

# WEA LEGEND

Newsletter of the Wilderness Education Association



## Grand Tetons

By Adam Carver

During the first two weeks of June, I took part in the WEA Steward Course in the Grand Tetons of Wyoming. The course turned out to be much more than I had ever dreamed it could be. Even though this was one of the most structured trips I have ever been on, I still had the time of my life. By taking part in several different lessons, I was able to learn in a dynamic hands-on environment. This is a helpful way to learn techniques such as rappelling, snow cave construction, proper snow anchors and "The sliding middleman."

This spring mountaineering trip had two very different dimensions. The classes were very informative. They dealt with things like group dynamics, gear selection, packing, and different planning aspects of an expedition. These classes were very easy to comprehend due to the fact that we had to immediately use what we just learned in order to continue the trip. This truly supplemented our teachings, and all of the topics I hope to use again in the future. The most important aspect of the trip however, was building friendships and instilling a sense of character and value into each of the participants. Because each of us had to depend on one another, it was easy to build these lasting bonds.

The scenery that I encountered while on this trip was absolutely amazing. I saw mountain ranges and sunsets like I have never seen before, and the pictures that I took do not even begin to do the scenery justice. I have never seen a sunset on the east coast that compares to the ones I saw during those two weeks. The air was especially clean and crisp and the views could literally take your breath away. While I was out there, I found myself becoming inspired by the different landscapes I saw. It made me realize how important each day is, and how vital it is to live each day to the fullest.



*Photo by Aya Hayashi*



*Photo by Aya Hayashi*

The most important aspect of the trip was the socialization and fellowship. I was able to build a stronger friendship with people that I had not previously known all that well. Thanks to the instructors, Dr. Phipps and Aya Hayashi, each participant was given the opportunity to enjoy an outdoor setting that few will ever get to experience. The combination of classes, challenge and camaraderie blended seamlessly into the snow-covered mountains. This two-week backpacking expedition through the Grand Tetons is something I will forever hold dear to my heart.



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.

Dene Berman, Ph.D. – President  
 Jim Lustig – Vice President  
 Cheryl Teeters, Ph.D. – Secretary  
 Leslye Teuber – Treasurer  
 Clyde Carter – Affiliate Rep.  
 Alan Ewert, Ph.D. –Member  
 Steve Gustafson – Member  
 Karen Peitzmeier – Member  
 Steve Beyer – Member

WEA National Office  
 Aya Hayashi – Manager  
 Mary Williams – Assistant

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

## 2005 National Conference on Outdoor Leadership “Expanding Our Horizons”

**Conference Dates:** Pre-Conference Workshops: February 16-17, 2005 Conference Events: February 18-19, 2005

**Location & Site Description:** The 2005 National Conference on Outdoor Leadership will be held at the YMCA of the Rockies in Estes Park, Colorado.

**2005 Conference Highlights:** The theme for the 2005 National Conference on Outdoor Leadership is Expanding Our Horizons. This theme speaks to an exciting development in the life of our organization. The Wilderness Education Association has been selected by the Leave No Trace Center for Outdoor Ethics to become an official provider of the Leave No Trace Master Educator course beginning in 2005. The Wilderness Education Association and Leave No Trace are a natural fit. Both organizations were born from a commitment to preserve our nation’s natural areas through responsible use of those areas. The ultimate goal of this relationship is to work collaboratively in furthering the mission of environmental preservation through education. The 2005 conference will serve to inaugurate this new relationship.

### Table of Contents

<b>Grand Tetons</b>	
By Adam Carver	1
<b>2005 National Conference on Outdoor Leadership</b>	2
<b>A Sneak Preview of the All New “Backcountry Classroom”</b>	
By Jack Drury	3
<b>The Wilderness Act Turns 40</b>	
By Dene Berman	4
<b>Reflections on a WEA Apprenticeship</b>	
By Andrew G. Bentley	5
<b>Epistaxis</b>	
By Greg Friese	6
<b>Finding it in Denali</b>	
By Joe Stern	7
<b>The Effectiveness of the Sawyer Extractor for Snake Bites</b>	
By David Johnson, MD	8
<b>Activity of the Season</b>	
By Jim Cain	9
<b>Book Review</b>	
By Greg Friese	9
<b>DRAFT: Ethical Principles for WEA</b>	
By Steve Beyer	10
<b>First WEA Program in Japan</b>	
By Momo Nakagawa, Aya Hayashi & Chris Cashel	12
<b>Canada, eh!?</b>	
By Genevieve Marchand	13
<b>From the Gear Guru....</b>	
By Leslye Teuber	13

## A Sneak Preview of the All New “Backcountry Classroom”

By Jack Drury

*An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.*

For those of you who had the advantage of working with Paul Petzoldt the above quote should sound familiar. It is a variation on Paul's mantra, “You gotta know what you know and know what you don't know.” Well, we have tried to clarify what we know in the second edition of *The Backcountry Classroom*. When you finally get to see the book, which is now at the publishers and due in March, (honest!) you will note a number of things that give it a new look. Starting on the cover you'll see the addition of two new authors, Dene Berman and Mark Wagstaff. Both are familiar names to WEA folks. Dene and Mark bring tremendous expertise in their field to this work and both took a leadership role in writing a number of the new chapters and re-writing many of the existing chapters.

No doubt you will notice immediately that this edition is considerably bigger and heavier than our previous work. We very consciously wanted to update and expand the content of this edition. To those of you who must carry this more “weighty” edition in

your pack or duffle, we hope you agree that it is worth the effort.

