluation (written and verbal), and during final evaluation (written and verbal).
5. The instructor should utilize some type of standard evaluation form as part of the final evaluation that specifically addresses the student's abilities and limitations. Most instructors, from my experience, find it best to use a skills check list/assessment in combination with an open-ended questionnaire.
6. The instructors should make sure that the abilities and limitations assessment is a formal part of the leadership development process by accom-

plishing the following three tasks: (a) front-loading the importance of the process throughout the course by utilizing a story such as Gretta's to help set the tone, (b) set aside the appropriate amount of course time for the entire evaluation process and, (c) make sure the student has personal copies of all assessments. Instructors must be honest with the student during the peer and instructor evaluation process. What is said during verbal feedback sessions should be congruent with what is written by both peers and instructors.

Conclusion

In conclusion, instructors have an ethical responsibility to facilitate an outdoor leadership development process that guides students to an accurate understanding of their abilities and limitations. This process should make students aware of potential consequences associated with both underestimating and overestimating one's abilities and limitations. Intellectually, I have found peace with my role in the painful story of Gretta Berglund. Gretta successfully graduated from her WEA course with confidence based on a sound awareness of her abilities and limitations. However, on an emotional level, my heart is pushed by a consciousness that emerges each time I teach. I will forever be aware of my responsibility for each student that graduates from an outdoor leadership course that I instruct. Telling Gretta's story, now with the help of Jonathan Waterman, is another available tool in my teaching. I invite you to share Gretta's story as a way of enhancing your ability to develop outdoor leaders. Sharing her story or a similar one the next time that you are training leaders will help ensure a more meaningful introduction to the abilities and limitations assessment process.

In addition, I recommend that researchers in the field of outdoor leadership consider looking at the attribute of overconfidence and corresponding consequences as a potential topic of inquiry. Insight into this arena would add to the body of knowledge associated with outdoor leadership development.

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Mark Wagstaff, Ed.D., has taught outdoor leadership in the university setting for ten years. Mark currently serves as an associate professor for the Recreation, Parks and Tourism Department at Radford University. He worked as a professional river guide for over 10 years, instructed for the North Carolina Outward Bound School and has instructed for the Wilderness Education Association since 1984.

Wilderness Eating Association

By Jessica Rhea

This past summer, I completed a 28-day WEA National Standard Program through Radford University. I began the course with the normal presumptions. Physical challenges, technical skill development, leadership development and living in a close community made up the bulk of my preconceived expectations. Like any novice outdoor enthusiast, I thought my biggest challenge was going to be the camping under an open tarp, with no hot shower, void of razors and deodorant. However, my biggest challenge centered on meal times within my cook group. Giving and receiving feedback on a consistent basis and truly learning how others viewed me turned out to be an intense, and sometimes very scary, journey of self-discovery. The feedback and issues surrounding my development revolved around food. I never dreamed that our expeditionary style rations would be the source of conflict and self-discovery!



I knew one sure thing about myself before the course. I have many issues around food. I have struggled with eating issues all my life as does 5% of the female and 1% of the male population (National Youth Network, 2005) in our country. Researches have shown that 90% of the women are between the ages of 12 and 25 (Family First Aid, n.d.). I presented this issue to the group upfront as a challenge. I was going to try everything and eat at least something at all meals whether I liked it or not. This was not my normal, daily routine. I normally eat one to two

meals per day with a nighttime snack. A month before my WEA course, I tried to change my eating habits. Instead of two meals a day, I ate six healthy snacks throughout the day. I remember reading the rations list before our first pre-trip meeting. I thought to myself, "Wow this is going to be harder than I thought". I carefully counted each item that I liked or had eaten before. My count totaled half of the items on the list. My next thought was, "Oh I can get by on this stuff for 28 days, and I can skip breakfast like I normally do." Ultimately, my personal challenge became difficult and a source of conflict within my cook group.

My strategy as the trip began was not to mention what I liked or did not like. I decided to go with whatever the group wanted to eat at that particular meal. I put on a smile and pretended to enjoy whatever was put in my bowl. After awhile, my initial strategy failed, and I found myself only eating a spoonful per meal. I did learn to appreciate a few unfamiliar items or could at least eat it without complaining. I am lucky that my group understood at the beginning by making sure that dishes would suit me. As WEA graduates know, as rations dwindle the choices become more difficult. I tried to convince my group that I could just skip that meal and would be fine. My group was dead set on me eating every meal whether I liked it or not.

