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This website offers an opportunity for students to explore the unique topic of local mountaineering while also pursuing curricula-based studies. This package provides an overview of the curricula links as well as specific student activities.



***Climbing to the Clouds: A People's History of BC Mountaineering*** is about mountaineers, of how they were drawn to explore, map, enjoy, and fight to conserve peaks and wilderness areas in south western British Columbia and beyond. The website offers a vast range of curricula-based subjects for intermediate and high school students to explore. The website was created to provide an opportunity for all to experience far-off mountains, to discover how the mountains have influenced British Columbians and to explore reasons that people climb.

The geographic scope is primarily southwestern British Columbia, but does include mountains such as Mount Waddington, Mount Logan and Mount Robson. The ascents of those mountains were historically significant as well as significantly challenging.

## GENERAL RESOURCES

The ***Climbing to the Clouds*** website highlights the following topics as they relate to mountaineering.

**Aboriginal** – Explore elements of the relationship that the some First Nations have had with these mountains, from the days of Chief Capilano to the aspirations of the First Nation's snowboard team. Social Studies Grades 4 and 9.

**History** – As our mountains were traveled and surveyed, many personal feats, and scientific and technical advances were achieved. These elements are explored in the stories of the people that shaped the mountains' history. Social Studies Grades 5 and 10

**Conservation** – Since the early years of exploration, many mountaineers have sought to preserve the wilderness for future generations. Their exploits, battles and achievements are presented through their own stories. Science Grades 6, 7, 10; Social Studies Grades 5 and 10

**Recreation** – The mountains' draw for hikers, winter sports enthusiasts and climbers past and present is explored, along with the evolution in technologies and approaches to safety. General Interest: All Grades

**Arts** – Discover some of the ways that the mountains have inspired artists and writers past and present to create moving and beautiful pieces, including paintings, photography, poems and prose. Language and Visual Arts Grades 4 – 6; Social Studies Grade 6

**OVERALL INTERPRETIVE GOALS****Cognitive Goals**

After visiting the *Climbing to the Clouds* website, students will be able to:

## Geography / Exploration

- Describe some of the results of the early exploration of the area (e.g. mapping, trailblazing, naming of peaks)
- Give an account of some of the achievements in mountaineering in B.C. resulting from an exploration of these mountains
- Give an account of the importance of mountaineering to our knowledge of western Canadian flora and fauna and to be able to describe some of the natural history of the area
- Provide a sense of the mountain experience and the vastness of the province
- Discuss the impacts of resource oriented economic activities on B.C. mountaineers (e.g. achievement, technology)

## Social/Cultural

- Describe the reasons for the popularity of mountaineering elements at various time periods in B.C.
- Describe some of the social aspects that resulted from the mountaineering community (e.g. cabin culture, clubs)
- Name some of the personalities of B.C. mountaineering history

## Activity

- Describe different elements of mountaineering including skiing, hiking, climbing, snowshoeing, ice climbing, rock climbing
- Describe mountaineering as a recreational activity that combines elements of exploration and achievement
- Describe some of the efforts necessary for the preparedness of safe mountaineering (e.g. search and rescue, tips for amateur hikers)
- List some of the technological changes that have occurred in the past 100 years in mountaineering (e.g. equipment, clothing)

## Emotional/Advocacy

- Describe some of the emotional responses that the mountains invoke in mountaineers (e.g. inspiration, romanticism, environmental awareness; appreciation of nature)
- Describe some of the artistic outputs that have resulted from the inspiration that the mountains have had on B.C. artists (e.g. stories, writing, photography, storytelling and art)
- Recount mountaineering stories they were previously unaware of (e.g. art, achievement, spiritual, inspiration)
- Describe some of the efforts B.C. mountaineers have made towards the preservation, conservation and protection of the area's environment through advocacy and stewardship

## Affective Goals

After visiting the *Climbing to the Clouds* website, students will be able to:

- Sense the awe and wonder of the mountain experience
- Appreciate the vastness of the province
- Be tempted to go to the mountains to experience some of thrill and wonder of the alpine experience
- Understand that mountaineering and the experience of the mountains can provide an intense emotional, physical or spiritual experience



Aboriginal peoples have travelled and used the resources of the mountains for centuries and longer. The mountains, animals and plants have given shelter, nourishment, tools and spiritual guidance, the knowledge passed through generations in their oral histories. Today, they share a love of these mountains with non-aboriginals, joining them in modern pastimes such as snowboarding.



### CURRICULUM LINKS

#### SOCIAL STUDIES

Grade 4: Aboriginal technologies;  
Aboriginal relationship with land;  
Place names

Grade 9: Aboriginal people's  
relationship with the environment



### RESOURCES SPECIFIC TO TOPIC

The following sections of the *Climbing to the Clouds* website are particularly recommended.

[Thunderbird Stone](#) – Both an archaeologist and a hiker, this vignette presents the story of one man's search for ancestral camp sites and natural resources.

[Tools from Stone](#) – Take a look at projectile points created from local mountain materials.

[Natural Materials](#) – Explore clothing made from plant and animal fibres.

Other web resources include:

[VMC Exhibit: Mount Logan: Canadian Titan](#) – Learn of the First Nations' traditions and activities in Kluane National Park & Reserve (home to Mount Logan).

[Squamish Nation Cultural Journey](#) – Discover some of the key features and stories that exist in the Sea to Sky Corridor in this interactive map of the route.



### ACTIVITIES

#### DIGITAL STORYTELLING

This activity can be seen as project work for the course of a few days or weeks. Access to computers is essential; students can work as individuals or in groups, depending on your choice. If enough access to computers is not possible, you can take this activity as far as storyboarding and script writing.

## Preparation

Some research concerning digital storytelling should be undertaken prior to this activity, including the accepted seven elements of a successful story. An excellent resource can be found at [digitalstorytelling.coe.uh.edu/7elements.html](http://digitalstorytelling.coe.uh.edu/7elements.html) and the Center for Digital Storytelling ([www.storycenter.org](http://www.storycenter.org)). Suggested software for this project is Microsoft Photo Story 3 (PC only, free to download) or iMovie (Mac), though there are many other suitable applications also. While researching this activity, find some examples of online digital stories for your students to view for inspiration.

## Supplies

Computer access  
Software, e.g. MS Photo Story  
Paper & pens

## Background

Storytelling is an important part of many cultures including African, Jewish and aboriginal life; of course, stories are important to everyone, regardless of age, culture or background. They are used to teach, celebrate and remember. Stories are passed down through generations and are often reflected in cultural iconography, pictographs, totem poles and other visuals that are incorporated as part of that process.

Modern technology allows the telling of these tales through other means, as Rudy Reimer shows in *Thunderbird Stone* on the **Climbing to the Clouds** website. Recording stories and accompanying them with pictures and sound guarantees longevity, increased awareness and, in today's society, helps to bring them to life.

## Procedure

**Examples:** Have your students check out the digital stories on the **Climbing to the Clouds** website (in the Voices and Passion sections), as well as any others you think appropriate. Have them identify what aspects of the videos they like and why.

**Research:** As a class, discuss the seven elements of digital storytelling ([digitalstorytelling.coe.uh.edu](http://digitalstorytelling.coe.uh.edu)) and ([http://www.todaysteacher.com/Digital\\_Storytelling/SevenElements.pdf](http://www.todaysteacher.com/Digital_Storytelling/SevenElements.pdf)). Discuss the reasons why these are important in a good digital story. Explore the Center for Digital Storytelling at (<http://www.storycenter.org/index1.html>)

**Select:** As individuals or in groups, ask the students to think of a story they would like to tell. For some, this will be an easy process; for others very difficult. This should ideally be a story they can tell in the first person, not a story they have heard. In selecting a theme they should consider an event in their life that was unique; a personal accomplishment; a special place and why it is special; their hobbies and interests; or a discovery of something valuable learned.

The most important thing is to get started; to have the students select a story from their life that they would like to share.

The students should now gather images, movie and/or sound clips to use to support their story. If they cannot find exactly what they want, have them weigh up the benefits of spending extra time searching against using alternative images, etc.

The students should now plan their story, taking the seven elements into account. On paper, have them plan a storyboard ([digitalstorytelling.coe.uh.edu](http://digitalstorytelling.coe.uh.edu)), identifying how to use the images and sounds they have found, as well as how they would narrate the story. Remind them that they do not have to use every image or clip they have found, but should think instead of how well the images support the flow of their story.