Once you open the book you will see that the table of contents is considerably larger. There are eight new chapters; Collaboration, Crisis Management, Groups: Orienting and Monitoring, Interpretation of the Natural and Cultural Environments, Knots, GPS, Rock Climbing: Leadership considerations for Top Roping, and Travel Technique: Canoeing and Sea Kayaking. There are also over 75 new tables and illustrations. We hope the new chapters will broaden your understanding of these topics and that the illustrations help clarify our words.

As you explore the chapters, you'll note we've changed “Goals and Objectives” to “Outcomes”. These Outcomes are our attempt to describe the knowledge, skills and dispositions that high quality outdoor leaders should possess. We think these Outcomes more accurately portray what we are trying to teach and what we should be attempting to assess.

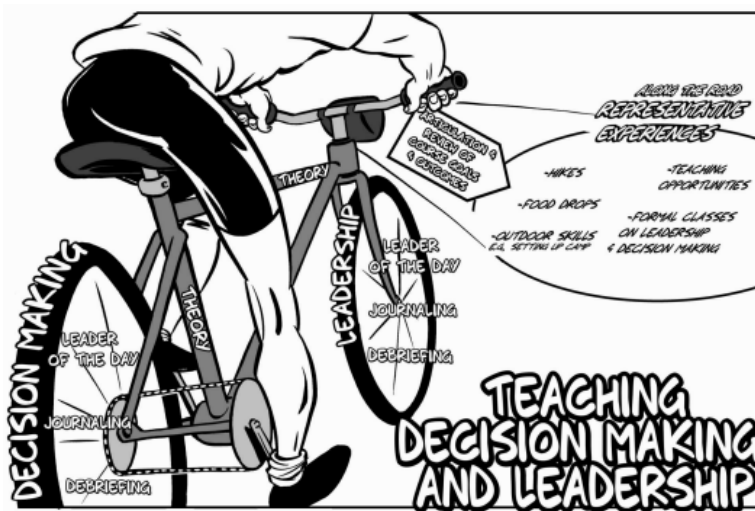


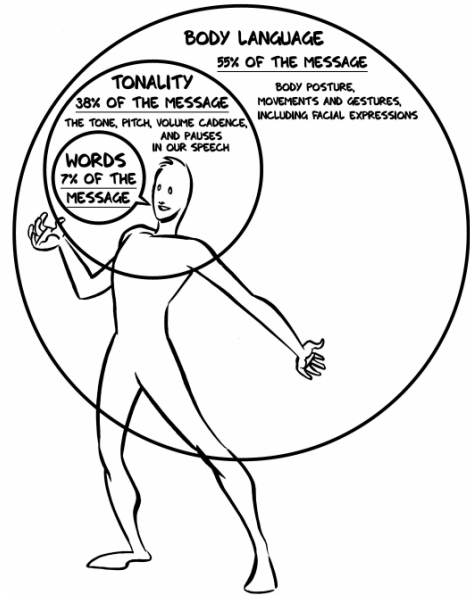
Illustration by John A. Drury

As you explore this edition in depth, you will see that our philosophy of teaching and learning has evolved considerably over the past twelve years. The chapter on Teaching and Learning reflects this evolution. There, we engage in an extended discussion of our current thinking about the characteristics of high quality teaching and the role that teachers play as architects of high powered learning experiences – both in and out of doors. In this chapter we also introduce you to

S.P.E.C. (Student-Centered, Problem-based, Experiential, and Collaborative) the short hand acronym we use to remind us of the fundamental attributes of our approach. Throughout this book, you'll see that we've appended "challenges" to various lessons that we hope will serve as useful models to those who want to try out some aspect of our SPEC methodology.

Finally you will see my name as editor. While it was a collaborative effort and we all provided feedback on each other's work, it was my challenge, along with my assistant Duane Gould, to pull the work of four different people together and shape it into a readable and cogent entity. We look forward to you feedback on our efforts.

If you want to get a pre-publication view of the book and get a first hand experience on how the authors' think it might be used then I encourage you to enroll in the WEA Pre-Conference Workshop **"Improving Teaching and Learning through the use of the new edition of *The Backcountry Classroom*"** February 16 & 17, 2005.



*Illustration by John A. Drury*

## The Wilderness Act Turns 40

By Dene Berman

President Lyndon Johnson signed the Wilderness Act on September 3, 1964. This act set the stage for a commonly accepted definition of wilderness as "an area where the earth and its community are untrammeled" by people who themselves are "visitor[s] who do not remain" in the designated area.

In the 40 years since the act was proposed, 114 bills have been signed by Presidents setting aside 663 wilderness areas. There are 106 million acres of land set aside as wilderness in the United States, more than half of it in Alaska.

The Wilderness Act permits hiking, canoeing, kayaking, rafting, horseback riding, fishing, and livestock grazing, but prohibits motorized equipment and vehicles, biking, logging, and road building. One caveat in the rules is that while the Act prohibits new gas leases and mining, these are allowed if there are pre-existing claims. Until recently, oil and gas drilling was prohibited on area proposed for wilderness. Last year, however, this changed when the President directed the Department of the Interior to allow drilling on land proposed as wilderness, resulting in permits being issued on more than 10,000 acres of land. On a more optimistic note, ¾ of a million acres will be considered for designation as wilderness areas this fall.

The role of the Wilderness Education Association is more important than ever in its capacity as a sentinel for safe and environmentally sensitive forays into the wilderness. This role has been further strengthened by WEA's new role as Leave No Trace Master Educator course providers.



