

art a credible image of an idealized self, with public good at its core. "In the formulation, the moral and the aesthetic are inextricably mixed: the arts, including ceremony and architecture, present and dramatize the good." Tuan illustrates the point with several examples: Renaissance Venice, the France of Louis XIV, and the democratic ideal of the United States. The American frontier carried a moral tone, but also a glamor unique to the nation. The vast open space offered its own exhilarating and magical beauty. "When fused with the ideals of simple manners and love of liberty, it turns into a sort of geographic-aesthetic-moral icon."

The contents of the book thus far provide a guide to the splendors of the earth and of the human creations on it. In Part V Tuan poses difficult moral questions: The artifacts are wonderful, but at what expense to nature? What are the human and social costs of large scale constructions? Dark shadows are common in all complex societies in which artifacts of culture can also serve to distinguish hierarchical standing. The shadows cast are a matter of degree and may be a consequence of complacency, vanity, greed, or evil. At the extreme Tuan points to Hitler who used art and show, ritual and ceremony, to create a monstrous state.

However, Tuan returns full circle to the individual where moral beauty exists, just as physical beauty may, in certain acts of courage, generosity, genuine modesty, and selfless love. Tuan concludes that moral beauty is more likely to flourish in societies that appreciate and encourage it.

*Passing Strange and Wonderful* is an engaging book. It is useful as a guide to the wonders of our senses. The contents invite a more contemplative examination of the world around us. But this is only the beginning as Tuan expands the analysis to include the most elaborate of human constructs—art, philosophy, and politics.

This book would be useful to leisure scholars, educators, and students. Given the broad scope of its contents, it could be used as a supplemental text for any number of courses at the undergraduate or graduate level. It would also be a worthy addition to personal libraries.

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Schleien, S., McAvoy, L., Lais, G., and Rynders, J. 1993. *Integrated Outdoor Education and Adventure Programs*. Champaign, IL: Sagamore Publishing, ISBN 0-915611-59-7, \$37.95, hardcover, pp. 270.

Do you know how to accommodate a participant in a canoe or kayak who uses a wheelchair? Does your staff know how to work with people with varying abilities? Do you know how to assess the capabilities of your participants and encourage the building of a cooperative integrated environment?

Are you knowledgeable enough to teach your students how to integrate people with disabilities into recreation programs?

With the implementation of the Americans With Disabilities Act, much interest exists in learning how to address integration concerns such as these in the various recreation programs we offer. The challenges that accompany integration of outdoor programs and activities can be formidable to programmers and administrators accustomed to working with people with disabilities. *Integrated Outdoor Education and Adventure Programs* by Stuart Schleien, Leo McAvoy, Gregory Lais, and John Rynders is a practical, "how-to" book that offers many suggestions to help prepare individuals to work with people of all ages and abilities in outdoor settings. The purpose of the book is to offer guidelines on how to design, implement, and evaluate integrated programs in outdoor education and adventure settings.

The authors have organized the book in a logical progression that begins with the rationale for integrated outdoor education and high adventure programs; proceeds to administrative concerns such as funding, safety, physical accessibility and recruitment of staff and participants; then moves to suggestions for assessment of participants; and lastly, discusses ways to promote social inclusion and personal accomplishment in a cooperative environment. The authors also include sections on program adaptations and lesson plans for six activities that provide practical applications of the principles discussed in the previous sections. The book seems directed to an audience that anticipates or has current involvement with the programming or administration of outdoor education and adventure programs. The book is very practical in nature and it offers new insights into ways to think about integration of programs to be more inclusive of all people.

This book fills a particular, albeit narrow, programming focus. Several strong points emerge from the book. The first section that addresses the rationale for integration would be helpful to any professional who is confronted with the need to justify more inclusive approaches in his or her programming endeavors. The authors provide a variety of social, legal, educational, and psychological reasons why these rationales make sense.

In the same vein, the fourth chapter focuses on social inclusion and personal accomplishment in a cooperative context. I found this section to be particularly useful, regardless of the type of group that might be under consideration. While these suggestions were often based on common sense, we often overlook some of these basic considerations when leading groups. The more explicit training tools such as the McGill Action Planning System, the team-building process of Circle of Friends, and the use of the Special Friends curriculum seemed particularly appropriate for younger participants, although they could possibly be adapted for adults as well. This chapter was a good reminder of the importance of basic human considerations that improve the experience for all and the value of building friendships that are supportive of others with whom we play.

The appendices and the bibliography are another strength of this book. Extensive reference lists reflect the thoroughness of the material presented

in the body of the work. The appendices include sample forms and policies that would be very helpful to programmers and administrators who are just beginning to address integration concerns. These practical support pieces include such items as water safety policies, application forms, health, and assumption of risk forms, accessibility surveys, and a list of agencies and associations that serve persons with disabilities.

While not necessarily weaknesses, several perspectives in the book seem narrower than what this reviewer expected. A wide variety of examples were used to illustrate points, but mobility issues received the majority of attention. Age was considered throughout the book, but an emphasis on children predominated. While much outdoor education is aimed toward children, more examples related to adult participants would have been helpful.

The lesson plans were designed to be easy to use and to serve as examples of how programs in the outdoors can be organized. While the plans were excellent, a section in each plan that would have provided examples for that lesson of how to include people with varied abilities would have been helpful. For individuals with limited programming experience, the transition from suggested activities to application in specific situations requiring adaptations is often difficult. Specific techniques, additional resources, or even the use of vignettes would have enhanced this section.

The authors address the need to deal with attitudes toward, and acceptance of, people with disabilities. However, given that attitudes are often difficult to change, more suggestions would have helped here. For example, the authors could have offered an outline for a staff training workshop that would address stereotypic concerns held by staff. Successful techniques and facilitation efforts would also have been beneficial.

Related to this concern is one that is not really addressed in the book. Is there ever a time when an individual cannot be integrated into an outdoor program? Most readers might suspect that this would be the case, but they would find it helpful to have a sense for the appropriate considerations that should enter into such a decision. Since most of these decisions are likely to be situation specific, key questions to be asked would have been a valuable addition to the book. As programmers struggle to be as inclusive as possible, recognizing that limits may exist would be an important acknowledgment. Yet this needs to be done in a way that does not make it easy simply to avoid change or reinforce stereotypes.

Overall, *Integrated Outdoor Education and Adventure Programs* is an interesting collection of ideas that should be useful to students and practitioners alike. While the book is specific in its focus, it would be a useful reference to anyone working in outdoor programs. The authors have a great deal of expertise, and they have provided a resource that will help us meet our responsibility to be as inclusive as possible in outdoor education and adventure programs.

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