It is now time for the students to write and assess their script. You may choose to also have them swap scripts with a partner or other group for this step. Once their scripts and image/clip selection are finalized, the students should now create their digital story using the software you have chosen. Once finalized, the stories can be shared amongst the class, school or even on your school website. Encourage the students to give feedback on each other's stories.



#### CRITICAL THINKING, DISCUSSION & TOPICS FOR RESEARCH

#### STORIES AND THEIR SIGNIFICANCE.

In *Thunderbird Stone*, we learn of how a very useful rock (obsidian) was found and celebrated. What other mountain resources, e.g. plants, animals, water sources, might be featured in a story and what visual images would celebrate their significance?

Some stories are owned by a single family but not shared with others. This may be done to protect the location of a valued resource. Can the students think of a modern example? (A favourite fishing place, prized hiking area, etc.). Do the students feel that this is an attitude that can be seen as selfish from the point of view of 'community', or do they feel that this is an example of 'looking after one's own'?

#### FAMILY STORIES

Many families have their own stories which they do share with others. Sometimes these stories are of little interest to non-family members; why then are they told? Have the students identify a story that is important in their family and re-told at family gatherings but has little significance to outsiders. Why is that story kept, valued and re-told? (Entertaining stories of adventure or humour generally are of interest to others.)

Stories of a family's past generally are of interest solely to family members, but at times those stories have historic significance and are valued by historians (e.g. ancestors' experiences of the holocaust, Highland clearances, the Hope landslide, World War II internment, etc.). Can the students find personal stories of historic events that are featured in books, movies or newspaper articles? Why have these stories been retold and what can be learned from them?

#### YOU TUBE

Video clips posted on You Tube present a variety of subjects for a host of reasons. Have the students review some clips and discuss their value. Do they have long term value and why are they posted?



It was inevitable that as Vancouver was settled, many would explore and fall in love with the mountains to the north. As the peaks were scaled, lasting impressions were left with each individual who was drawn to their beauty and scale. Since then, the twentieth century has seen a long line of people for whom these mountains were a powerful, sometimes life-changing experience.



## CURRICULUM LINKS

### SOCIAL STUDIES

Grade 5: Key events and factors in the development of BC and Canada; Significant individuals in BC and Canada

Grade 10: Changing nature of families and women's roles; Contributions to the development of Canada; Changes in Canadian society and identity; Building of the CPRS10



## RESOURCES SPECIFIC TO TOPIC

The following sections of the *Climbing to the Clouds* website are particularly recommended.

[Early Vancouver's Mountaineering Leader](#) – Tom Fyles joined the B.C. Mountaineering Club in 1912 and was its leading climber for fourteen years, recording a long list of first ascents.

[The Climber's Guide to the Coastal Ranges](#) – Climbing in the 1960s, Dick Culbert's compiled much information about the Coast Range mountains.

[Solving the Puzzle of Mystery Mountain](#) – The passion of Don and Phyllis Munday for mountains shaped their lives, and set a standard few can match and none have exceeded.

[A Child of the Wind](#) – For 30 years John Clarke spent weeks at a time in the Coast Mountains, accomplishing hundreds of first ascents. In 1996 he helped found the Wilderness Education Program.

Other web resources include:

[VMC Exhibit: Sliding, Gliding and Soaring: A History of Skiing in Revelstoke, B.C.](#) - This Community Memories exhibition invites you to soar with its smitten residents.



## ACTIVITIES

### MAKING A BUGLIGHT

This activity can be conducted outside or inside and should take approximately 45 minutes. It demonstrates one piece of gear that early mountaineers used to light their journey in the dark. This

activity offers the opportunity to compare and contrast modern-day equipment with more primitive, but ingenious early gear.

### Preparation

All cans must be prepared in advance of activity. This means that each can needs to have the holes for the handle and candle already made. Use a work horse, a hammer and an awl (or large nail) to create the following holes. For the handle, punch two holes on the top and bottom edges of one side of the can. Then flip the can over and punch a hole at the bottom edge, adjacent to the previous hole. Attach the wire handle. Make a hole for the candle by nailing a large spike through the middle of one side of the tin (the side opposite to where the handle is). For the sample bug light, using a hammer and nail, punch your initials into a tin can.

### Supplies

Sample bug light	Large nails
Flashlight	Hammers
Prepared Cans: 3-6" in diameter, 4-8" in height (2.84L work best)	Name tags (optional)
Candles: 7.5" high (e.g. Ikea Jubla chandelier candles, 20/pack)	Ribbon or string

### Background

These days, mountaineers use flashlights to help them see at night. These are great tools, especially the new LED ones. However, people have been mountaineering for a very long time and flashlights haven't always been this reliable. In the early days, mountaineers used carbide lights (see more in Backpack). These however were unreliable. Flashlights were invented 1896 before the BC Mountaineering Club was even formed. But early flashlights could only be used for short periods of time before they needed to rest. And so many mountaineers resorted to using candles, often in the form of a bug light: a tin can with the candle inside. The reflectivity of the tin can helped the light to travel further.



### Safety

During this activity, students should place their can on a flat, stable surface (such as a table), with the bottom of the can facing up. As the students will be using hammers and nails, ensure this is done safely and that they know the risks and safety procedures they should use.

### Procedure

Show the students the sample bug light. Explain what it is and how it works. Key points are as follows:

- Bug lights are handmade lanterns used by hikers in the 20<sup>th</sup> century. They consist of a large tin can with a candle inside
- The tin reflects the light out of the can, which helps provide a wider beam of light

- The handle on the can is necessary because the can will get hot from the heat of the candle
- The holes punched in the back of the can will be illuminated when the candle is lit
- The holes spelled the hiker's initials; this also allowed someone behind them to know who was in front

Compare the bug light to the flashlight, especially the reflectivity of the can to the metal be behind the flashlight bulb.

Demonstrate how the mountaineers would have gone about punching their initials into the cans, and explain that that is what the students will be doing today. Explain how to do this safely.

Hand out one of each of the following to each child: prepared can, nail and hammer.

Once the children have had some time to work, start putting the candles into their bug lights. The candles should be put into their bug lights before they finish. You will not have time to do them all at the end.

As you put the candles into their bug lights, explain to each student that they can have their parents light the candles when they get home. They also should never stick their hand inside the tin because of sharp edges. As the candle burns down, it should be pushed up into the tin from the candles bottom. The candle should not be allowed to burn all the way down as it will drop out of the tin, causing a potential fire hazard.

When a student has finished, give them a name tag and a piece of ribbon or string to put on the handle of their bug light.



#### CRITICAL THINKING, DISCUSSION & TOPICS FOR RESEARCH

#### FIRST ASCENTS

What do the students' think is behind the motivations for those climbers that strive to be the first to ascend peaks? Have the students assess the potential risks the climbers face, weighing them against the personal achievements and notable rewards that success brings. How might first ascents differ between the early days of the exploration and modern mountaineering?

#### FUTURE HISTORIES

The last century has recorded many of the key moments in the exploration and development of these mountains. Notable histories include first ascents, evolution of gear, the development of provincial parks and the surveying of the land. What late twentieth century and early twenty first century events do the students think will live on in history to be remembered 100 years from now, and why? Those who make first ascents might be called 'pioneers'; identify other modern-day pioneers.



Mountaineers are by nature committed to wilderness conservation and many have fought to have the area protected from logging, hydropower and other industries. Since the early botanical section of the BC Mountaineering Club and the formation of the Vancouver Natural History Society, to the more recent advocacy campaigns and educational programs, the local mountaineers have played a major role in the conservation of the southwestern B.C. mountains.

## CURRICULUM LINKS

### SOCIAL STUDIES

Grade 6: Diversity of life; Exploration of extreme environments

### SCIENCE

Grade 7: Ecosystems

Grade 10: Sustainability of ecosystems

Grade 5: Physical Regions of Canada, location of natural resources; Sustainability

Grade 10: Resources and environmental management

## RESOURCES SPECIFIC TO TOPIC

The following sections of the *Climbing to the Clouds* website are particularly recommended.

[Climbing Meets Collecting](#) – When botanist John Davidson joined expeditions in 1912, climbers were pleased to assist in the development of scientific knowledge and help with his field work.

[Protecting Mountain Wilderness](#) – Michael Feller has committed over 35 years of personal effort to identify and preserve wildlife habitat, including the creation of Pinecone Burke Provincial Park.