Proper nutrition and eating habits are critical components when facilitating safe, enjoyable expeditions. As outdoor leaders, we must be diligent in overseeing the health of our participants through proper nutrition. Intellectually, I understand this and completely agree. However, leaders in training with a history of eating issues face a special challenge. How do we balance a lifetime struggle with food on a 28-day leadership development course with an expectation that we model a standard eating behavior? A standard eating behavior that matches calories burned with calories ingested while being cognizant of fat, protein, carbohydrate and vitamin intake.

The answer to my question is not simple. Yet, each person and case must be looked at individually. There are numerous ways to identify and support expedition participants that have serious eating issues. First, signs to look for that may signify potential eating issues:

- * Consistently eating small portions at meal times
- * Makes excuses to skip meals
- * Complaining of stomach problems or ill feelings to avoid eating
- * Always cold
- * Severe weight loss in a short period of time
- * Low self-esteem
- * Set high standards to prove something to others (Thompson, 1996)
- * Always puts the needs of others before their own (Thompson, 1996)

Keep in mind that the above list is not exhaustive of all eating disorders. There are numerous medical conditions to observe. This list represents basic behaviors that can be observed during an outdoor trip such as a WEA course.

The following represents a list of suggestions to confront the above issues:

- * Approach the participant and talk about your observations
- * Listen and hear their perspective without judgment
- * Do not force a participant to eat something they do not like – encourage them to prepare the food item a different way
- * Encourage the participant to eat the things they do like
- * At meal time do not make the issue the main focus
- * Do not attempt to be a therapist – be supportive and find a way to compromise to make eating enjoyable
- * If possible, allow the participant to have initial input regarding rations

In conclusion, all outdoor leaders must be aware that participants will attend our trips with eating issues. As professional outdoor leaders, understanding issues such as peer pressure, family pressures, media influence and stress may help us better understand why so many people have such problematic relationships with food and their

bodies. Outdoor leaders should not be afraid to confront the issues. If we are aware of eating disorders and know some of the simple signs, we can help the person using basic knowledge and the outdoor experience to our advantage. Leaders that foster a supportive group environment based on trust and acceptance of individuals will assist in the growth and development process. I believe that we will continue seeing more participants in our programs with eating issues. I encourage all WEA students and instructors to discuss this issue more so that we can better serve our participants.

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Jessica Rhea is a senior majoring in Recreation, Parks and Tourism with concentrations in Recreation Therapy and Outdoor Recreation at Radford University, VA.

Book Review:

Louv, R. (2006). *Last Child in the Woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.

Reviewed by Briget Tyson Eastep

"During the research for this book, I was encouraged to find that many people now of college age - those who belong to the first generation to grow up in a largely de-natured environment - have tasted just enough nature to intuitively understand what they have missed. This yearning is a source of power. These young people resist the rapid slide from the real to the virtual, from the mountains to the Matrix. They do not intend to be the last children in the woods (Louv, 2005, p. 4)."

Does nature still matter? As you listen to the news it is obvious that our world is changing at an alarming rate, and many of the changes are delivering farther from our natural world. Children ages 2-17 spend an average of 19 hours and 40 minutes watching tv each week (Nielsen, 2000) and computers seem to be more predominant and demanding of our time as well. I have an eight year old cousin who is an expert internet surfer. Yet, it's not just screens that keep us from connecting with nature; it's also in the convenience of transportation and our demanding schedules. How often do you go from your home to your car to your office to your car to your home without taking time to smell the roses or listen to the birds? My guess is more often than you want to admit, and we are the ones who like nature and consider our relationship with the natural world to be important. Imagine those who have never spent time in nature. Unfortunately nature deprived people are becoming more and more common. My question becomes, do they even miss it?

Richard Louv addresses these questions in *Last Child in the Woods: Saving our Children from nature-deficit disorder* (Algonquin Books, 2005). Louv weaves together a compelling argument for connecting and re-connection us and our children to nature. He talks with researchers, teachers, scientists, parents, grandparents,

children, and environmentalists from across the United States to assess our children's past, current, and potentially future relationships with nature. His conclusions and proposals will fuel your commitment to stay connected with nature and to act as catalysts to connect your children (and others' children) to nature. The book will also give you insight into the generation of students who are now entering college, for they are the first generation to grow up without nature playing a predominant role in their childhoods.

Our society's relationship with nature is changing. Louv makes the point that it's not too late to steer our relationship back to the woods, but it will take effort and deliberate work on our part to hop off the bus heading to the mall and walk back to the woods leading others. What's at stake is not just our relationship with the green portions of the map, but also our children's (and ours') physical, emotional, and spiritual health. In my mind, this is a book about the importance of the education we do, and it reminds us that the wilderness and the nature outside our doors is much more than a backdrop, but a rich world that will engage our minds, bodies, and hearts.