## Reflections on a WEA Apprenticeship

By Andrew G. Bentley



In the Fall, 2004 edition of the WEA legend, Abigail Nugent composed an essay on her reflections as “Leader of the Day”. The essay drew on her recent participation in an August 2004, WEA National Standard Program. The course was part of a wilderness based, outdoor leadership program at the State University of New York, Potsdam, instructed by certification instructor, Mark Simon. This follow-up piece is meant to highlight my apprenticeship experience, taking place on the same course.

Even though it was a cold January day in Cleveland, Ohio, my office cubicle walls began looking a lot like Eastern Hemlock, White Pine, and Granite rocks. Even the flickering fluorescent lights reminded me of mountain sunshine trying to break through cloud cover. That’s because I had just got off the phone arranging a WEA apprenticeship at my alma mater, SUNY Potsdam. Eight months away and I was already thinking about the apprenticeship as if it were next week. Mixed with my excitement to have made arrangements to apprentice, I was anxious about how my role might impact the student’s experience. Whatever thoughts I had on the apprenticeship would have plenty of time to simmer though, as I was absorbed with my own work responsibilities, a wedding (mine), and planning the surprise honeymoon.

After graduating from an NSP course in 1997, I had worked a number of positions and in the process spent a few hundred nights under the stars with students. So when we reached the backcountry of New York’s Adirondack Park, I expected to feel largely at ease. The first few days of the apprenticeship threw me an interesting, self-imposed twist however. At times, I felt strangely as if almost on stage, waiting for a thumb up or down from the local critic (the certification instructor). In the sleeping bag after evening debriefs, my mind wandered. I thought about the advice and information I had given (or not given) to the Leader of the Day and other students. My thoughts were on whether I was contributing enough toward creating a solid educational experience, maybe too much, or somewhere in between. Also, during a rainstorm I wondered about a dripping sound that seemed to be occurring inside the ragged, musty smelling tent

belonging to the certification instructor.

As the course progressed, I held on to the concern for what might be a leaky tent, but also became more at ease with my role as an instructor. I keyed in on just being myself and doing the things I knew needed to be done. Where appropriate, I taught lessons; role modeled outdoor leadership skills, and critiqued student leadership behaviors. But mainly I just observed and regularly documented the student learning process. What finally hit me one night was that maybe I was as concerned with making my apprenticeship efforts on target as much as the certification instructor was with his. Reflecting back on trying to figure out if I was doing enough (or too much) to help provide a sound WEA course for the students, it occurred I was probably unconsciously doing what other instructors do consciously. In my mind this was a quintessential component of the apprenticeship, coming away with a clearer understanding about instructorship by being able to better judge when and by what degree to intervene in the student learning process.

For example, there was an off-trail bushwhack that began in somewhat hilly, ambiguous terrain. The Leader of the Day, nor other group members noticed the scouts were continually hiking off-bearing. It reached a point where one would think some of the students would have noticed the blunder, as they had reached an area with readily identifiable landmarks and the topography had changed noticeably. Once it was clear the recurring error was going unnoticed for some time, the certification instructor and I concurred that if we did not stop now, we might lose out on a teachable moment. After a brief intervention on off-trail navigation highlighting the need for the entire group to be part of the navigation process, some changes were apparent. Several students other than the scouts began hiking with their map in their hand or in a close pocket. Other students formed what I think of as virtual scouts. Although the Leader of the Day picked out scouts to do the majority of navigation for the group, the virtual scouts were tracking the group’s movement on the map and would confer with the Leader of the Day that the actual scouts were on target.

Feeling more comfortable with the apprenticeship component of the course, I was able to focus my attention elsewhere. One evening nearing course end, raindrops began falling on the tent again. For some time this went on, until I was sleeping like a baby. In the deep dark of night, I woke up to the continued rainfall. Also, there was the sound of dripping water on the inside of the tent again and the unpleasant feel of something akin to a wet diaper on my legs. To my joy, even through gloomy, sleepy eyes, it was a snap to locate the dripping water almost immediately. Much to my chagrin however, I located the area of impact. The leaky tent was dripping into a pool directly onto my sleeping bag! Since it was a large floorless tent, I managed to scoot over to one side so only the splashback from the ground managed to reach me. In the morning when the rain fizzed out, I noticed light in the form of tiny pinholes where the tent roof fabric was in an apparent stage of decay. I recounted to the certification instructor (Mark Simon) how the nighttime rain had leaked through the old haggard tent and soaked me. He snickered when I said it was probably time to retire it and remarked, "That's funny, that's what the last apprentice said two years ago".

In the end, several items were clearer about instructorship. It was clear how important the role of a thoughtful instructor was to facilitate student leadership development. This thoughtfulness translates into judging when to intervene in the learning process in order to better focus student development. Another item worth noting was something said by the certification instructor. His comment was "no matter how busy somebody is with work, family, school, etc. before a wilderness based course, that once actually in the field, it's just you, the students, and the environment." The importance in this wisdom is to be sure to have all your loose ends tied up before going in the field, as it is really hard for the tuxedo shop to call to let you know they only have your tux in pastel pink or blue and you are getting married two days after the course end. Lastly, before going, check all equipment including instructor tents, especially if the owner says its "bombproof"!

Mr. Bentley currently manages and instructs outdoor programs for Girls Scouts of the Lake Erie Council. He is available via email at [dbentley@gslec.org](mailto:dbentley@gslec.org) or by calling (216)-481-1313.