[Garibaldi's Park](#) – The preservation of B.C.'s mountains is an objective of the British Columbia Mountaineering Club. After their first summer camp in 1910, they determined that the Garibaldi area must be established as a park.

Other web resources include:

[History of BC Parks](#) – The B.C. Parks' website describes the formation of Strathcona Park (B.C.'s first provincial park) and the subsequent establishment of the Park Act.

[BC Parks' Conservation](#) – The B.C. Provincial Parks are protected by several Acts that help conserve the natural environments.

[Birth of a National Treasure](#) – Vancouver Sun article detailing Price Ellison's expedition to Crown Mountain that was the genesis of B.C.'s provincial park system (see Appendices).

[Upper Pitt River Hydropower](#) – The squashing of a proposed hydropower project in Pinecone Burke Park was seen as a victory for the thousands of local residents who opposed it, yet was seen as a blow to those who advocate the need for renewable sources of energy in B.C.



## ACTIVITIES

**MAKE A PLANT PRESS**

This is an excellent activity for younger students and can be used afterwards to preserve memories from nature walks they take, adding an element of family interaction also. It demonstrates a simple process used by early botanists, such as John Davidson and his colleagues who collected and studied the flora of the Mount Garibaldi region.

**Preparation**

Little preparation is needed for this activity, though you may choose to cut the boards to size in advance of giving to the students. Your students will likely want to try out their press after finishing it, so you should have a plan in place to take them outdoors to collect specimens to press; this is best done when there is no dew or rain on the plants. Alternatively, have some pre-collected to give out.

**Supplies**

2 thin boards (about 8" x 10")

Saw

Corrugated cardboard

Utility knife

Newspaper

Scissors

Paper towels

Nylon webbing straps (one-inch wide)

4 D-rings

Plants (unless students are to be collecting their own)

**Background**

Plant presses have been used across the world for several centuries. In the early years of mountain exploration in B.C., botanists such as John Davidson collected many specimens of flora for research. Although live plants and flowers were collected for Vancouver's new botanical gardens, many were dried, pressed and preserved for later study; this allowed many more plants to be collected and stored. As a pressed plant does not wilt, it allows the form and colour to be studied weeks, months or even years after it was collected. A collection of pressed plants is called a herbarium.

**Safety**

As the students will be using scissors and a utility knife, ensure this is done safely and that they know the risks and safety procedures they should use. If necessary, have the appropriate adult support to assist with this stage.

**Procedure**

Discuss with your students the reasons why botanists such as John Davidson would collect and preserve plants in this way. Ask what advantages a pressed plant has over a live one and have them identify what can be learned from such projects.

To make the press:

Assist the students to cut two thin boards to the size the press is to be (e.g. roughly the size of a paper towel). Using the utility knife, assist the students to cut sheets of sturdy corrugated cardboard the same size as the boards.

Cut newspaper sheets twice the size of the paper towels and fold them in half. Lay down one board first, then a cardboard sheet, then two paper towels to act as a blotter, next a folded sheet of newspaper. Then add another sheet of cardboard and keep going in the same order. The last things to go on should be one last piece of cardboard, then the other board. Cut two straps of nylon long enough to go around the press twice. Slip the end of each strap through two D-rings, fold the end over, and sew in place.

To press plants:

Lay the plants inside the folded newspapers and spread them out so they do not overlap. Arrange leaves and petals so that they lay flat. Build up the press as described above, using as many cardboard sheets and paper towel blotters as you need. Squeeze the layers together, strap the press tightly, and put it in a warm place for a week or more to dry. The pressed plants can be used to make things like bookmarks or stationery. Alternatively, a herbarium can be collated, e.g. of plants found in the school yard.



#### CRITICAL THINKING, DISCUSSION & TOPICS FOR RESEARCH

#### ADVOCACY

Mountaineer Michael Feller spent years battling for the designation of the Pinecone Burke Provincial Park. He has not been alone in his fight. Have the students discuss what drives people like Michael to spend years of effort attending meetings, organizing activities, and writing articles letters in order to conserve wilderness areas? Have them research the successes and failures in the bids to designate other local provincial parks.

#### NATURAL RESOURCES

Wilderness areas are at times sacrificed to meet our need for electricity, wood products and mined materials. Have the students research and debate the balance that must be met between the preservation of these areas versus our need to use these renewable and non-renewable resources. What examples can they find in southwestern B.C.? How have priorities changed through the decades? How do they see things changing in the future?

#### CLUTTERING THE WILDERNESS

The littered state of base camp at Mount Everest has gained attention in recent years, as more mountaineers leave behind tents, gear and even garbage. This is one high profile case, but the fact is that even with the best of intentions, recreationists in the mountains do not leave behind only footprints. From eroded footpaths to candy wrappers, and from back country cabins to all terrain vehicle fumes, people do leave their mark on the mountains. Have the students research and discuss the impact we have on the mountains, the ways in which we can limit this, and where and when there are arguments to ban access to the mountains.



The mountains in this region offer recreational activities in both summer and winter, for dog walkers and occasional snowshoers, and the expert skiers and climbers who strive for first ascents. Despite technological advances over the decades that have led to an evolution of available activities, protective and safety equipment and navigational aids, the mountains still remain essentially untamed.



## CURRICULUM LINKS

## PHYSICAL EDUCATION

Grades 4-7: Physical and emotional benefits of physical activity;

Grades 8-10: Significance and benefits of active living; general and activity-specific safety practices.

## SOCIAL STUDIES

Grade 5: physical regions of Canada, location of natural resources

Grade 6: relationship between cultures and their environments

## SCIENCE

Grade 6: Exploration of Extreme Environments



## RESOURCES SPECIFIC TO TOPIC

The following sections of the *Climbing to the Clouds* website are particularly recommended.

[Avalanche](#) – In 1967, a team of young but experienced mountaineers met incredible luck, both good and bad on a Centennial memorable climb, when an avalanche struck leaving two climbers dangling.

Other web resources include:

[VMC Exhibit: Mt. Logan: Canadian Titan](#) - Explore Mount Logan, the tallest mountain in Canada and the second tallest in North America. Learn about the evolution of climbing equipment and a number of expeditions to climb this formidable peak.

[BBC News Article on Mount Everest Experiment](#) – Replica clothes of of the 1924 climbers George Mallory and Sandy Irvine pass the Everest test (see Appendices).

[Vancouver Sun Article on Mount John Clarke](#) – In May 2010, this mountain was named after the legendary explorer of BC's coastal mountains (see Appendices).



## ACTIVITIES

**MAKING A COMPASS**

This simple activity should take approximately 25 minutes. It demonstrates this navigational aid used by the early mountaineers, a piece of equipment still used by many today. This activity offers the opportunity to compare and contrast modern day equipment with more primitive, but ingenious early gear, whilst introducing the even more modern advancement of GPS.

**Supplies**

A compass	0.5cm thick slice of cork
Compass rose poster (see appendix for example)	Magnet
Bowl	Needle

**Background**

The use of the compass as a directional and navigational aid has been around for over the last two thousand years. It was one of the most important pieces of gear that the early explorers of the southwestern B.C. mountains had. It is said that Phyllis Munday loved climbing mountains so much that she never went anywhere without her compass and kept it in her pocket for forty years! Until the invention of GPS, the compass was as important to late twentieth century mountaineers, as it was to those at the beginning of the century.

**Safety**

Have the students understand that they will be working with sharp needles.

**Procedure**

Discuss with your students what a compass is. Ensure that they know that a compass always points north. Depending on the stage of the students' advancement you may or may not choose to discuss true north and magnetic north. Explain that they are going to work out which way north is.

Give each student one of the following: a bowl with a piece of cork in it, a magnet, and a needle.

Have them rub the needle with the magnet 70 times in the same direction. This magnetizes the needle. While they are doing this fill their bowl with a small amount of water, enough that the cork is easily floating.

Once their needles are magnetized needles, have the students place them on their corks. The needles should spin in the direction of magnetic north. If they do not, have the children re-magnetize their needles.

As a group, get the children to determine where north, south, east, and west are.



## CRITICAL THINKING, DISCUSSION & TOPICS FOR RESEARCH

### SAFETY IN THE MOUNTAINS

As more people take to the mountains, there is the increasing risk of injury and death from natural occurrences such as avalanches, or attacks from wild animals. Some advocate for stricter controls and regulations on back country access, whilst others believe that the risk people take is their own. Have the students research news stories, from both B.C. and elsewhere, and debate this topic. In B.C., examples include the tragic and near-tragic accidents caused by avalanches and by the hikers, skiers and snowboarders that travel out of bounds of designated ski areas.



