

We still know, in spite of everything, that there's no substitute for the real.

Two things I can leave you with, as a summary of anything I have tried to say. One is that the need for outdoor education is going to increase tremendously, and this means that the task of keeping the program abreast of the need will become more difficult. In the thirties, with the C.C.C., and the depression, I think we could make a better case. We were even then talking about education for all American youth. Haven't heard much about that lately. It isn't happening very much. We changed schools in America from 1948, when about one out of twenty schools were single-story structures, until 1958, when about nineteen out of twenty new schools were single-story structures, for the safety of the children and for activity outdoors. The challenge is to people who are convinced and committed to the notion that the outdoors is a part of every child's heritage. This is for the low-income group of city dwellers whose children slide around on asphalt playgrounds if the gates are open, unlocked. That child, and the child on the farm in Kansas—these people, both of them, need outdoor education—different kinds, somewhat, but they both need education in the outdoors, and outdoors in their education.

Outdoor Education Is Off the Pad

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I just hope to share the thrill and the really deep satisfaction to find that, as I really think, the concept of outdoor education is off the pad. It may go a little irregular now and then, but a very substantial and powerful influence in American education and life is on the way. It's had a long festering period and if anybody can find any fault with it, basically, they should have said so a long time ago.

We are not concerned with a camping program. It is "Living and Learning in the Out of Doors", that we are concerned with. If you are going to stay in Resident Outdoor Education, you're going to stay in a place for a while. Then it is an educational program under the auspices of a school. Education is a state function. It is a tax-supported program, and it's one with the schools, one with curriculum, one with administration. We don't need to go around the bush any more about it. You just take it right straight out. That's what it is. The whole idea should emanate from the classroom and be carried on by the teacher, basically. Anybody else involved with the program is resource or an assistant. When you get into the leadership program on a little different basis, it may have some different application.

The concept of outdoor education still emanates from the classroom as basic curriculum. Then all that learning that is a part of the total curriculum is divided on the basis of where the things can best be learned. Some is in the outdoors outside the classroom, either nearby or far, and some is in the classroom. It is as simple as that. We have not changed the basic responsibility of the teacher for the total learning process wherever it takes place, inside or not. We come right up to the efficiency of learning. Will we gain more by dividing the curriculum on the basis of where things can best be learned? Is it true? Is it more effective learning coming from that experience? Is it more efficient? If it is more effective

and more efficient, with each individual learning more, we can say it's worth more even if it costs more.

Well, now here is a little run-down of the country. I really do not know all that is going on by any means. I don't know of anyone who does. Things are popping up here and there all over. New Jersey is like a trout running away with the bait. It is tremendous growth. I have had two trips to California in the last year and a half. That group out there is really growing, too. There are three hundred and sixty-seven school districts and over a hundred and thirty thousand youngsters, with thirty thousand from San Diego county alone. A hundred and thirty thousand school youth a year are spending one week in a resident outdoor education experience, as an integral part of the curriculum, authorized by the board of education!

I went to Tulare City before I talked about the mobile units in education. The second time I went down, they said, "L. B., we want you to go out and look at the shop." There was the shop and a bread truck that they had gotten for a song, which was being reconditioned and painted and being rebuilt for a mobile unit in education. It was going to go along the shore for science study and trips and so forth. I thought that was really terrific.

We will always owe a great debt of thanks to people in Michigan. Julian Smith became active in that program and took over from Lee Thurston who turned over the first spadefuls. Michigan has done very well in integrating their program with organizations and groups. They may not have an organization in Michigan. I do



not know, but they have integrated a lot. It is very significant and one of the earliest. I'm sorry we don't have Rey Carlson here to report from Indiana. But I should mention something about Monty Montgomery's contribution anyway and the outdoor education center at Bradford Woods. It isn't so named totally yet, but it is an important center. We have the Edgemont schools who reported. They had seventy acres right at their front door and they've been using it by day and it is tremendous; some three or four thousand school youth had spent one day in the out of doors by Christmas usually. Roselyn, New York, is very significant. We have had the boys and girls from Roselyn schools several times over at our camp. They just left last Friday. When they come they cook all of their meals. . . . I would like to say it in New York; I visited all the state teachers' colleges in New York about twenty years ago and some of them more recently. I think that it's one of the most important and significant things that we get the concept all across the board from the Kindergarten right straight through.