## Epistaxis

By Greg Friese

**Patient 1:** 19 year old backpacker trips and falls face first. She sits-up and blood is gushing from her right nostril. The patient also complains of pain and tenderness on bridge of nose and under right eye.

**Patient 2:** 21 year old on a high desert mountain biking trip in late Spring. Biker complains of frequent spontaneous nosebleeds that occur during difficult ascents. The bleeding stops quickly.

**Patient 3:** 73 year old female at the same Grand Canyon overlook as your group. The bus driver reports the patient's nose has been bleeding for twenty minutes. The patient is pale, clammy, and cool to the touch. She is anxious and reports taking heart disease medications.

The nose filters, humidifies and warms air as it passes through the nose, mouth and into the trachea. The nose is a combination of soft tissue, cartilage, and bone. Arterial blood vessels flow forward, progressively warming entering air. Trauma to the nose may injure underlying facial bones that form the nose, skull, and eyes.

Ninety percent of nosebleeds occur in the front (anterior) of the nose. Facial trauma, falls, collisions, nose picking, irritation from a foreign body or cold air cause anterior nosebleeds. Anterior nosebleeds typically involve one nostril and blood drains out the nostrils.

Posterior nosebleeds typically have an arterial source from vessels further back, or posterior, in the nasal cavity. Posterior bleeding usually drains into the mouth, which leads to frequent spitting of blood or swallowing blood. Blood can obstruct the upper airway or cause vomiting if swallowed.



General treatment for any nosebleed:

1. Blow nose to remove poorly formed clots
2. Apply well-aimed direct pressure by firmly pinching the nose with thumb and pointer finger
3. Lean forward to minimize swallowing blood
4. Spit blood out of the mouth

Maintain pressure for 10-15 minutes before inspecting. Applying ice to the upper lip or neck has little or no effect on blood flow. Focus treatment on well-aimed direct pressure and keeping the airway free of blood.

**Patient 1 & 2:** Control anterior bleeding with well-aimed direct pressure. Facial tenderness is a sign of a possible fracture to underlying facial bones. Consider evacuation. Encourage biker to moisturize nasal passages and minimize digital nasal exploration.

**Patient 3:** Attempt to control posterior bleeding with well-aimed direct pressure. Assist patient in leaning forward and encourage her to spit out blood. If available, call 9-1-1. She has and will continue to lose a significant amount of blood until emergency department treatment.

Greg Friese, MS, EMT-B, WEMT is president of Emergency Preparedness Systems LLC and Wilderness Medical Associates lead instructor.  
gfriese@eps411.com ©2004, November



### Quote of the Season

“Wake up and appreciate everything you encounter along your path...tune in to the sunrise, the little children, the laughter, the rain and the birds. Drink it all in...there is no way to happiness: happiness IS the way.”

By Wayne W. Dyer

## Finding it in Denali

By Joe Stern

They are the best eleven days of my life. Except, unlike so many other less fortunate people, I have had the incredible opportunity to relive this experience for three summers. I travel to one of North America's gems, receive hospitality at standards which would impress any returning prodigal son, then amble about for a week and a half in the backcountry with splendidly diverse yet astonishingly compatible folks. The program that affords me this opportunity is the *Wilderness Leadership Education* course offered through the Denali Foundation.

During each of my three journeys to the Denali area, I have anticipated different escapes, experiences, and effects. My first trip was to provide a test of my developing wilderness skills. Having backpacked among Kentucky's hills, in the Adirondacks of New York, along the Continental Divide in Montana, and on a thirty-day NOLS course in Wyoming's Wind River Range, I wanted to try my backcountry skills in rugged Alaska and enhance the basic core of my knowledge. Also, of course, I simply wanted an excuse to get up to the 49th state: a feat in itself which few can claim.

Having learned and benefited so much from my first Denali adventure, the second was a chance to give something back by instructing the *Wilderness Education Association* course. Searching for a break from my daily 9-5 routine, a chance to return to the peaceful (but sometimes extreme) backcountry of Denali State Park, and a venue to share some of my wilderness knowledge and skill, I excitedly returned to Alaska. The students brought a motley range of wilderness experience and personal history. As is WEA's philosophy, we focused on teaching outdoor leadership, decision making, judgment, and risk management, along with many hard skills: navigation, backcountry cooking and nutrition, camping and traveling techniques in bear country, Leave No Trace outdoor ethics, and rock climbing.

I returned again in the summer of 2003 to instruct the same WEA course, on the same trail, during the same season. My experience, however, was as unique as could be. The place looked subtly different: more snow in some places, a little less

fireweed in bloom than past years, two days of solid rain, and a grizzly sighting in a new patch of alder. The only similarity in this group was the degree of diversity: a pediatrician, physical therapist, a couple college students, and my high school brother. Again, the range of outdoor competence was accommodated by teaching basics and fundamental principals. Many regular rock climbers, for example, are unfamiliar with useful techniques such as the belay escape or Munter hitch. To the most novice of climbers, of course, these skills greatly solidify a sound basis of ropes knowledge.

Traveling through the pristine wilderness of Denali State Park provides many challenges, lessons, and opportunities. While the focus of the course isn't physical strain, living out of a 65-pound pack for eleven days is an accomplishment and profound diversion of lifestyle in itself. The weather can also be a test, as two days of continuous rainfall is not uncommon. An expedition of this length also allows for a redefining of necessities: a handful of M&Ms and good rain gear suddenly and definitively outweigh flush toilets and television. The petty concerns of daily life, such as fuel prices or nagging bosses, give way to much more pressing issues: finding a comfortable place to sleep, knowing exactly where you are, crossing a



Photo by Ajay Perumbeti.

stream, or baking that perfect pizza on the trail.