Across the world, artists, photographers and writers are drawn to nature, wildlife and wilderness. The mountains of south western B.C. have been no exception, inspiring the likes of Emily Carr and Chief Capilano. Many spent years here, continually being called back to the trails and peaks. Exploring the art, photographs, poetry and stories of these individuals help us to see the mountains in their eyes.



### CURRICULUM LINKS

#### VISUAL ARTS

Grades 4 – 7: Context

- > Identify and compare images and styles from a variety of social, cultural, and historical contexts.
- > Demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts.
- > Identify images that have value in the community

#### SOCIAL STUDIES

Grade 6: Artistic expression and culture; Relationships between cultures and their environments



### RESOURCES SPECIFIC TO TOPIC

The following sections of the *Climbing to the Clouds* website are particularly recommended.

[Mountaineering Artist](#) – Arnold Shives powerfully expresses his love of wilderness, forest and peaks through his art, inspired by his fond childhood memories and years spent as a serious mountaineer.

[Pictures of Service](#) - Charles Chapman delighted in poetry and was an avid photographer. In 1909 he assembled an album of his photographs that illustrated Robert Service’s “Songs of the Sourdough”, both taken on an expedition to explore the Seymour River.

[Mountains Blue, Green, and Brown](#) – In the prime of her career, Canadian painter Emily Carr came under the spell of the mountain landscape.

[A Church in the Mountains](#) – For lifelong climber Martin Kafer, being in the mountains is the same as being in a church or saying a prayer.

[Varley's Valley](#) – Frederick Varley found inspiration at his doorstep when his rambles brought him to views of terrain, mountains and vegetation to sketch.

[Chief Capilano and the Mohawk Princess](#) – Late in life, Chief Joe Capilano shared some of his treasury of history and traditional narrative with Tekahionwake. “Legends of Vancouver” presents her renderings of Chief Capilano’s accounts of local histories, landmarks and mountains.

Other web resources include:

[VMC Exhibit: Vaughan Grayson: Adventures of an Artist in the Canadian Rockies](#) – Grayson's life focused on two interests: travel and nature. She gave life to her profound emotional connection to the Rockies in paintings reminiscent of the Group of Seven, whom she admired.



## ACTIVITIES

**INSPIRATION IN PICTURES**

This activity stems from the inspiration that photographer Charles Chapman felt on reading Robert Service's 'Songs of the Sourdough' ([www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-chap.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-chap.html)). It has students creating posters that illustrate an extract from one of his poems - 'The Law of the Yukon'.

You will need to allocate research and contemplation time for the students and the activity can be spread over several days. It gives students the opportunity to explore their own feelings around the mountains and wilderness. Using the library also gives an opportunity to have the students use a resource other than the internet.

**Preparation**

Students will need access to the internet, library or other paper resources such as magazines. You may choose to amass suitable magazines together before the activity. You may also choose to allow the students to pick another poem from the *Climbing to the Clouds* website.

**Supplies**

Copies of 'The Land that Listens' (see Appendix: extract from 'The Law of the Yukon')	Copier paper
Construction or poster paper	Computer access (can be homework based)
Scissors	Library access
Glue	Used magazines

**Background**

In 1909, avid photographer Charles Chapman was on an expedition to explore the Seymour River. He took with him his camera and the recently published 'Songs of the Sourdough' by Robert Service. Inspired by the poetry, back home he put together an album of photos that illustrated the poetry. 'The Law of the Yukon' is one of Service's poems. It brings to life the mountains and examines a perceived relationship between mountain and man.

**Procedure**

Give each student a copy of the poem and spend some time discussing its meanings. How does it reflect a personalization of the mountains and how do the mountains see man's relationship with them. This can be seen as a starting point for the students, not an in depth interpretation. Give each student time to reflect on the poem and their feelings of the mountains. Have them write keywords or phrases that illustrate this. This will help for the next step.

Students should now search the internet, books and magazines to find images and quotes that help to illustrate their interpretation of the poem. They should print or copy the content they want to use in their poster. Give the students an allotted time in which to prepare their poster. They should include the poem on this as well as the images and quotes they have pulled together.

Once displayed, you may choose to have the students talk about their poster to other members of the class.



### CRITICAL THINKING, DISCUSSION & TOPICS FOR RESEARCH

#### PERSONAL MEANING

The passion felt by artists that have been inspired by the mountains often stems from time spent there as a child or young adult. What factors (e.g. social or family bonding, beautiful or memorable weather, personal achievement) do the students think could influence a positive personal meaning? Do any of the students themselves have stories to tell of mountain ‘adventures’ that have led them to feel inspired by the local mountains?

#### PASSION FOR THE PRAIRIES

Many people move or travel to BC for the mountains, inspired by the rugged wilderness, a number of them feeling that the Prairies offer little in the way of such inspiration. Yet equally there are many drawn there for the beauty of the grasslands, the power of the storms or the stunning sunsets. Would students from the prairies be as passionate about their region as we are about our mountains? Do your students feel inspired by the Prairies? If so, why, and if not, why not? What evidence (e.g. poems, books and art work) can be found that suggest that prairies are equally inspiring? Consider novelist W.O. Mitchell, and artist and writer William Kurelek.

#### CELEBRATING NATURE

Mountains, the Prairies, our forests and our oceans are all very different but are all celebrated in literature, art and music. What is it they share that makes them equally inspiring?

#### PASSION FOR ACTION, PASSION FOR CREATIVITY

On the *Climbing to the Clouds* website, both conservation and inspiration topics are in the Passion section. How are these two topics linked? What traits do the conservationists and artists share? In what way do conservationists demonstrate their passion?

**SEA TO SKY REGIONAL HERITAGE FAIR**

Each year, the North Vancouver Museum & Archives organizes, in conjunction with Lynn Valley Elementary School and other educational partners, the Sea to Sky Regional Heritage Fair school program. This successful program enables students in grades 4 –10 to explore Canadian history in a dynamic way. The possibilities are endless. Canadian heroes, legends, milestones, and achievements are all topics that might be explored.

Using your classroom curricula, students create heritage projects for display in the classroom or school lobby. Each class or school then nominates delegates to represent their school at the Fair which is held on a Saturday in early May. In addition to enjoying an afternoon of entertaining and educational activities, a series of awards are presented for both elementary and secondary participants and their schools. All participating students leave with souvenirs of the Fair.

To find out more, contact the North Vancouver Museum and Archives at 604.990.3700 ext. 8016 or [nvmaprograms@dnv.org](mailto:nvmaprograms@dnv.org).

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**WEB RESOURCES**

## Teaching

**Geocaching** ([www.geocaching.com](http://www.geocaching.com)) – High tech treasure hunting using GPS

**Center for Digital Storytelling** ([www.storycenter.org](http://www.storycenter.org))

## Geography

**Earth Science World Image Bank** ([www.earthscienceworld.org](http://www.earthscienceworld.org)) – Free geographical/geological images

**Geological Survey of Canada Educational Site** ([www.gsc.nrcan.gc.ca/index\\_e.php](http://www.gsc.nrcan.gc.ca/index_e.php))

**Canadian Landscapes Photo Collection** ([www.gsc.nrcan.gc.ca/landscapes/index\\_e.php](http://www.gsc.nrcan.gc.ca/landscapes/index_e.php))

**Geographical Names of Canada Database** ([http://geonames.nrcan.gc.ca/search/search\\_e.php](http://geonames.nrcan.gc.ca/search/search_e.php))

## History

**Keys to History** ([www.mccord-museum.gc.ca/en/keys](http://www.mccord-museum.gc.ca/en/keys)) – Learning initiative from Canada's museums and universities. Including **Wilderness on Our Doorstep** ([http://www.mccord-museum.gc.ca/en/keys/webtours/tourID/VQ\\_P3\\_12\\_EN](http://www.mccord-museum.gc.ca/en/keys/webtours/tourID/VQ_P3_12_EN))

**Royal BC Museum** – Mountains

([http://www.royalbcmuseum.bc.ca/exhibits/journeys/english/overview\\_mountain.html](http://www.royalbcmuseum.bc.ca/exhibits/journeys/english/overview_mountain.html))

**University of British Columbia Botanical Garden & Centre for Plant Research**

([botanyjohn.org/en](http://botanyjohn.org/en)). "John Davidson: The Legacy of a Canadian Botanist." Virtual Museum of Canada, 2008.