Book Review:

Kerasote, T. (2004). *Out There: In the Wild in a Wired Age*.

Stillwater, MN: Voyageurs Press.

Reviewed by Jim Glover

Ted Kerasote, the author of *Out There: In the Wild in a Wired Age*, is a true wilderness lover who has been writing thoughtfully about it for a couple of decades. *Out There* describes a canoe trip he took in the early 2000s on the very remote Horton River, in Canada's Northwest Territories. The book is short, enjoyable, and easy to read, but it also contains some very thoughtful commentary on –as the subtitle suggests – the increasing difficulty of experiencing wildness “in a wired age.”

Kerasote more or less lives for wilderness experiences. He loves the traditional style of topo-map-and compass navigation. He takes enjoyment from such mundane acts as putting on and taking off layers of clothing. And, for him, an important part of the wilderness experience is **not** being able to call home or look up his location via satellite or jump on the internet for stimulation.

On this trip, however, his companion, a close friend named Len, happens to be rather addicted to the communication technology that Kerasote wants to get away from. Len is carrying both a GPS system that makes traditional navigation a sort of moot exercise and a satellite phone that he uses daily to check in at the office and with his family. There's no fist fight or even argument over all this, as Kerasote accepts the compromise as a condition for his friend to be able to come along. But his descriptions of Len's phone calls, and his thoughtful discussions of the issues raised should be of great interest to many of us in wilderness education who have pondered the exact same questions.

There's also an interesting discussion about how modern wilderness trips seem increasingly rushed. The trip described had to be cut short because both Kerasote and his friend had pressing business back home. They wind up standing in line in an airport still wearing their hot and smelly backcountry clothing because they had no time to change. As Kerasote says,

“This has all happened too fast. Three and a half hours ago we were sitting on the banks of the Horton River in the cold Arctic wind; now we're standing in line with dozens of people in a steamy building.”

In short, this is a book that can be highly recommended for either personal enjoyment or as a great supplemental reading for wilderness-related courses.



Now you can raise money for the Wilderness Education Association just by searching the Internet at GoodSearch.com.

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Gear for Gals and Other Fun Stuff

By Rick Paul

Abstract: The outdoor industry revs up with gear designed specifically for women; SkyScout makes sense of the night sky; comfortable walking shoes.

During the past few years the outdoor industry has come to realize half the world's population is female. Go figure.

It has also begun to appreciate that maybe, just maybe, women have gear needs and interests different from men. The upshot is whole categories of products now offer an expanding array of gear tailored toward these differences. So, if you're a woman in the market for almost anything, keep your eyes open for options designed for your morphology. (Yeah, we dislike the word too, but it seems to do the job.)

That said; realize that women-specific designs serve *typical* female physiques, which, of course, won't help all women equally. Just remember a little improvement is better than none.

What are some of the less-obvious differences? Leg and torso lengths are two key players. As a percentage of body height, women's legs are longer than men's, which means as well their torsos are shorter. Now, because bicycle manufacturers design with this in mind, women can find bikes that truly fit their inseam lengths and short reach. The result is greater pedal power and improved comfort and control. (Also, female-specific bikes are sold in size runs that fit women's short inseams.)

Torso length also affects backpack design, as does overall body strength. Women's backpacks fit a short back and high waist and are built with the smaller capacities a woman can comfortably carry. (No offense intended to the many women stronger than me.)

Balance is another factor. Viewed from the side, a standing woman's center of gravity is further aft than a man's. Because skis steer more easily with a forward center of gravity, alpine ski, boot and binding manufacturers design gear to position a woman's weight further to the front to compensate.

Women's ski boots are made with short cuffs to accommodate calves that live nearer the ground.

But let us get to specifics with a product that has caught our fancy, the new female-specific Eliza™ by Necky Kayaks. The 15-foot Eliza is a day touring kayak designed for petite to medium-frame women. It features a low deck height, so people with narrow shoulders enjoy improved stroke clearance. Deck height and overall cockpit design accommodate a woman's hips and torso. Small hands can work the two hatch locking system. The Eliza glides efficiently and at just under 50 pounds, it's a boat most women can haul in and out of the water or place atop a car. It's sold in a variety of colors, and, yes, for what it's worth, hot pink is one. Oh boy.

And now on to something that's nothing but fun . . .

...We like stars. Like to watch 'em. Like to wish upon 'em. Like to catch 'em shooting. But truth is we can't identify anything less obvious than Orion's Belt, which makes for a fairly limiting experience when you're out to impress friends with your Carl Sagan-like familiarity with the cosmos.