Each time I have made my annual sojourn to Denali, I have anticipated and searched for different things: learning outdoor and leadership skills, experiencing a wonderful place in a way very few people do, a change of pace in life, and meeting unique individuals. Every year, through the Denali Foundation's *Wilderness Leadership Education* course, I have found all this and more.

## The Effectiveness of the Sawyer Extractor for Snake Bites

By David Johnson, MD

Medical Director, Wilderness Medical Associates

© WMA

The Feb 2004 edition of *Annals of Emergency Medicine* had an article and editorial about the efficacy of the Sawyer Extractor as a tool for removing snake venom from a bitten victim.<sup>1,2</sup> A couple of years ago I mentioned that its value was suspect. This and the accompanying commentary put its utility into further question.

The design of this study was to see how effective the extractor is at removing venom by injecting a radio-labeled "mock venom" (a mixture of normal saline, albumin, and albumin with a radioactive tag) and then measuring quantitatively (counts/minute) how much was actually removed. After injecting the mock venom into the side of a person's leg via a bent 16-gauge needle to a depth of one centimeter to simulate a pit viper fang, the wound was allowed to bleed, presumably freely, for three minutes. The extractor was then placed over the puncture for five minutes with steady suction followed by another 10 minutes of suction.

All the blood and fluid that flowed or was suctioned was collected and promptly analyzed with a special radioactive counter. In addition, the syringe was counted for the radio-labeled mock venom before and after injection and the leg was counted before and after suction. To complete the analysis and account for all of the radioactivity, the pelvis and chest were likewise counted and a background check was made of the room. They argued that by doing all of these counts, "the location of all of the mock venom could thereby be accounted for as indicated by the sum of the radioactive counts."

They found that under the experimental conditions described, somewhere between 0.04 and 2% of the mock venom was removed by the extractor. They concluded that this was an amount insufficient to have any helpful effect.

The editorialist had a strong bias against this device and concurs with Alberts et al that the Sawyer extractor does not work.<sup>2</sup> He tried to bolster his case by sighting two additional references whose results he argued demonstrated its lack of efficacy. One done by the editorialist did not demonstrate any clinical advantage in pigs. The other, an abstract that I could not find, showed fluid suc-

tioned out of two humans immediately after being envenomated by rattlesnakes had only about 0.0001 the concentration of rattlesnake venom.

What are we to make of this? The science seems marginal at best. None of this information rises to the level of significance for me. Can we assume that the mock venom injected with a syringe is a model equivalent to a human bitten by a snake? Do porcine results translate to humans? How much/what concentration of venom is needed to have a toxic effect? How significant an envenomation did the two humans get?

Perhaps they removed all of what was a small envenomation and that it was diluted in a relatively large amount of fluid suctioned out by the extractor. On the other hand, these devices have never made much sense to me for snakes (let alone mosquitoes, bees, and spiders). Also, the extractor could be dangerous because suction is being applied to a wound that is potentially ischemic to begin with.

Bottom line: Treat a snakebite as a high risk wound and potential envenomation. The treatment for envenomation includes management of local and systemic symptoms along with prompt transport to a facility capable of managing the envenomations. A call ahead will give the receiving facility a heads up as to the extent and severity plus the time to locate and prepare a sufficient amount of antivenin/antivenom.

The Sawyer Extractor and other suction devices? Who knows? Personally, I would not waste the \$12 -15. Use prudent precautions and buy a better pair of boots with the money.

1. Alberts MB et al: Suction for venomous snakebite: A study of "mock venom" extraction in a human model. *Annals of Emergency Medicine* 2004; 43:181
2. Bush SP: Snakebite suction devices don't remove venom: They suck. *Annals of Emergency Medicine* 2004; 43:187

.....  
*Paul Petzoldt always used to call Mt. Washington, the "New England booby trap." He said this because the mountain entices all sorts of people, experts and novices alike. Folks go up in their cotton t-shirts and shorts for a little day hike, yet the weather can change in an instant up on top and people would end up totally unprepared when cold temperatures or rain struck.*  
Kelly Munson



## Activity of the Season

By Jim Cain  
From the Teamwork & Teamplay  
Website at  
[www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

### W.A.M.F.

W.A.M.F. stands for Wrapped Around My Finger, and pretty much explains this entire activity. Begin with an unknotted segment of webbing. One person in the group begins wrapping the webbing around their index finger, and while doing so, provides the group with some information about themselves (where they were born, family members, school experiences, childhood pets, dreams, goals, favorite foods, etc.) The goal is for this person to continue talking until the webbing is completely wrapped around their finger. When they reach the end, they can allow the webbing to unwind, and pass it along to the next person in the group.

This particular technique allows a bit more time for folks to talk about themselves, and also provides a kinesthetic activity coupled with a verbal activity for exploring some of the multiple intelligence opportunities, and whole brain learning possibilities. There is also a popular theory that for folks that may be a bit shy about speaking to even a small group in public, the activity of wrapping the webbing around their finger occupies that portion of the brain which creates inhibition. By wrapping and rapping at the same time, the speech center becomes less inhibited, and more information is typically shared!