**Climbing to the Clouds: A People's History of BC Mountaineering**

([www.virtualmuseum.ca/Exhibitions/Climbing](http://www.virtualmuseum.ca/Exhibitions/Climbing))

**WEB RESOURCES REFERRED TO IN VARIOUS TOPICS**

## Aboriginal

**Thunderbird Stone** – [www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v.html)

**Tools from Stone** – [www.virtualmuseum.ca/Exhibitions/Climbing/en/b-g/b-g8.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/b-g/b-g8.html)

**Natural Materials** – [www.virtualmuseum.ca/Exhibitions/Climbing/en/b-g/b-g18.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/b-g/b-g18.html)

**VMC Exhibit: Mount Logan: Canadian Titan** –

[www.virtualmuseum.ca/Exhibitions/Logan/en/index.php?/md/Home](http://www.virtualmuseum.ca/Exhibitions/Logan/en/index.php?/md/Home)

**Squamish Nation Cultural Journey** – [www.culturaljourney.ca/](http://www.culturaljourney.ca/)

## History

**Early Vancouver's Mountaineering Leader** –

[www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-fyles.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-fyles.html)

**The Climber's Guide to the Coastal Ranges** –

[www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-culbert.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-culbert.html)

**Solving the Puzzle of Mystery Mountain –**

[www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-munday.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-munday.html)

**A Child of the Wind –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-clark.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-clark.html)

**VMC Exhibit: Sliding, Gliding and Soaring: A History of Skiing in Revelstoke, B.C. –**

[www.museevirtuel-virtualmuseum.ca/Search.do?ex=on&R=VE\\_1860&lang=en](http://www.museevirtuel-virtualmuseum.ca/Search.do?ex=on&R=VE_1860&lang=en)

#### Conservation

**Climbing Meets Collecting –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-plant.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-plant.html)

**Protecting Mountain Wilderness –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-fell.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-fell.html)

**Garibaldi's Park –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-gari.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-m-gari.html)

**History of BC Parks –** [www.env.gov.bc.ca/bcparks/aboutBCParks/history.html](http://www.env.gov.bc.ca/bcparks/aboutBCParks/history.html)

**BC Parks' Conservation –** [www.env.gov.bc.ca/bcparks/conservation/](http://www.env.gov.bc.ca/bcparks/conservation/)

**Birth of a National Treasure –**

<http://www.vancouversun.com/opinion/birth+national+treasure/3087160/story.html>

**Upper Pitt River Hydropower –** [www.cbc.ca/canada/british-columbia/story/2008/03/26/bc-upper-pit.html](http://www.cbc.ca/canada/british-columbia/story/2008/03/26/bc-upper-pit.html)

#### Recreation

**Avalanche –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-purdey.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/v/v-purdey.html)

**VMC Exhibit: Mt. Logan: Canadian Titan -**

[www.virtualmuseum.ca/Exhibitions/Logan/en/index.php?/md/Home](http://www.virtualmuseum.ca/Exhibitions/Logan/en/index.php?/md/Home)

**BBC News Article on Mount Everest Experiment –** [news.bbc.co.uk/2/hi/5076634.stm](http://news.bbc.co.uk/2/hi/5076634.stm)

**Vancouver Sun Article on Mount John Clarke –** [www.vancouversun.com/life/Mountain+name+honours+legendary+explorer+Coast+Range/2973810/story.html](http://www.vancouversun.com/life/Mountain+name+honours+legendary+explorer+Coast+Range/2973810/story.html)

#### Arts

**Mountaineering Artist –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-shives.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-shives.html)

**Pictures of Service -** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-chap.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-chap.html)

**Mountains Blue, Green, and Brown –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-ecarr.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-ecarr.html)

**A Church in the Mountains –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-kaf.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-kaf.html)

**Varley's Valley –** [www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-varley.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-varley.html)

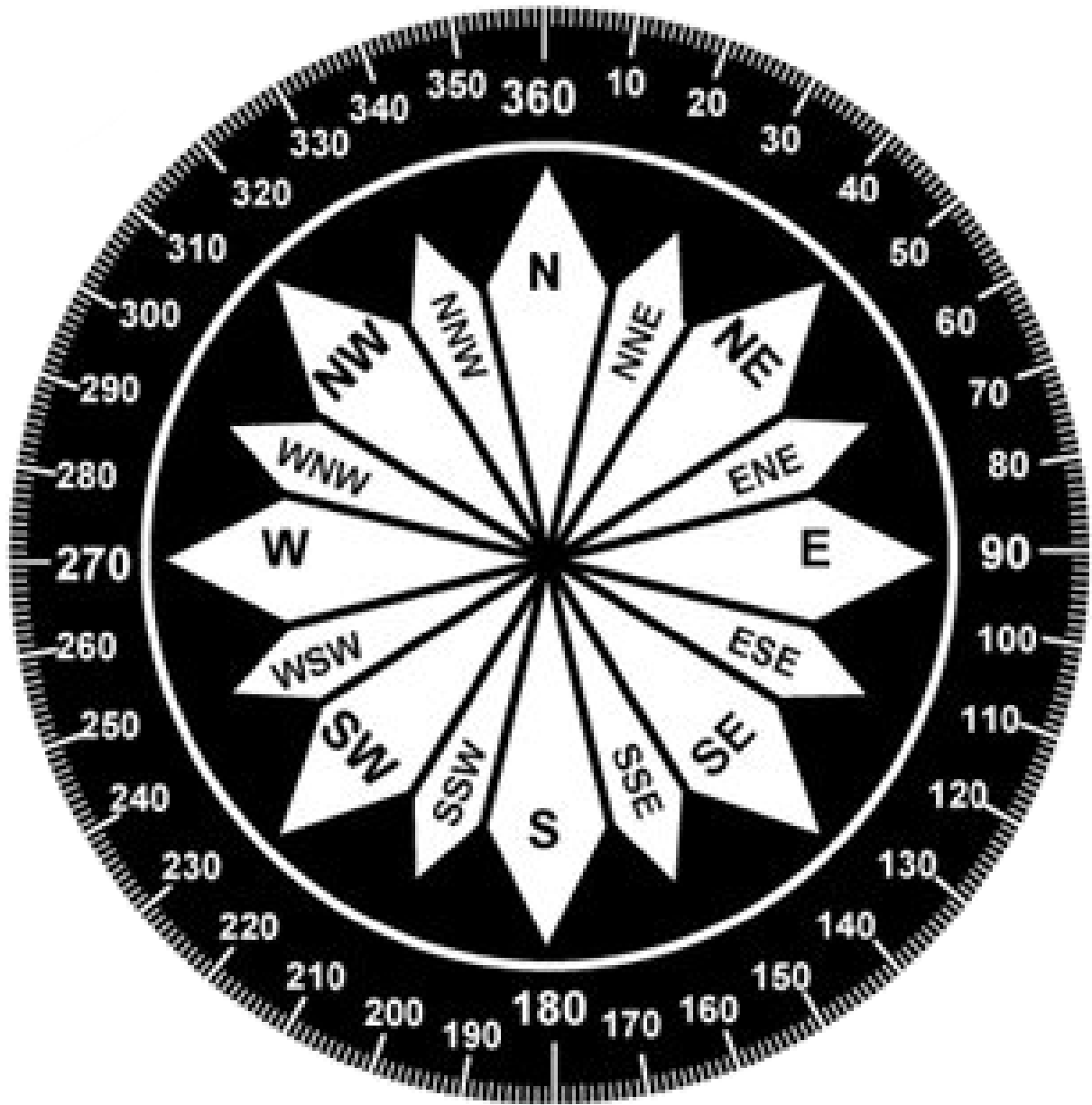
**Chief Capilano and the Mohawk Princess –**

[www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-johnson.html](http://www.virtualmuseum.ca/Exhibitions/Climbing/en/p/p-i-johnson.html)

**VMC Exhibit: Vaughan Grayson: Adventures of an Artist in the Canadian Rockies –**

[www.museevirtuel-virtualmuseum.ca/Search.do?ex=on&R=VE\\_1900&lang=en](http://www.museevirtuel-virtualmuseum.ca/Search.do?ex=on&R=VE_1900&lang=en)

## RECREATION ACTIVITY – EXAMPLE OF COMPASS ROSE



**ART ACTIVITY – POEM****Extract from `The Law of the Yukon`, by Robert Service**

“I am the land that listens, I am the land that broods;  
Steeped in eternal beauty, crystalline waters and woods.  
Long have I waited lonely, shunned as a thing accurst,  
Monstrous, moody, pathetic, the last of the lands and the first;  
Visioning camp-fires at twilight, sad with a longing forlorn,  
Feeling my womb o'er-pregnant with the seed of cities unborn.  
Wild and wide are my borders, stern as death is my sway,  
And I wait for the men who will win me -- and I will not be won in a day;  
And I will not be won by weaklings, subtle, suave and mild,  
But by men with the hearts of vikings, and the simple faith of a child;  
Desperate, strong and resistless, unthrottled by fear or defeat,  
Them will I gild with my treasure, them will I glut with my meat.”