Now along comes the Celestron SkyScout, a handheld electronic guide for making sense of the night sky. About the size of a small digital video recorder, the SkyScout identifies more than 6,000 stars, 88 constellations, hundreds of double and variable stars and scores of "deep space objects." (Why does that conjure up images of a celestial Starbucks?)

To work the SkyScout, just aim it at a star and press the target button. The unit uses GPS technology along with gravity and directional sensors to quickly identify the object in question and provide further information in audio and text formats. The unit comes with earbud headphones and a back-light for viewing text in darkness. As with most electronic information systems, it is possible to upgrade the database. Expect to pay around \$400, which, when you think

about it, is only pennies per double and variable star.

Moving from the depths of space to the bottom of your feet . . . if you're looking for a great pair of easy walking shoes, try New Balance "Country Walkers." They won't win a fashion show, but on our feet they have proven stable, lightweight, cool and incredibly comfortable right from the get-go. Try 'em on and see for yourself. Available in men's and – you guessed it! – women's versions.

Suggestions for future "gear articles" should be sent to Marni Goldenberg at mgoldenb@calpoly.edu

The International Wilderness Leadership School: A New WEA Affiliate!

By Eli Fierer and Brian McGorry

Abstract: The International Wilderness Leadership School, a division of Alaska Mountain Guides, is proud to be a new affiliate of the WEA and promote outdoor leadership training programs around the world!

The International Wilderness Leadership School (IWLS) is proud to include the WEA's 18-pt. curriculum in our leadership and guide training programs. All of our courses are NSP, Stewardship, or Pro-short courses.

IWLS is a division of Alaska Mountain Guides and Climbing School Inc., and has been educating outdoor leaders for over 15 years. We operate a broad range of programs in Alaska and around the planet. IWLS specializes in quality technical instruction and leadership training in an extensive variety of wilderness activities. IWLS has a wide selection of leadership and guide training programs, from climbing high altitude volcanic peaks in Mexico and skiing deep powder in the Utah backcountry, to Sea Kayaking the Inside Passage and ice climbing on glaciers in Alaska.

IWLS also conducts a full spectrum of rescue and professional training courses! These

programs include avalanche courses, crevasse rescue, swift water rescue, high angle rescue, and wilderness medicine for groups and companies including search and rescue teams and other guide services. These groups are as diverse and specialized as Alaska Ice Field Expeditions and Out of Bounds Heli-Skiing. IWLS has also been contracted by the U.S. Military Special Forces to conduct specialized training programs.

We work with a variety of student groups, colleges, and organizations from across the country and around the world. IWLS is working in cooperation with the WEA and the American Canoe Association to offer the highest quality technical instruction and leadership training available. Our programs are diverse, comprehensive, exciting and fun! We specialize in courses for high school and university students and many of our courses can be taken for university credit. IWLS is happy to work with variety of academic institutions and adventure programs on an individual basis, and can help meet the needs of programs seeking leadership training opportunities for their students.

Keep an eye out for WEA training and instructor courses offered through IWLS in Utah and Alaska this winter and spring! IWLS instructors are also contributing to the new Rock Climbing Instruction book being written by WEA affiliates. We love to hear from outdoor enthusiast interested in Alaska and International programs, drop us a line if we can help.

Check us out on the web at www.iwls.com

Questions? Give us a call at 1-800-766-3396 or email us at info@iwls.com

Author Bios: Eli Fierer and Brian McGorry are Program Managers with the International Wilderness Leadership School and are excited to join the ranks of WEA instructors around the world.

My Summer as a Philmont Ranger Trainer By William J. Sassani

For outdoor leaders, May is typically a time of transition from winter jobs or school to working in the wilderness. This past May, I returned to Philmont Scout Ranch in New Mexico to work as a Ranger Trainer for the summer. This was my tenth summer working at Philmont. I have often wondered why I return year after year, and have concluded that it's either something in the water, or the sense of community and enjoyment that comes with working with talented young adults.

Philmont is the largest camp owned by the Boy Scouts of America, with over 137,000 acres of backcountry property, 1,000 seasonal staff, and over 20,000 participants attending each summer. The participants usually attend what is called the 10-day expedition trek, where they go out backpacking into the backcountry and stay at trail camps and staff camps that offer various kinds of programs. These include interpretive programs on such topics as the lives of mountain men, homesteaders, and loggers. It also includes high adventure programs such as rock climbing, mountain biking, and other activities. These programs allow the Scouts to take a hands-on role, such as helping with farm chores or climbing the rocks, and singing along at nighttime campfires.