---

## Book Review

By Greg Friese

### Desert Survival Tips, Tricks, & Skills

Tony Nester (2003) , Diamond Creek Press, Flagstaff, Arizona, USA \$10.95

Too much food and gear—every step reminded me I over packed. We were five miles into the ten-mile downhill hike to Havasu Falls in northern Arizona. Mr. Nester, our guide and author of Desert Survival: Tips, Tricks, and Skills bounced ahead. His pack was a third the size, yet over the next five days he remained hydrated, fed, and comfortable as we faced temperature extremes, long hikes, and torrential down pours. This handy

backpack or glove book size reference follows Nester's minimalist approach and is packed with emergency prevention tips and tricks to survive for 24-72 hours.

Desert Survival "is intended to *cut to the chase* and function as a working manual of field-expedient skills...for handling a short-term survival situation." Nester has taught survival and outdoor skills for 15 years to the U.S. Military, National Park Service, and outdoor enthusiasts, but this book is for the common desert traveler. It is applicable and written to travelers of desert highways, RV campers, and remote desert workers.

Written in the first person, Desert Survival reads like a conversation. Sidebars are Nester's water break tidbits. Nester concludes with a list of additional resources for more in-depth information. Of course, you can also spend a week in the desert with Tony.

## **DRAFT: Ethical Principles for WEA**

By Steve Beyer

### **STATEMENT OF PURPOSE**

The Wilderness Education Association (WEA) helps people enjoy and protect our wilderness areas through education. The WEA trains and certifies outdoor leaders, teaching students to safely and effectively lead groups in the outdoors without harming the environment. It is the purpose of these ethical principles to advocate for the education, empowerment, and safety of those who participate in these programs by establishing a minimum standard of ethical care and operation. Individuals who adhere to these guidelines will be considered as upholding, contributing to, and promoting a high standard of operation and service by the WEA.

### **APPLICABILITY**

The activity of professionals subject to these ethics principles may be reviewed under these ethics principles only if the professional is identified as a member of the WEA, or is associated with a WEA affiliate, and is engaged in an activity related to wilderness education on behalf of the WEA or a WEA affiliate.

### **ETHICAL PRINCIPLES**

Professionals subject to these ethical principles shall:

1. **Show respect for the profession and for others at all times.** For example, professionals must:

- Respect the fundamental rights, dignity, and worth of all people.
  - Respect the rights of individuals to privacy, confidentiality, and self-determination.
  - Strive to be sensitive to cultural and individual differences, including those due to age, gender, race, ethnicity, national origin, professional affiliation, religion, sexual orientation, disability, and socioeconomic status.
  - Act without prejudice on the basis of age, gender, national origin, professional affiliation, race, ethnicity, religion, disability, socioeconomic status, or sexual orientation.
  - Be sensitive and respectful of the fact that participants experience varying degrees of comfort with physical contact, even when it is offered for safety, encouragement or support. Whenever possible, professionals inform, explain, and gain consent for usual and customary forms of physical contact. Except when safety is a factor, participants have the right to limit or refuse physical contact with professionals and participants.
  - Respect participants' rights to refuse or consent to services and activities.
2. **Always behave and conduct themselves in a professional manner.** For example, professionals must:
- Represent the interests of all members served by the WEA in keeping with the mission statement.
  - Approach issues with an open mind and be prepared to make the best decisions for the whole organization.
  - Refrain from using their position to accrue private financial gains or personal advantages for friends, associates, and family members.
  - Act in a way to build and retain the trust of the membership.
  - Act and speak with truth, integrity, and compassion.
  - Exercise the authority of their position only in accordance with the duties of that position.
  - Provide the consumer of services with appropriate information about the nature of such services and their rights, risks, and responsibilities.
  - Charge appropriate fees for services, which must be disclosed to participants at the beginning of



services and be truthfully represented to participants and third-party payers.

- While leading or participating in any wilderness group, refrain from the use of drugs or alcohol, including any substance that is capable of clouding or hindering the use of good judgment.
- Comply with all laws of the United States and of the state, county, and municipality in which they are located.

3. **Tailor course methods to the goals of the course and the organization as a whole.** For example, professionals must:

- Not ask participants to perform excessive physical activity as a means of punishment. There should be a direct relationship between the amount of participants' physical activity levels and the objective of the experience.
- Use appropriate judgment when choosing activities that expose participants to actual or perceived physical and emotional risks; ensuring that the risk participants experience is appropriate for the objectives and competence level of participants.

4. **Not abuse the authority of their position.** For example, professionals must:

- Not engage in sexual or other harassment or exploitation of participants, students, supervisees, employees, colleagues, or actual or potential witnesses or complainants in investigations or ethical proceedings. Sexual harassment includes sexually suggestive remarks, unwanted touching, any physical or verbal act that indicates sexual advances or requests sexual favors, a promise of rewards or hidden threats by an instructor to induce emotional attachment by a student, and a "hostile environment" based on sex.
- Not engage in sexual intimacy with participants, whether consensual or not, during the time of the professional relationship.
- Maintain awareness of their influential position with respect to participants and avoid exploiting the trust and dependency of such persons.

The principles expressed above are for exemplary purposes only. They should not be interpreted as all-inclusive, but should instead be viewed as a starting point for the professional and ethical behavior of WEA professionals.



## GRIEVANCE PROCEDURES

Each WEA affiliate has a continuing obligation to inform the WEA of its grievance procedures. Any changes to an affiliate's grievance procedures must be promptly communicated to the WEA in writing.

Participants in wilderness education programs offered by WEA affiliates must first avail themselves of the grievance procedures offered by the affiliate offering the program out of which their grievance arises. Mediation between the aggrieved participant and the respective affiliate should always be considered before resort may be made to the WEA.