JOHN CLARKE

# Mountain name honours legendary B. C. explorer of Coast Range

Humble outdoorsman who got young people acquainted with the wilderness is credited with more than 600 first ascents of peaks



Mountaineer John Clarke had a close relationship with the Squamish First Nation.

BY LARRY PYNN  
VANCOUVER SUN

The legendary outdoorsman known as Mountain Goat or Xwexwsekn to the Squamish First Nation for his tussled white hair and climbing skills has officially been honoured with a mountain in his name on B.C.'s south coast.

Mount John Clarke has been accepted by the province as the name for a 2,306-metre-high peak located southwest of Sims Creek and northeast of Princess Louisa Inlet that had informally been known as Sun Peak.

The naming has the blessing of the Squamish people, with whom Clarke had a

close relationship, as well as the outdoors community and educators, says friend and colleague Lisa Baile, who is writing a biography about the mountaineer.

"Everybody is thrilled, all across the board," she said in an interview Thursday confirming the government's formal acceptance of the name.

"Like John, it's not a pretentious mountain. He wouldn't have wanted anything huge and grand. I think he would approve."

Clarke, who died of a brain tumour in 2003 at age 57, is credited with more than 600 first ascents of peaks in the coast range. "As an exploratory mountaineer, John is

unequaled," said Baile. "He's in a class by himself."

She said the mountain is located in a region of the Coast Mountains that was very familiar to Clarke. His ashes were spread in Sims Creek watershed, which flows to the Squamish River and has been the site of logging controversy over the years.

Clarke and Baile founded the Wilderness Education Program in 1996 to teach youths of all ages about the wilderness; he shared his knowledge and enthusiasm with an estimated 35,000 people over the last years of his life.

He also worked with the Squamish First Nation in 1997 to launch the Ut'sam/Witness

Project, allowing people of all ages and backgrounds to learn about the environment and native culture during visits to Sims Creek.

Baile said having someone with Clarke's experience teaching wilderness education was like 19th-century explorer Alexander Mackenzie walking into a classroom.

"John just adored kids," she said. "He had the most incredible [photo] images. Their eyes would be open like fried eggs. It was incredible."

The Squamish First Nation now controls the tree farm licence in the area and have protected Sims Creek as a "wild spirit place."

just as easily have been chosen for the naming.

But Mount John Clarke is more appropriate, since the mountaineer often guided people along a steep day hike from Sims Creek known as Bug Lake trail leading onto the shoulder of the mountain.

"More people will see it and know about it," said Baldwin, a former research engineer at the University of B.C. "It also connects to something he did on a bigger scale."

The Squamish First Nation now controls the tree farm licence in the area and have protected Sims Creek as a "wild spirit place."

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## The Vancouver Sun

**Price Ellison's expedition to Crown Mountain was the genesis of B.C.'s provincial park system**

**Adventurers visited B.C.'s 'bad country' and began the birth of a national treasure**

By Stephen Hume, Vancouver Sun May 29, 2010



**Members of Price Ellison's expedition to Crown Mountain navigate the Upper Campbell River from Buttle Lake in 1910. The dog is believed to be Hugh Bacon's pet named Man.**

**Photograph by: Handout, courtesy of the Museum at Campbell River**

A breeze ruffled Victoria's Inner Harbour and a red sun rolled down the dark rim of the Sooke Hills on the fine July evening in 1910 when Speaker David McEwen Eberts hustled down from the British Columbia legislature to the CPR steamship terminal.

Eberts was bidding bon voyage to a party led by Conservative cabinet minister Price Ellison. They awaited the night sailing of the S.S. Queen City to Vancouver, where they would pick up supplies before venturing into some of B.C.'s wildest country to assess its suitability for a new provincial park.

Viewed from a century in their future, those explorers resemble the cast from a high Victorian adventure such as H. Rider Haggard's 1885 novel, *King Solomon's Mines*.

There was Ellison, "the Chief," a beefy, imperturbable, walrus-moustached newspaper owner from Vernon. Born in Britain and apprenticed as a blacksmith, he'd been a prospector in the

California and Cariboo gold fields before assembling one of the biggest ranches in the Okanagan.

William Washington Bolton was an adventurous Cambridge-educated schoolmaster, both sky pilot and poet. There were devil-may-care students and cool-headed military men. The dashing Col. William Josiah Hartley Holmes, former commanding officer of the Rocky Mountain Rangers, was officially the team's science officer, although his closely guarded "instrument box" was later found to be full of "bottled goods." Walter Fletcher Loveland had been wounded in action four times as sergeant-major with the Imperial Light Horse.

A. Lionel Hudson was an affable, urbane Englishman. "One of the finer types of English gentleman, resourceful, adaptable, ready for anything, very fond of shooting, unlimited perseverance, even temper, always polite, even in the strangest situations," remarked Harry McLure Johnson, "former law student," Ellison's nephew and the expedition's unofficial chronicler.

Johnson was an American from Peoria, Ill. His witty, keenly observant journal survives — I spent two days engrossed in a copy at the Campbell River Museum — and so does the work of Frank Ward, the expedition's official photographer, an accomplished artist who had studied in Boston. Johnson admired Ward's dry humour in trying circumstances.

Peter Jamieson, the camp cook, former chef to British aristocrats including governor-general Earl Grey, had been seconded from the legislature's dining room despite "his great avoirdupois, about 250 lbs."

Dan, Dave and Bob Gaboriau, three tough and tireless Cowichan Indian packers would paddle freight in a carved dugout canoe. Charlie Haslam, a quiet, Vancouver-born timber cruiser and son of the province's chief log scaler, would prove indispensable in the bush. James Dickson Twaddle was a trapper. Jim Manning, the head packer, was a Gulf Islands homesteader. The rest of his crew included university students earning tuition and immigrants fresh off the boat.

Hugh Francis Bacon, the wilderness guide, had dubbed himself the "Lord" of Vancouver Island. He moved through the woods like a ghost and was incomparable in a canoe on white water.

Bacon might have stepped from the pages of *Trader Horn* or *Last of the Mahicans*. He lived alone in the mountains with his little fox terrier Man, except when moved to visit the saloon in Campbell River, where he'd drink Scotch and recite Kipling to drunken loggers.

"He never seems to hurry, yet always gives the impression of speed," Johnson wrote after watching him. "He slides along just like a cat — more properly 'like a cat of the woods,' a cougar, so like a thing of the woods is he, always alert, every muscle under perfect control, always masterful, seeing every exigency before it happens and always ready to meet it."

And what adventure yarn would be complete without a feisty young heroine? The Chief's daughter, Myra King Ellison, just turned 20, was a beautiful, brilliant bluestocking who had been accepted at McGill at 16 in a time when few women were encouraged by their fathers to pursue a higher education. The honour student in economics would astound everyone with her high spirits, endurance and skill.

Ellison's mission was to explore what the Chinook called the *hyas mesachie illahie*, the bad country in the interior of Vancouver Island, isolated behind rapids and terrain so difficult that even first nations were loath to venture there, although stories of its unpardonable beauty filtered out with trappers and long-range timber cruisers.

The expedition would trek up the Campbell River, ascend Crown Mountain, explore the surrounding lakes, rivers and valleys, cross the divide, descend to the western sea and report to the legislature on whether it was suitable for the province's first park.

But when Eberts arrived at the dock, he found the adventurers already in disarray — Ellison had forgotten his boots. And now he couldn't find a pair appropriate for six weeks in the bush. The Speaker sent a fast runner home for his own. Fortunately, the loaned boots fit.