Ten minutes outside, if it can be well spent, happily spent, constructively spent, is a powerhouse if it's where you can see and do best. Ten minutes, half an hour, half of the morning, half a day, the full day: do it on the basis of where time can be most effectively and happily spent and where the learning process can be most complete.

Now, just a few words on the SIBOGI Project. That's the two thousand acres in southern Illinois, and we drew lines around there for a distance of twenty miles feeling that a bus to travel to the land and back to the community should not go more than twenty miles. There are over twenty schools participating. If we get twenty for twenty weeks and one class of thirty at a time and one trailer, mobile unit, that's a hundred and fifty per trailer, and that's how we get over thirty thousand.

So, now, each community will build its own trailer in its shop, and then it will be used for elementary as well as high school. We got it started by teams. The University will participate in the training program. That they can do. The land is leased from the Fish and Wildlife and from the United States Forestry Service by the educational council of one hundred, but the training program will be carried on by the University. Now, this is our plan for starting. There are teachers in the country who are ready. The youngsters have been ready a long time. The basic part is that the program emanates from the classroom as the teacher's responsibility. Therefore, the University is planning to set up teams, mobile units using a trailer, two faculty people professionally qualified and prepared in this work, and two graduate students and two undergraduates as a team for each mobile unit to go to the community, and the schools will sign up for the field-service training.

They will start with using the land immediately around the school house or in the school yard, or places that they can walk to. Then they will go to the Sibogi area; then when they are ready, they will say, "Well, I'd like to do this with the youngsters." Okay. Any time they're ready, then this team will help those to get started with it, but it will be the teacher's program. Now, when they get to Sibogi they first will go through the experience themselves, and then for practice with the youngsters. Now, that's one team; we are planning to start with two teams if we can get the budget for it. We will be happy with one; we will be happier with two. Then the program will expand on the basis of its acceptance.

I say that education should be on wheels. It must roll. It must move. We have been entirely too stationary. I would hope that there would be more mobility. Another thought—that more land is needed for education today than has ever been needed before. Some forty million acres of land being used for a highway to the coast is essential. I would say that we ought to match that same amount of land for educational purposes somehow. It takes a hundred and sixty acre farm to make one clover leaf for a highway intersection. And nobody thinks it's a waste of land. But we said something a while back about method. I believe it was President Wilson at Minnesota who said, at his inaugural, that of all the advancements that we have made in the scientific field, and there have been many, the area where there has been the least progress has been in method of teaching and method of learning.

We need to use the method at our disposal which most effectively teaches people how best to teach in the classroom. We are now studying as to how to help people learn most effectively outside the classroom. So we have developed the concept that it is important for a teacher to know both and not just one.



THE OVERVIEW FINDINGS OUTDOOR EDUCATION FROM KINDERGARTEN TO Ph.D.

Kindergarten Through Grade 12—

A considerable group of conferees, under the leadership of James Gleason, Director of Outdoor Education, Ridgefield Public Schools, New Jersey, and Daun Keith, from the County Civic Center, Visalia, California, brought together from two intense sessions, these findings.

1. All children, especially in metropolitan communities should be learning about conserving the natural areas that remain to us.
2. All children should be given opportunities to improve the face of the planet.
3. All should learn that work and study can be fun.
4. All should have the chance to develop "reverence for life."
5. The outdoor program should be active doing, rather than sitting and listening.
6. The program should provide a progression of activities, so as not to fall into repetition.
7. Records should be kept, so as to establish which activities are the ones that can best be carried on out-of-doors.
8. The resources of the community and of kindred groups, such as the Audubon Society and the Walton League, should be utilized.
9. Each outdoor experience should improve the site to which the children are taken, and should improve the children who are taken there.
10. Outdoor education should remain a teacher-centered program, originating in the curriculum of the school; and the teacher should not abdicate her role when using resource people.

The Teacher-Education Level—

Under the leadership of Eugene Welborn, of the State University College of Education, Buffalo, and of Matthew Brennan, Chief of the Conservation Education Branch, U.S. Forest Service, the four college years were explored.

1. It is the classroom teacher who is at the heart of the outdoor program, but not as a specialist in the out-of-doors. Whatever one specializes in for indoor teaching, in the out-of-doors one is a "human-growth-and-development-specialist." In short, a teacher.
2. Some part of the teacher-education course must be taken out-of-doors, if the preparation is to be