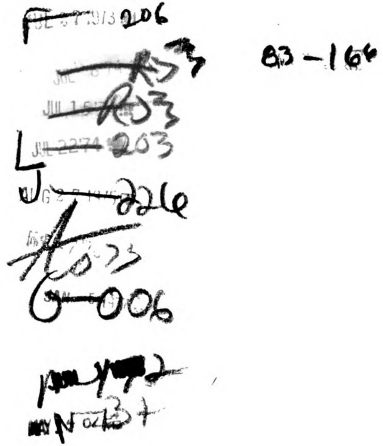

ABSTRACT

CRITERIA FOR EVALUATING CONDITION CHANGES
AFFECTING TEACHER-STUDENT RELATIONSHIPS
IN OUTDOOR EDUCATION

By

Charlene Lucile Vogan

The resident outdoor experience, as part of the outdoor education concept, is accepted as an effective tool in total curriculum enrichment. It is accepted, also, that a major concern of education today is the development of individual potential through meaningful interaction with other human beings. There is a need for the development of positive teacher-student relationships as an integral part of the resident outdoor program. Meeting this need requires the preparation of a definite plan by which such relationships can become an active and effective part of the program.

This study is designed to determine objectives which would foster conditions for positive teacher-student relationships and to establish evaluative criteria for determining the success in meeting the objectives.

Design of the Study

The study is developed in five steps: reading selected for gaining broad perspective and specific direction; an exploratory study of current practices in outdoor education; a questionnaire to determine specific practices and the interrelationship of activities and organizational patterns in selected existing programs; development of an experimental guide to test the feasibility of the approach; and, the preparation of evaluative criteria for teachers pertaining to conditions for positive change in teacher-student relationships. The schools studied through use of the questionnaire and the experimental guide were ones offering a resident program of at least three nights to grades five and six with the classroom teacher attending with the class. The geographic distribution included eighteen states.

Results of the Study

The overall results of the study indicated: a lack of emphasis and guidelines designed to further positive development in the field of teacher-student relations; and, a wide range of procedures in planning, organizing, preparing and carrying out the program. The information gathered did show nine points which should be of concern to the classroom teacher. These are:

1. gaining a positive feeling regarding the resident outdoor experience
2. working with the students in--
   a. general planning
   b. determining goals and behavior
   c. planning use of facilities
   d. considering questions of evaluation
3. contribution to the outdoor experience--
   a. professionally
   b. personally
4. being an active 'learner' during the event
5. encouraging 'openness' in conversation with students
6. using time more effectively
7. becoming 'forgetful' of classroom routines
8. participating in evaluation with students
9. bringing back and using new ideas and skills in the classroom

Criteria to evaluate the teacher's performance in meeting these were prepared. The process in developing the criteria involved five steps: stating the general objective; development of specific objectives of need; relating these specific objectives to the teacher's job description; identifying standards of performance to be attained; and, preparing criteria to determine the degree to which this has been reached. The criteria are stated in observable and describable terms.

If teacher-student relationships are important, guidance for implementing them must be provided to the teacher for use in outdoor education, as well as in all phases of the educational program. The evaluative guide prepared as a result of this study, while it could be used with some adaptations experimentally, can serve best as a

sample of the process and building of an evaluative instrument. The varieties of programs and the unique contributions of each individual in an actual program dictate that a working evaluative tool is best prepared by those who will be using it.

CRITERIA FOR EVALUATING CONDITION CHANGES AFFECTING TEACHER-STUDENT RELATIONSHIPS IN OUTDOOR EDUCATION

By

Charlene Lucile Vogan

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CHAPTER I

INTRODUCTION

While the specific wording and scope of the definitions and objectives of education vary today, there is agreement on the need to humanize the relationship between the teacher and the students. Educational objectives, examined in the light of today's events, cannot be satisfactory if they serve solely as instruments that conserve and convey essential knowledge and yesterday's values. Educational programs must be prepared to welcome a wide range of innovations and to prepare people for the unknown future.[1] The key in these programs is the increased realization of the necessity to develop other dimensions of humanness than just 'thinking'. This involves the encounter of teachers and students on the level of their totality as human beings.[2]

The outdoor environment is an excellent one for establishing concepts and practices for productive human relationships. The release from the constricting influences of buildings and bells, the atmosphere prevailing

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[1] Richard E. Farson, "Emotional Barriers to Education," Psychology Today, Vol. 1, No. 6 (October, 1967), p. 35.

[2] Ibid., p. 34.

in the natural setting, and the sense of freedom for all the participants in the activity to share in exploration, discovery and learning makes the location of the school camp program a 'text-book' environment for establishing new modes of personal relationships. Using a definition attributed to L. B. Sharp that 'outdoor education begins when the teacher and the pupils close the classroom door behind them,' the resident outdoor education experience, as one method of outdoor education, is another valuable tool for enrichment of the total educational process. This curricular concept is important for establishing the goals and objectives of the resident outdoor experience. Since this experience is not a 'subject' and is not oriented to any specific subjects alone, the goals should project the same elements as those included in the goals for the overall curriculum and educational program. Specifically in this instance, the goals should include "the teacher as the socializing agent, . . .(who) must promote relationships which bring about a positive affective climate, . . ."[3]

Statement of the Problem

The resident outdoor experience, as part of the outdoor education concept, is accepted as an effective tool in total curriculum enrichment. It is accepted, also, that a major concern of education today is the development

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[3]Ronald C. Doll, ed., Individualizing Instruction (Washington, D.C.: Association for Supervision and Curriculum Development, 1964), p. 40.

of individual potential through meaningful interaction with other human beings. There is a need for the development of teacher-student relationships as an integral part of the resident outdoor program.