That crisis overcome, the party next looked in dismay at the ship that would take them to Campbell River, then just a beachfront hotel and a bare-knuckle logging camp. S.S. Queen City was "a dirty little tug" retired from service on the outer coast of Vancouver Island and McLure complained that "a howling dog among the freight tortured our ears during the goodbyes," although he did find the cabins satisfactory.

If the bumbling start seemed inauspicious, Ellison's report would prove the genesis of the provincial parks system that will next year celebrate its 100th anniversary.

Today, that parks system is one of Canada's incomparable — if often beleaguered — treasures. It ranges from tiny but special places such as Shawnigan Lake's Memory Island, less than a hectare in area, to entire ecosystems that extend from tidewater to mountaintop, such as the grizzly-bear sanctuary of the Khutzeymateen or the desolate seabird sanctuary of Triangle Island.

Protected landscapes range from the sodden coastal rainforests to dry antelope-brush deserts, from lush, teeming estuaries to barren rock, ice and alpine tundra.

Tweedsmuir Park, larger than some European countries, is a trackless, inaccessible wilderness. Manning Park in the Cascades provides access to the outback within a few hours' drive of vast urban populations. Golden Ears Park in the Fraser Valley and Goldstream Park near Victoria are close enough for day trips from downtown.

The total number of visits to B.C.'s almost 1,000 parks and protected areas for camping, boating, hiking, picnics and sightseeing is more than 200 million over the last decade. That represents customer traffic that is 50 times the provincial population: the parks system is a powerful engine in the economy.

Yet, in 1910, the entire population of the province numbered only 370,000 people, 80 per cent of whom lived in the Lower Mainland and around Victoria. Most of the province was uninhabited wilderness. It took a special kind of visionary to foresee the need for parks a century in the future, as it will take another kind of visionary to foresee the parkland demands of a hundred years from now.

When Ellison's exploring party arrived in Campbell River, the largely transient non-native population consisted of bunkhouse loggers and well-heeled sportsmen who came to fish and hunt.

The Willows Hotel, where the explorers awaited the arrival of their guide and packers, catered to both. It featured brass beds, hot and cold running water and a spectacular bar, with tiled floor, mirrors and ornamental iron ceiling.

"The Captain had told us there was a good hotel but we had no reason to believe it would be as good as this (Miss E. did not see the bar)," Johnson wrote.

“Loggers are restricted to one end of the hotel and the corridors leading to their rooms are separated from the rest of the hotel by partitions and closed doors so that the loggers, if inclined to be boisterous, will not interfere with the patrons of the hotel of quieter instincts.”

Sometime that evening, as the party relaxed on verandas overlooking the beach, “Lord” Hugh Bacon, who was to be their guide, slipped in from the woods with a pack on his back and his dog at heel.

“Lord is not an ordinary person,” Johnson wrote. “He spends his time in the fastnesses of his forest home back in the Battle Lake region, and comes down to the settlements only when the silence of the forest palls on him and he feels it his duty to come down and straighten out the rabble.”

With a bit of lubrication, the astonishing recitations of Kipling would follow.

“Loggers ask who Kipling is, does he live with him in the mountains, does he ever come down to the settlements? Lord B tells us with a straight face that he is the author of five books: Travels, Advice to Young Ladies and Immorality of the Modern Age ... those who know him say they are different each time he tells about them.”

Two days later, the expedition was underway, first by freight wagon to McIvor Lake, then by portage to the Campbell River, provisions following with Charlie Haslam and the Cowichan packers “in a big Siwash war canoe gaily ornamented with carvings and blue and black paint at the bow and stern. The prow is a long-beaked bird of some description similar to the figures of the Totem poles.”

On the first day, the landscape asserted itself. Johnson paused in his canoe, the cold, deep water perfectly clear but reflecting three gleaming ranges of snow peaks and a painfully blue sky and puffy white clouds that changed as he watched dusk fall on the first camp.

“The peaks are blue, then pink, and the forests all about and up the mountain sides are every delicate shade. The water about us takes on all sorts of shades of light and dark blue, green, yellow and pink ... Even after the sun and its brilliance is gone, and afterglow of twilight remains.”

Bacon, too, had paused, ostensibly to bail his leaky canoe “but rather, I discover, to slip a bottle out of his pack and take a swig while The Chief is out of sight.”

As the others set up camp, the guide had a bath.

“Lord Hughey goes in with his underclothes on. He has bought new ones at Campbell River and thinks this a good opportunity to wash himself and his old ones before putting on the new. He dons also a pair of socks when he comes out, a bright blue with a silk finish.”

Soon, however, the romance gave way to reality: ferocious rapids, cruel portages packing more than a ton of supplies through deadfalls that restricted travel to a few kilometres a day and clouds of torment from mosquitoes, midges and, “the worst of our insect foes,” black flies.

For all his peculiarities, the guide would soon prove invaluable. He knew how to build a smudge to keep off the biting insects, where to pitch camp to catch breezes that blew them away, how to read and negotiate fast water — “a solid, wild, foaming, roaring torrent interspersed with rocks, others just submerged and causing wondrous turmoil” — which became more frequent as the expedition moved deeper into the mountains.

“The ascent is very exciting,” Johnson wrote. “Lord B. is standing in the stern, quick as a cat, poling, now on one side of the canoe, now on the other, always keeping the bow straight on the current and fighting to push her ahead, inch by inch.

“Lord B. takes Miss E. into Charlie’s small canoe,” he noted. “I follow them along and watch. Lord B. is a wonder — never makes a mis-stroke or loses control for a second — every stroke of his paddle tells — seems to do it much more easily than the Indians.”

### **Head down in the water**

The danger of what was easy to Bacon was emphasized when the canoe carrying Ellison capsized in a rapid. Caught in the thwarts, Ellison was trapped head down in the water.

“Miracle that his head was not dashed against the stones on the bottom and life sent fleeting,” Johnson wrote. “Providence ordered it otherwise.” The expedition’s leader came through with only a bad knock on the knee, although the injury would plague him.

Then, after portaging around six violent rapids and a whirlpool Bacon called “the Devil’s Dream” and traversing a huge blowdown, the explorers reached “this jewel of a lake” among rugged mountains.

“Who will say anything in the Alps or Selkirks is finer?” Johnson wrote. “We have to look in silence. The brilliant blue sky, with a few puffs of white clouds, perfectly reflected in the water of the lake completes the magical scene.”

Once again the reverie would evaporate. Two days later they were struggling through a green hell, “walking a narrow log when the least swinging of your pack to one side or the other will throw you off to the ground below, maybe into a stream, maybe into the yawning chasm of a gulch,” Johnson wrote. “You land on your face in Devil’s Club or salmon berries if you are not impaled upon a sharp, dead branch or a pointed rock.”

Jamieson, with his enormous girth, was particularly plagued by the terrain and frequently fell behind, lumbering into camp late and then fretting over supplies. Yet none of his companions regretted having him along.

“Our ‘fat cook’ is one of the features of the trip that we would not dispense with for anything,” Johnson wrote. “He is always complaining of lack of ingredients and tools to work with, but produces wonderful dishes nevertheless. When will we forget his lobster pates, clam chowder, canned mutton a la Spanish, plum puddings and hot cakes? Good old Pete!”

On July 19, after two weeks of exhausting travel, the expedition camped to rest up for the assault on Crown Mountain. Johnson took a canoe and went fishing by moonlight and was astounded by the sight of “snow-capped crowns — conical masses of molten silver.”

But strains were beginning to show. Ellison’s injured knee was so painful he sometimes cried out, Haslam had dysentery, “all the packers hate the colonel for some reason and would rather be kicked than do anything for him” and even the colonel was “nervous” about the coming climb.

Ellison called a council of war. He produced “a bottle of champagne, Moët & Chandon, 1900, to drink good luck to ourselves.” Charlie and the boys preferred rum toddies, “the woodsman’s friend.”

Three days later, carrying 30-kilogram packs, a climbing party of nine including the injured Ellison, his remarkable daughter — “Miss E. looks perfectly fresh” — Holmes and Johnson set out for the distant peak.

It would take then a week of difficult travel, sometimes a few kilometres in a day's trek, traversing one criss-cross tangle of fallen trees two metres in diameter and climbing another mountain en route.