Each crew of Scouts that arrives at Philmont is assigned a Ranger, who trains the Scouts and their adult advisors in all of the essential camping skills needed for a safe trek. The Ranger meets their crew in Base Camp and

accompany them during their first two days on the trail. During this time the Ranger teaches the crew camping skills, cooking techniques, first aid, how to use bear bags, what to do if one encounters a bear or mountain lion, and Leave No Trace ethics. The Ranger then leaves the crew on the third day, allowing them to complete their treks on their own.

My job was to train a group of 18-24 year olds to be Rangers and to supervise them in performing their jobs. Many of these young men and women were college students, and were from different parts of the country with different backgrounds. However, almost all of them had attended Philmont themselves as campers. As Rangers, they now found themselves the “responsible adult.” For some, this was their first job – ever!

As the “old man” in the crowd – at the ripe old age of 29 – I have to admit that I felt a little out of place at times. I was often asked if I have a Facebook account – a website geared towards college students that allows you to have your own webpage and weblog. I was also often asked why I didn't have a “real job.” But those differences were made up for by what we had in common: a love for Philmont and the outdoors. I had a blast being their supervisor, from nervously watching them with their first crews to observing them with their last crews and seeing the confidence and strength that they developed over the summer. They demonstrated this confidence and strength not just in their presentations but also in themselves as they found something in themselves that, three months before, they may not have realized even existed in them.

I also got to hear their stories. Three of my Rangers were selected for a 21-day assignment called Rayado, a trek designed around concepts from Outward Bound and NOLS. I would visit my Rangers on the trail and listen as they described situations and difficulties their crews were experiencing. I would talk with my other Rangers and hear about their crazy hikes, their adventures in Colorado climbing fourteens or visiting Denver, and the stories they

would tell of their crews as they came back from their assignments. “My last crew was so awesome. . .” Or, “That crew was my toughest crew. . .” In a way, I got to live vicariously through my Rangers.

My training crew of nine people was also part of a larger department of over two hundred Rangers. From Ranger Training to the last day of the summer, I saw my crew develop their own identity as “Training Crew 18” and also the role of being a Ranger in general. They also befriended other Rangers and staff from other departments.



Now the summer is over, and all of my charges have left the Ranch to different parts of the country, from Virginia to Hawaii. Most will keep in touch with each other, via all the technology that can be found in the “real world” – phones, email, Facebook, Myspace, instant messaging, even writing a traditional letter every now and then. Some will even return for a second or third summer before having to get one of those “real jobs” working 9-5. I hope that wherever they go or whatever they do, they will look back on their summer at Philmont and reflect fondly of the adventures they had, the new friends they made, and of their time at summer camp.

Discovering Potentials of At-risk Teenagers

By Jamie Wolf

Many instructors get a little anxious about working with teenagers; thinking that they will be immature, unmotivated, and argumentative. Add the words “at-risk” or “adjudicated” and most adults get very nervous. At-risk and adjudicated youth know when you are nervous and will do their best to intimidate and control you. As an instructor you need a special set of skills in order to effectively help student that have already pushed away their parents and teachers. More importantly, you need a lot of patients and a willingness to try to understand them. These skills can best be learned through field experience with these types of students. Seeing students at the end of a successful course can be a real motivational help as well. In the end, though, the needs of an at-risk or adjudicated teenager are no different than the needs of most other youth. These students have just been denied these needs at home and at school.

My experience comes from working with Outward Bound Discovery. We conduct 20-30 day canoeing courses. Our at-risk students come to us through Florida’s Department of Education and our adjudicated students come from Florida’s Department of Juvenile Justice. These agencies pay for the cost student’s course. We keep our student to instructor ratio low, never exceeding 11 to 3. Nearly all of our instructors begin as an intern and work their way up by instructing with a lead and an assistant instructor. On average, it takes two courses as an intern to become an assistant instructor and an additional 3 to 5 courses to be ready to become a lead instructor. This development track allows for plenty of field time with experienced instructors while gaining the experience and basic skills you need to work with these difficult students. The burn-out rate working with these types of students is high. Those who stick around can tell you how much it means to the students and how much it to us to work with people to truly need our help. The potential for growth in these students is much greater than that of most other students. My hope this that

this article gives you some ideas on where to start your learning process, to help these students discover their potential.

In order for at-risk teenagers to succeed in a new, scary, and unfamiliar environment, they need to know what is expected of them and what they can expect to do each day. This creation of structure and routine allows students to have clear choices and consequences, knowledge of the results of their actions before they do anything. This ability to make choices about their behavior sets the stage for a lesson about course structure called circles of responsibility. We relate the life stages of infancy, adolescence, and adulthood to our stages of course: training, main, and final. During training students are being taught the basics of living in the outdoors and assertive communication. On main, they begin to take some control over daily schedule but still with instructor guidance. Final is a time when instructors step back and allow students to run the show. The key is to create substantial freedoms that can be earned at each stage of course to help get students invested in the process. We use a checklist of responsibilities that need to be demonstrated to move from one stage to the next. Beyond this structure of group responsibilities and freedoms, many students need individual assistance and counseling.

