

REPRINTED FROM

Extending Education

PUBLISHED BY NATIONAL CAMP, LIFE CAMPS, INC.

VOLUME III

MARCH, 1946

NUMBER 1

Extending Education in Michigan

OUTDOOR education will become a reality for the youth of America only when the communities of the country organize their school curricula to include the outdoors as a regular part of the school experience and hire teachers and administrators who know how to conduct an educational program outside of the classroom. One of the moves in this direction is in operation in Michigan.

In July, 1945, seven Michigan public school teachers from the fifth and sixth grades and two staff members from teachers colleges of that state journeyed to National Camp in Northern New Jersey to spend six weeks planning for and learning how to provide outdoor education for the children in their schools. These teachers came to National Camp on scholarships provided by the W. K. Kellogg Foundation which was instrumental in initiating outdoor education in Michigan schools in 1940.

Among other things these teachers prepared an outline of experiences which pupils could have in connection with camping and outdoor education projects. This outline, along with descriptions of the projects being carried out at the Kellogg Foundation Camps, was published in the March, 1946 issue of *EXTENDING EDUCATION*. There has been such a demand for this outline from educators, leaders of youth agencies and those interested in camping and outdoor education that a reprint has been prepared in this form.

In light of their experience at National Camp the Michigan teachers were convinced that a very great amount of the subject matter in the school curriculum could best be taught outdoors. As a basis for this decision they prepared the outline. Certainly if the outline does nothing else it emphasizes the rich opportunities for teaching and learning



in a school camp environment. The plans laid out at National Camp should help give the fifth and sixth grade children in the Michigan schools included in this program a much richer educational experience than their friends who do not get to camp.

This plan to use part of the school year for outdoor education can never wholly succeed until these outdoor experiences are accepted by parents, teachers and school administrators as a regular part of the school schedule. As for camp, it is encouraging to note the willingness to look upon camp as a place where living and learning can go on during all seasons of the year, not just the summer months. To many city children the outdoors is always to them warm, leafy and teeming with life. They never see the outdoors in its other dresses or note the different moods of nature through the long winter months.

This humble beginning suggests that a careful evaluation of our whole educational process is in order. After the social philosophers have determined just what the schools should teach, then psychologists, administrators and teachers must decide in light of what is known of human learning and development just where and how these things can best be taught. If these decisions carry youngsters away from the text-books into the outdoors, as they inevitably would, then the schools of America must face the challenge squarely and organize to do the job.

This material is based largely upon the report prepared by: Florence Bailey, Richland Agriculture School, Western Michigan College of Education, Kalamazoo; Althea Barney, Franklin School, Battle Creek; Mamie H. Beam, Dalrymple School, Albion; Elvera Meyer, Public School, Marshall; Maxine Michmershuizen, Lakeview School, Battle Creek; Ann S. Pearson, Portage Training School, Western Michigan College of Education, Kalamazoo; Lorene St. Clair, McKinley School, Battle Creek; Iva-Beth Hartranft, Lakeview School, Battle Creek; Joyce Bea Von Oss, Public School, Marshall.