Only participants who have exhausted a respective affiliate's grievance procedures may resort to the WEA for resolution of their grievance. Participants resorting to the WEA should send a letter to the WEA (see page 2 for address). This letter should detail the facts surrounding the participant's grievance, detail the steps already taken to resolve the grievance with the respective affiliate, and list names and contact information for affiliate representatives who have been involved in resolving the grievance. Once WEA receives a letter demonstrating that a respective affiliate's grievance procedures have been exhausted, a WEA representative will work with the affiliate and the aggrieved participant to resolve the matter. The WEA representative will also work to determine whether sanctions against the WEA affiliate or instructor are warranted.

## SANCTIONS

At the recommendation of the WEA representative handling a grievance properly submitted to the WEA, and at the discretion of the WEA board of directors, professionals and/or affiliates found to be in violation of these ethics principles may be subject to suspension or complete revocation of WEA certification. If an affiliate or professional is subjected to revocation of WEA certification, the penalized professional or affiliate may petition the WEA for reinstatement after a period of time specified by the WEA has elapsed and pursuant to conditions set by the WEA.

If you are interested in participating in a discussion about the ethical principles, plan on attending the workshop at the National Conference in February.

**Ethics Workshop Description:** “WEA is in the process of drafting a set of Ethical Principles intended to be binding on WEA, its affiliates, and its certified outdoor leaders. The purpose of these Ethical Principles is to advocate for the education, empowerment, and safety of those who participate in WEA programs by establishing a minimum standard of ethical care and operation. This workshop will be an open forum for discussing and debating the draft Ethical Principles, with the participants bringing their experience, stories, and collective wisdom to the process. The current draft of the Ethical Principles will be circulated prior to the workshop. The discussion will include legal issues, presentation of scenarios, and comparison with codes of conduct promulgated by other organizations.” Please email Steve Beyer at [sbeyer@ix.netcom.com](mailto:sbeyer@ix.netcom.com) with suggestions, comments, or scenarios.

---

## First WEA Program in Japan

By Momo Nakagawa, Aya Hayashi & Chris Cashel

The first WEA program in Japan was offered by Oklahoma State University during June 2005 with 4 Americans and 15 Japanese. The location for the program was in the northern Japan Alps near Mt. Togakushi which has a 1000 year history for Shugendo (a Buddhism sect focusing on ascetic practice in mountain areas). The WEA steward program was designed to learn the unique cultural history of the area, participate in a cultural exchange between American and Japanese, Leave No Trace training, and a mini-expedition.

This program has proved to be a powerful educational and cultural experience for everyone involved. Leadership and environmental appreciation cross these cultural barriers.

Leave No Trace was a new educational component for the Japanese students, although the Japanese revere and protect nature as part of their culture. The exchange of cultures is powerful and difficult learning for all involved. Finally the expedition showed many differences in how the Japanese approach the mountains. Following are excerpts from students about the six day adventure. <Leave No Trace> (Yasuhiro Tanaka)

My learning about LNT through the WEA course, changed my perspective of mountains. Before, my perspective was “I use mountains” when I

entered mountains. Now I feel “mountains let me use them.” This change brought me a greater appreciation and awareness of impact that we make in very concrete ways. I am so glad to have this learning opportunity.

<Cultural exchange> (Takahiro Tsuzuki)

Two biggest differences between cultures I found were the concepts of time and diversity. We Japanese are used to following strict timeline. We often miss the opportunities to enjoy each moment, the landscape, and personal time. I felt so comfortable to take the opportunities to slow down. As for the diversity, in Japan we have many typical styles originated in local cultures. It was very interested in knowing that the American culture is very diverse and mixed.

<Cultural expedition> (Jay Post)

The Japanese trails are straight up, have large rocks to hop and climb over, and were super muddy. The hardest hiking I have ever done. The air was so warm and humid, and the Asian low clouds all round us was classic.

Japanese students were passionate about expedition behavior. One day, we were on the large snow filed in the bowl of mountains. Everyone was wet and chilled, but Japanese started hav-



ing sumo and judo matches on the snow. The moral was high with fun.

After the expedition, we had a relaxing time in the hot springs. A tradition we don't utilized enough in the US. I had my first lesson of Japanese bathing, which I needed after those three tough days. After that we had our final debrief and dinner. Then a good celebration.

## Canada, eh!?

By Genevieve Marchand

I often get puzzled reactions when I tell people I moved from Canada to the United States. "Why!?! Canada is such a great country!" Yes, it is a great country and my heritage is deeply rooted in my proud "Quebecois" culture. But it was not enough to hold me back from the wilderness opportunities offered by my southern neighbors.

There is a lengthy explanation behind this love affair that includes good friends, 24 hour superstores, a passion for the mountains, more backpacking trails than anywhere else in the world, and ecosystems as diversified as a candy shop. Yet, it was the opportunity of studying outdoor education in the United States that solidified my presence here. This took shape about a year ago when I was accepted as a graduate student in the Outdoor Education Program at California State University, Chico.

I could have probably stayed in Canada and applied to a similar program, but I was driven by the prospect of studying abroad and simply fell in love with the ideas circulating in the Outdoor Education program of Chico State. Some of these thoughts have created the new Outdoor Leadership Institute and Students for Outdoor Leadership Club, to give students the opportunity to learn and practice facilitation and wilderness living skills. One of the most exciting achievements of this program is the Outdoor Immersion Semester, which is scheduled to begin next spring. As a graduate student, all the ideas floating around me and the future directions to be taken are an endless source of resources.