For the basis of counseling students through anger management issues we use William Glasser's Reality Therapy. This technique assumes that everyone is doing their best to meet their four basic needs (love, power, fun, freedom) based on past experiences and their environment. Inappropriate behavior comes from their inability to meet these needs. To help them find better ways to meet these needs we use the following 8 steps: establish involvement, identify present behavior, make value judgment, create a plan, stay committed, do not allow excuses, do not punish, and never give up. Establishing involvement, rapport, is key to everything you do with the students. By showing compassion to what the students are dealing with and refusing to give up on them, despite their behaviors, as other people already have, many students will open up to working with their instructors. To do this, we often start by

asking three simple questions to the student. What do you want? What do you do? What do you get? This leads to creating written contracts to help them find better ways to meet their needs. The contracts outline the behavior that they want to change and the positive and negative natural consequences of improvement both on course and for when they return home and to school. Contracts with a focus on transference help to proactively deal with inappropriate behavior and to deal with anger and aggressive behavior after the student has cooled down.

Learning to de-escalate aggressive behavior is another important skill. First separate the problem student, or students, from the group and give them ample time to cool down. Then talk to the student one-on-one using the Reality Therapy techniques, before bringing the students together to assertively talk out the issue. Finally, share the plan with the entire group, so the rest of the group can help give each other reminders and encouragement. It is important to treat each behavioral issue or act of aggression as seriously as you would treat an environmental threat or hazard. We often have to stop paddling and pull off to the side of the river to deal with an issue. Never let the student who was obviously upset just say "it is no big deal" and move on. The natural consequence of getting to camp late from stopping to deal with inappropriate communication or behavior, adds to the impact and the students' desire to learn better alternatives.

Knowing how to set up a strong structure and routine, using circles of responsibility and reality therapy, and learning to de-escalate difficult situations is a good start in terms of learning the skills for dealing with at-risk teenagers. It is important to have realistic expectations of the groups and individual's abilities on course. You need to be prepared to deal with a storming stage that can be much worse than you would see with "standard populations" course. Showing compassion to your students no matter they have done or said can also be a true test of your ability to work with these students. Yet, in the end discovering potentials in these at-risk students all comes down experience and good judgment.

Politics or preservation: The Cedar Mountains Wilderness area designation

By J.C. Norling

Abstract:

The Cedar Mountains Wilderness Area designation (H.R. 1503), was politically explosive, involving nuclear waste, the Goshute reservation, and a military training site. What is the future for additional Wilderness in Utah?

Establishing designated Wilderness usually has preservationist ideals cajoling the political process. However, the case of the 100,000 acre Cedar Mountains Wilderness is uniquely explosive and volatile, involving nuclear waste, the Goshute reservation, and a military training site. On January 6th, 2006 President George Bush signed a huge defense bill into law, and with it designated the Cedar Mountains Wilderness Area, located about 60 miles west of Salt Lake City, Utah. From atop Cedar Peak (7,712 feet) one is afforded scenic views of the north-south running, craggy and steep Cedar Mountain range, the Great Salt Lake Desert to the west, and the Stansbury Mountains to the east. This place is home to golden eagles, mule deer, pronghorn antelope, hawk, bobcat, mountain lion, and nearly 250 wild horses.

The law is the Utah Test & Training Range Protection Act (H.R. 1503), Subtitle H, (Sections 381-385) of (H.R. 1815), The National Defense Authorization Act, December 2005 (P.L. 109-163). The Cedar Mountains Wilderness area is the first such designation in Utah in over 20 years - not surprising for a state that endorses a multi-use land management agenda. It seems odd, then, that the Cedar Mountains Wilderness bill was unanimously supported by Utah politicians, including: the author and leading proponent of the bill, Representative Rob Bishop (R-UT), Representatives Chris Cannon (R-UT) and Jim Matheson (D-UT), and supported by Senators Hatch (R-UT) and Bennett (R-UT), and endorsed by Utah Governor Jon Huntsman,

Although preservationists are ecstatic with the 100,000 acres (nearly doubled from the originally proposed 62,100 acres), arguably, the primary motivation was to protect an area used for military training flights out of local Hill Air Force base. The Utah Test and Training Range (UTTR) is one of the nation's largest and most

actively used Air Force training areas. Why establish a Wilderness area where bombs and nerve gas have been tested?

