



Some Historical Backgrounds of Camping

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THE idea of learning in the out-of-doors is not new. Indeed, learning by direct experience accompanied by personal instruction was the customary method of passing on human culture long before there were classrooms, libraries, texts, or professional teachers. And this early type of education must have been effective, because it worked. The culture it carried was passed on from one generation to another, and the priceless gems of human knowledge that grew into our science, art, and industry remained sufficiently intact to be passed on and added to through the centuries.

Even after the educational process grew to such magnitude as to require the development of specialists who earned their livelihood as teachers it was by no means necessary to confine all teaching inside the four walls.

ers without the advantage of rows of seats, blackboards, or a lectern behind which to preserve professorial dignity.

Perhaps every generation has had its vocal advocates of more realism in education. It is almost as if it were following the lines of least resistance to become more verbose. The study of books, the delivering of lectures, the assignment of rote learning all take less imagination and effort on the part of the teacher than to organize experiences around actual life situations. All through human history, education without constant vigilance has fallen into this pattern. Pestalozzi rebelled against it and set up his own unique method of learning by living. Rousseau rebelled against it, too, on a philosophical level. Others saw in his writings a battle cry to carry youngsters away