### **Flags tied to a rifle**

On July 29, they broke camp at daybreak and, with Myra Ellison leading the way up a precipitous ridge, reached the summit at 7:50 a.m.

“Miss E. had a British Union Jack in her hand as she reached the summit and waved it joyously,” Johnson wrote. “I had a surprise in store for them, for I pulled out of my pocket ‘Old Glory,’ an American Star Spangled Banner larger than her Union Jack.

“While nobody was looking, I tied it to the barrel of the rifle and with a hurrah waved it over their heads. I came near to being mobbed.

Charlie jumped on me and bore me to the earth. Scotty (Twaddle) assisted him. Jim Haworth (a student at the University of Washington packing for the summer) came to my rescue being an American also, but they were too many for us, and got the flag away from me and threatened to throw it overboard off the peak.

“I grabbed the Union Jack and said I would do the same to it. That brought them to reason and I regained possession of my flag. As the Colonel came aboard, followed closely by The Chief, I waved it over them. The Colonel is highly incensed. ‘Throw out the American,’ he repeats over and over.”

Ellison defused the tiny international incident above the clouds. Both flags were tied to the rifle barrel, the Union Jack above the Stars and Stripes according to proper protocol, after which Miss E. fired the rifle, a note was signed by all members and placed in the brass cartridge and a cairn was built.

Sealed in an empty butter tin were the cartridge, a Vancouver Province from July 12, 1910, a baseball pass made out to photographer Frank Ward and his wife, an 1892 Queen Victoria quarter, a 1910 King Edward VII quarter, a Queen Victoria dime and an 1894 American nickel.

Then Myra produced her own surprise, her bottle of champagne, and the climbers began their descent to rejoin the trek at Battle Lake and press on to the high divide, Great Central Lake and Alberni on the Island's west coast.

On the way, they met a scout sent from Alberni five days earlier to find them. “He doesn't see how ‘the lady’ is going to make it,” Johnson wrote. “We are not alarmed because we know Miss E.”

By Aug. 10 the explorers were camped beside a lake so high that it froze by night, but they fortified themselves with a bottle of port, this time produced by Vancouver's Charlie Haslam. On the ascent, they passed a spectacular waterfall and named it after the redoubtable Miss E. — Myra Falls and Myra River are still on the map. The next night, Myra slept in a dugout canoe on Great Central Lake and by Aug. 12, six weeks after setting out, they were in Alberni.

“Our vicissitudes and our great trip are over,” Johnson wrote. “We adjourn to a candy shop there is in town and satiate ourselves with sweets, ice cream and drinks from the soda fountain.”

Then a rare motor car drove them back to the Island's east coast.

“Lunch at the hotel, a walk about the streets of Nanaimo,” he wrote, “then we board the Esquimalt and Northern Railway and are in Victoria at the Empress in time for dinner.”

In 1911, on the basis of the explorers’ report, the B.C. legislature set aside the province’s first park, named after Lord Strathcona, the railway tycoon who drove the last spike for the Canadian Pacific Railway at Craigellachie.

Sprawling across the middle of Vancouver Island, Strathcona Park is today still a mostly roadless mountain wilderness. It is deeply carved by rivers tumbling seaward from glittering snowfields, glacier-fed lakes and still mountain tarns. Dense old-growth forests flank alpine meadows renowned for their annual eruption of wild flowers in one of the world’s richest ecosystems.

Yet if Strathcona Park symbolizes the vision of some political leaders, it also symbolizes the venality and greed of others. While the Strathcona Park Act of 1911 clearly intended to protect the region from development, it took less than a decade for subsequent governments to begin looting it.

During its troubled century the park has been blighted by open-pit mining and flooding from hydro dams, and is still subject to constant pressure for logging, mineral and resort development.

British Columbians tend to take the glories of their provincial parks for granted. But citizen organizations such as the Friends of Strathcona Park must still struggle to defend it from economic and political interests that see parks as a convenient resource bank from which they should be permitted to withdraw capital.

The conflicting interests symbolized by Strathcona Park are evidence that if people want their provincial wilderness legacy to survive for the British Columbia of 2110, they will have to be prepared to fight for it.

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## Replica clothes pass Everest test

By Janine Ainley

**" Other climbers thought the jacket was stylish and wanted to know where they could buy their own versions of the clothes! "**  
Graham Hoyland, mountaineer

**The results of a unique experiment on Mount Everest confirm that the clothing of the 1924 climbers George Mallory and Sandy Irvine would not have prevented them from reaching the summit, as many had believed.**

The findings are a step closer to proving the men could have reached the top, 29 years before Tenzing Norgay and Sir Edmund Hillary.

Over the past few weeks, climber Graham Hoyland has been putting the old-style clothing worn on the fateful Mallory expedition to the ultimate field test on the world's highest mountain.

Wearing replica gear made from gabardine, wool, cotton and silk, he wanted to disprove the common myth that the 1920s climbers were ill-equipped to reach the summit.

"This is just another brick in my wall of evidence," Hoyland said.

Following the discovery of Mallory's body on the north face of Everest in 1999, a team of forensic textile experts from Lancaster, Leeds, Southampton and Derby universities embarked on an experiment to recreate the outfit from samples of Mallory's clothing which had been preserved in ice.

### Side by side

The three-year project, lead by Professor Mary Rose and Mike Parsons, revealed that Mallory's clothing was highly effective at providing protection at high altitude.

The layered natural materials used to construct the garments were found to be excellent at trapping air next to the skin.

The outer layer of gabardine was hardwearing and water-resistant yet breathable. But the clothing was also lighter than modern gear - the lightest ever to be used on Everest.

Parsons said: "The results stand out as a challenge for future outdoor innovators because Mallory's clothing and footwear was 20% and 40% lighter respectively."

The results of Hoyland's in-the-field experiment have now confirmed the experts' investigations.

Wearing the replica clothing for two days on Everest, Hoyland tested the suit alongside the expedition leader who was wearing a typical modern down suit.

### A good feel

"I immediately found the underclothes warm to put on, whereas the modern polypropylene underwear feels cold and clammy," said Hoyland.

"When exposed to a cutting wind blowing off the main Rongbuk glacier, I found the true value of the Gabardine outer layers. These resisted the wind and allowed the eight layers beneath to trap warmed air between them and my skin.

"We both got too hot working on the glacier so we felt that Mallory's clothing would have been

more than adequate to climb to the top in, although it would be hard to survive a bivouac near the summit."

Hoyland also discovered that the clothes were more comfortable to wear than modern day gear.

"Like most mountaineers, I am used to synthetic outdoor clothing: polypropylene underclothes and outer fleeces which are bought pre-sized, off the shelf and never quite fit properly.

"They are unforgiving in stretch, and begin to smell unpleasant if worn for more than a couple of days. There is a harsh synthetic sensation next to your skin. By contrast, the Mallory clothing was made to fit me.

"This meant that the shirts didn't ride up, exposing my kidneys when I stretched, and the whole ensemble felt of a piece when walking. Instead of feeling bulky, the layers fitted very well."

### **Freedom of Movement**

But the main difference for Hoyland was the level of movement the clothing allowed - which can mean the difference between life and death when at high altitude.

"The patented Pivot sleeve of the jacket enabled me to lift my arm to full extent when cutting steps with an ice axe without displacing the warm layers of air. If you can reach above your head and climb faster, you could get to the summit before nightfall."

Mallory's clothing did have one major drawback, as Hoyland discovered.

"The immediate problem was fastening buttons with cold fingers. I suspect Mallory and Irvine would have put the clothes on at Advanced Base Camp and left them on for the duration. Fly buttons may have been left undone as there are enough layers to interleave."

But Hoyland says: "All the other climbers thought the jacket was stylish and wanted to know where they could buy their own versions of the clothes!"

The summit attempt and subsequent deaths of Mallory and Irvine sparked the biggest mountaineering mystery, which continues to puzzle the climbing world today.

Norgay and Hillary are credited with the first successful summit, in 1953. But a few, like Hoyland, still believe Mallory could have reached the top and are gradually piecing together the evidence to prove it.

Hoyland is a great nephew of Howard Somervell, one of Mallory's climbing companions who lent Mallory his camera and was one of the last to see him heading for the summit.

Hoyland believes the Kodak camera, which is still to be found, could also hold vital clues about Mallory's ill-fated climb.

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<http://news.bbc.co.uk/go/pr/fr/-/2/hi/science/nature/5076634.stm>

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