In May of 2005, in the 109th Congress, the UTTR bill was packaged with the Defense Authorization bill and was passed by the full House of Representatives. However, the bill remained in limbo - largely due to debate about plans to expand nuclear dumping in Utah. In 1996 Chief Leon Bear of the Goshute tribe signed a multi-million dollar contract with *Private Fuel Storage*, a consortium of nuclear powered utilities looking to "unload 40,000 tons of spent uranium fuel rods with a half-life of 10,000 years on the reservation" (Foy, 2006, p.1). *Private Fuel Storage* had laid plans to use part of its railroad transportation line to access the proposed nuclear-waste site, located on the Goshute reservation, in the UTTR area, and in the proposed Wilderness area. According to Foy (2006) "If there's one thing Utah politicians like less than Wilderness, it's an open-air nuclear-waste dump" (p. 1). By designating the Cedar Mountains as a Wilderness area, politicians effectively cut off the transportation option (Struglinski, 2006). Thus, the Cedar Mountains Wilderness designation (1) stopped nuclear waste storage near Salt Lake City, (2) enabled the continuation of military training flights in the area, and (3) provided protection of 100,000 acres of habitat.

Implications for future Wilderness in Utah

Wilderness advocacy groups such as the Utah Wilderness Coalition, the Southern Utah Wilderness Alliance, The Wilderness Society, and the Sierra Club (all of which had representatives who worked with Congressman Bishop to draft the Cedar Mountains Wilderness provision during the 108th Congress in 2005) were thrilled with the designation. "This kind of Wilderness agreement was made possible by the years of work that Utah wilderness activists

have poured into protecting Utah's red rock country and deserts," stated Scott Groene, Executive Director for the Southern Utah Wilderness Alliance. Currently, in the United States, there are 680 Wilderness areas totaling 106,619,208 acres. With the designation of the Cedar Mountains Wilderness, Utah now has 17 Wilderness areas representing 2.43% of total U.S. Wilderness units, and 902,612 total acres representing .85% of total U.S. Wilderness acres.

However, the history of Wilderness designation in Utah suggests that the state is not in a hurry to establish additional Wilderness any time soon. Utah is number 13 for most Wilderness acres in the United States, but has the fewest of the Western States, see Table 1. Another consideration is that the political environment at the national level can influence decisions at the state level. For example, "Since Utah and the Department of the Interior signed their anti-wilderness agreement in April 2003," as stated by The Wilderness Society (February 28th, 2006), "more than 55,000 acres of citizens proposed wilderness have been leased for oil and gas development in Colorado and more than 160,000 acres in Utah." A strong argument can be made that the impetus to sell off the state's finest wildlands is about reducing the national deficit - particularly when the gas industry in both states has thousands of undrilled permits.

Table 1. States with Most Wilderness Acres

State	Total Wilderness Acres
Alaska	57,522,295
California	14,085,258
Arizona	4,528,913
Washington	4,317,133
Idaho	4,005,712
Montana	3,443,038
Colorado	3,389,935
Wyoming	3,111,232
Nevada	2,891,637
Oregon	2,273,614
New Mexico	1,635,026
Florida	1,422,247
Utah	902,612

Retrieved on June 9, 2006:

<http://www.wilderness.net/index.cfm?fuse=NWPS&sec=chartResults&chartType=AcresByStateMost>

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Bio:

J.C. Norling is a Ph.D. student in the Department of Parks, Recreation, and Tourism, at the University of Utah, and a WEA NSP certifying instructor. He is interested in wilderness education, experiential education, and the restorative benefits of outdoor recreation.

Gone Wild

By Brett Haverstick

One morning, I found myself listening to gurgling soft whispers of a river. I laid in bed and thought of the long rainy winter on the Palouse. Each winter morning I would awake to the sound of rain drops pounding on the roof above me and dripping down my chilly dreary window. But this was different. The water had a different smell to it. Maybe it sounded different. Yes, that was it. I could hear birds merrily chirping in chorus with the rushing spring waters and warming sun skies. I peaked out my window. Sun poured in. I half squinted and smiled. I was no longer on the soggy Palouse hills. Mountains filled my landscape today. Thousand foot evergreen slopes forced me to arch my neck high. Tall cedar, fir, and pine for all the eyes could see. Hundreds of years of secrets and silent celebrations all around. Oh what these mountains would say to me if they had voices!

And that my friends, is what waking up on the Wild and Scenic Selway River is like every morning. A thousand miracles. A hundred possibilities.