The next step in my learning journey is to attend the 2005 WEA Conference in February. From previous experience, I know that professional conferences can be a source of endless information and opportunities. Where else can you find field professionals as well as researchers willing to discuss their passion under the same agenda? It would be impossible for me to reject the opportunity of gathering precious ideas to help me complete my graduate degree. Or perhaps, make the contacts necessary to attend the doctoral program of my choice. No matter what comes out of it, indoor learning about outdoor education can only bring the promise of experiential wonders for the wilderness

mind.

With so many opportunities offered by my college, the wilderness diversity in the United States and associations such as WEA, I will debate any outside reservations about moving to the United States. Canada is a great outdoor playground, but between my passionate personality, my love for the outdoors, and a desire to serve future students better, I have found my place in this outdoor community.



## From the Gear Guru....

By Leslye Teuber

What's hot ...

The question a lot of folks ask is what is the newest widge that I just have to have or what should I have that is tried and true.

Here are a few items to ponder.

The North Face Denali Jacket for men, women or kids is the all time winner for the tried and true. This jacket is desired by the ardent outdoorsperson to the mall rat. Everyone wants one and so does most retailers. It is hard to find during the holidays and for years this has been the gift of choice for any special event. Why? The North Face has done an incredible job of branding and backing the brand with great product.

Why is this a great product?

The Denali is ideal for mountaineering and year-round use. One can layer this jacket over or under other clothing depending on the conditions you encounter. Some features....

- Polartec 300® fleece features a DWR (Durable Water Repellent) finish and offers more warmth for its weight than wool
- Abrasion-resistant Supplex® nylon reinforcement on upper body for extra durability when carrying a backpack
- Two-way pit zippers allow excess heat to escape as needed, keeping you comfortable
- Features two zippered chest pockets and two lower pockets
- Single-hand elastic drawcord at hem seals out the elements

The world of lighting has definitely changed. Remember the days of carrying a flashlight or torch of fire for history buffs? Today we

few rise to the top. A good pick is the Petzl Tikka Plus LED or Princeton Tec Aurora LED headlamp. Why?

The Tikka Plus takes lighting to a whole new level!

Some features.....

- Switch lets you select from four lighting levels to meet your needs: low, medium, high, bright strobe
- Four LED bulbs provide even lighting throughout your field of view, with no blank spots in the beam
- Water-resistant construction for full-on reliability in inclement weather
- Ratcheting swivel head aims light where you need it
- Adjustable headband holds the light securely in place

Or chose the super-efficient LED Aurora headlamp.

Some features...

- Compact with long battery life and five different lighting options
- A five-way switch tailors light to meet your needs; select from low, medium and high settings, as well as two different strobe options
- Triple LED bulbs arranged in a triangle configuration provide even lighting throughout your field of view with no blank spots in the beam
- Pivoting head directs the light where you need it
- Waterproof construction provides full-on reliability in inclement weather
- Adjustable headband holds the light securely in place

Snowshoeing is a long favorite many years ago to get into the wilds for hunting, trekking or just to experience the out-of-doors in the winter. If your activity of choice is the winter sport of snowshoeing take a look at the MSR Lightning Ascent Snowshoes. Why is this a great choice?

From the moment you hit the trail, you'll enjoy the 360° grip of this lightweight snowshoe's Total-Traction frame design.

Some features.....

- Total-Traction frame is made with one vertical blade of aerospace-grade aluminum, supported by two cross-members of high-strength steel
- Proprietary urethane deckings are waterproof and durable
- Step-On molded-urethane bindings feature speed-hook buckles, and open wide for easy access; fit a

variety of boots, men's sizes 4 - 14

• True-Hinge™ steel crampon not only grips, it provides stability and reduces heel drift for a more efficient gait

• MSR Televator™ heel bails lift to ease the strain on your calves during steep ascents

• All materials are waterproof, so they don't soak up water, freeze, and get heavy; straps remain adjustable and easy to use in all conditions

Last but not least. Where would the modern day adventurer be without the newest widget the GPS? The days of using just a compass and map is not totally out of the adventures list of essentials but with the emergence of great technology, a GPS is becoming a must include piece of gear. The Garmin e-Trex GPS is a good middle of the road choice for the adventurer who wants the best of the new techo era. Why?

This is the most feature-packed of all the eTrex GPS receivers--includes altimeter, compass, rocker switch, 24 MB of memory, basemap and improved resolution.

Some features.....

- Innovative rocker switch allows for quick and accurate panning, selection and enter functions
- Built-in memory allows you to download points of interest, including detailed maps, from Garmin's MapSource™ CD-ROMs
- Crisp, high-resolution display features 4-level gray scale and more pixels for improved viewing
- Includes a built-in general basemaps and marine nav aids for North and South America
- Electronic compass provides current bearing; precise altimeter states your current altitude, as well as your rate of ascent
- Follow your route, marking up to 50 waypoints; find your way back with Garmin's exclusive TracBack™ feature
- Store up to 500 waypoints with graphic icons
- Maintains tight satellite-lock, even through dense forest, by continuously tracking up to 12 satellites
- Trip computer calculates current and average speed, sunset and sunrise, trip time and distance
- Watertight construction keeps eTrex functioning in wet conditions; waterproof to IEC 529 IPX7 standards
- WAAS (Wide Area Augmentation System) enabled receiver delivers sub-3-meter accuracy
- PC interface cable

Happy Trails and Adventures.....