Scores of migrating birds and ducks to greet you each day. Flocks of wild turkey and herds of whitetail deer gracing your vision. An occasional moose with young roaming across the lawn. Vibrant wildflowers and lush green grasses growing wildly in abundance. Baby blue skies stretching across the top of an endless V shaped valley. If I could spend all my days here I would. What took me so long to find such a place? How did I get so lucky? Believe it or not through the Americorp. Yep, that's right. I'm an Americorp volunteer working on the Nez Perce National Forest. I don't know what I did to deserve this, but boy has it had an impact on my life.

May 1st 2006 was my reporting date at Fenn Ranger Station. After five months of field teaching with the McCall Outdoor Science School I was offered a position with the Forest Service. My job was to create a portable education display for Forest wide events: County Fairs, Summer Festivals, and special com-

memorative events. My supervisor wanted the display to be a compilation of text, maps, and photography. The self standing display given to me stretched ten feet tall by ten feet wide. It was green on one side and gray on the other. When traveling, the display could collapse into separate panels and fit into a hard shelled case. Last but not least, the assigned theme for the display was Wilderness.

In 1964 the United States Congress passed the Wilderness Act. With that came the birth of the Wilderness Preservation System and 9.1 millions acres of designated Wilderness. The forefathers of the Act had a vision of preserving the land for future generations and allowing natural ecosystem processes to take place unhindered. Today there are four Wilderness areas in North Central Idaho: Selway-Bitterroot Wilderness, Gospel-Hump Wilderness, Hells Canyon Wilderness, and the Frank Church-River of No Return-Wilderness. All are found on the Nez Perce National Forest. All are within driving distance of your home.

The Selway-Bitterroot Wilderness is 1.3 million acres of splashing foaming whitewater and jagged granite peaks. The jewels of its treasure are the Wild and Scenic Selway River and the Idaho-Montana border forming Bitterroot Mountains. Elk, deer, moose, wolf, mountain lion, and black bear all make their home here along the forested slopes and rocky canyons. The Selway- Bitterroot Wilderness is the 3rd largest Wilderness in the contiguous United States.

The Gospel-Hump Wilderness is 200,000 thousand acres of wind swept glacier lakes and sparsely vegetated sandy canyons. With elevations ranging from 2,000 to 9,000 feet, it is not impossible for it be sweltering hot on the water and briskly cool in the mountains. The Gospel-Hump offers access to the Wild and Scenic Salmon River. Elk, deer, moose, wolves, mountain lions, mountain goats, and big horn sheep all make their home here.

The Frank Church-River of No Return-Wilderness stands at 2.3 million acres, the sec-

ond largest unit in the Wilderness Preservation System. Whatever you are looking for this place has it: grand forests of fir and pine, grassy meadows and sun washed slopes, raging scenic rivers and granite craggy mountain tops. The Frank Church is the headwaters to the Wild and Scenic Selway River, and the landscape for the Main and Middle Forks of the Wild and Scenic Salmon River. There are over 2,500 miles of maintained trail in the Wilderness, making it a backpacker and horsepacker paradise.

The Hells Canyon Wilderness carves another 200,000 acres out of sheer rock and winding river. The Wild and Scenic Snake River splits this wilderness and helps form the border between Oregon and Idaho. Believe it or not Hells Canyon is the deepest gorge in the contiguous United States. On the Idaho side, rising up to elevations of 10,000 feet are the majestic Seven Devils Mountains, its lofty peaks covered in fluffy white snow most of the year. Hells Canyon Wilderness is home to mule deer, wild turkey, big horn sheep, and rattlesnakes.

For those of you interested in learning more about Wilderness and the Wilderness Preservation System log onto www.wilderness.net. There you can find maps and descriptions of every Wilderness area in the

United States, training and education programs, along with management policies and volunteer opportunities. The entire Wilderness Act of 1964 can be found, as well as up to date scientific data and monitoring guidelines. It is an excellent website.

Last but not least, keep your eyes and ears peeled open for the latest Wilderness proposal here in Idaho. Just last week the United States House of Representatives passed a bill that would designate over 300,000 acres for Wilderness in the Boulder-White Cloud Mountains. Hold on to your hats though because this is a long process and it still needs to go through the Senate. Anything is possible but it sounds like things are heading in the right direction.

Finally, I would like to say that we live in a beautiful world. Living in a small town, raising a young family, and working to pay the bills are all fundamental traits in our society. Wilderness is also part of that American heritage. Please take some time out of your busy lives and connect with nature. Take your loved ones up into the mountains and fall asleep under the stars. Find yourself awakening to the rushing sounds of a crystal river and birds rejoicing in all its delight. There is so much out there. Do yourself a favor and just go wild!!!!!!!!!!!!