Meeting this need requires the preparation of a definite plan by which such relationships can become an active and effective part of the program. In order to avoid the relegation of the need to a non-functioning general objective, significant and specific objectives and criteria for evaluating the effectiveness of the execution of the objectives is required. These objectives should define the situations and conditions for successful relationships and should be able to be subjected to examination to ascertain the degree of achievement.

Several areas of concern must be considered in the preparation of the study design:

1. The nature of the teacher-student relationship, including the factors that affect relationships in a positive manner and the conditions that can be established for the inclusion of these factors.
2. The manner in which these conditions are being met in schools offering a resident outdoor program, including influences that are present in relation to meeting these conditions.

3. The formulation of objectives reflecting general goals of education and knowledge of the potential of the outdoor setting that make it possible for the teacher to meet the condition needs.
4. Designing criteria for evaluation that provide observable or measureable goals for teacher performance. These criteria incorporate the concepts of conditions for relationship growth, general educational objectives and information about the functioning of resident outdoor education programs.

This study, then, is designed to determine suitable objectives for fostering teacher-student relations and to establish evaluative criteria for determining the success in meeting the objectives.

Philosophical Basis for the Study

The keystone of the education process is the development of the 'self' of the student and the ability for him to make use of his understanding of 'self.' The perception of himself as a part of the natural world and as governed by the laws of nature constitute the basic foundation for developing any concept of 'self.' Logic dictates that the best place for experiencing and sensing the relationship of self to nature would be in nature.

> In a straight line of philosophical development from William James to John Dewey to the contemporary observers of the educational scene, we sense that neither thinking or doing,taken separately, can form the whole man. We learn by thinking about what we are doing.[4]

If development of 'self' is a major objective of education, then a portion of the experience in the curricular offering should be undertaken in the natural outdoor setting.

A philosophy of education that utilizes a resident outdoor environment is one in which the educator uses the natural world as the main focus in preparing the students to live as effective and productive members of a free society. The student is led to an understanding of his role in the universe by exposure through living in that setting that is natural. The learner is introduced to the possibilities of a Supreme Power through study of the observable phenomena in the natural world. With his role, in relation to the natural and supernatural, established, the student is then given basic directed-education in the symbols and facts used in today's world. During this process the educator is able to give him an opportunity to explore all fields of learning and to become acquainted with all areas of academic instruction--without committing him to any approach or any absolute. Through these opportunities and experiences the learner is led to know and

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[4]George D. Stoddard, "Outdoor Experiences Meet Three Basic Human Needs," Camping Magazine (March, 1965), p. 15.

trust himself and is guided in formulating ways in which to arrive at decisions and choices. In this manner the student will be able to be a free man in a free society--and this he must be! For in the world in which he will live, as soon as man ceases to make free choices, he will no longer be free.

In an examination of philosophical questions, the author found that this theory of education is not directly aligned with any of the five major philosophies. Rather, the educational theory proposed looks to several of them in varying combinations. In belief, as in practice, this is a personal eclectic philosophy.

A basic assumption of the belief is the presence of a "Supreme Being"--called God by some, called other names or unnamed by others. An understanding and awareness of this supremacy is essential in education for life. This is the source of the master plan that is observable in nature. The outdoor environment provides a place to seek the designer and planner of the order. It is hard to observe the wonders of the world around us and not sense a oneness with the world and with the Creator of the world.

> And look into space; you shall see Him walking in the cloud, outstretching His arms in the lightening and descending in the rain.
>
> You shall see Him smiling in flowers, then rising and waving His hands in trees.[5]

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[5]Kahlil Gibran, The Prophet (New York: Alfred A. Knepf, Inc., 1950), p. 89.

In observing nature man can learn harmony and order and the pattern of life. He learns to adjust to nature and to see how he can make adaptations on it. Man, the only animal born with intelligence and ability to think and understand, can then see his place in the order. With the real world as a guide, the learner can be of himself and can life and act in accordance with his percept of 'self.' The student in the world becomes capable of examining what he has seen and felt and is then capable of making choices based upon this knowledge.

The observations of the interdependency of the natural world serves the learner as an effective focus for determining truths and values in his life. The teacher in this setting ". . . does not teach 'absolutes' but rather presents material and guides the student in developing his ability to determine values and needs."[6] With each succeeding experience, the man in nature comes to understand and live by the tenet, "Say not, 'I have found the truth', but rather, 'I have found a truth'."[7] The teacher must see that the learner has the opportunities to comprehend the facts and his relationship to them and to learn to use this information in relation to the time and circumstances in which he finds himself. For it is said of

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[6]Paul Woodring, A Fourth of a Nation (New York: McGraw-Hill Book Company, Inc., 1957), p. 111.

[7]Gibran, p. 63.

the teacher that "if he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."[8]

The premise regarding the nature of man and the bond of man and the natural environment can be separated only with great difficulty. Man, as a component of the natural world, lives and functions in a manner similar to all other members of the living community. While the possession of faculties to observe, understand and control various aspects of his existence differentiates man from other living creatures, it does not remove him from his place in the universe. It is important to "recognize, for our own good, that there are laws which govern human behavior just as there are laws which govern the character and operation of all material things."[9] And, "when we live in harmony with the facts and the universal laws of our physical, human and spiritual environment, we grow."[10] This growth can be seen as the development of the individual potential of which man is capable.

The one common thread among the various goals for education that are purposed is that of the importance of

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[8] Ibid., p. 64.

[9] William J. Reilly, In Search of a Working Philosophy of Life (New York: Harper and Brothers, Publishers, 1959), p. 70.

[10] Ibid., p. 120.

the individual. And, if the individual is the key in education, the outdoor environment must become a part of the educational setting. For truly, the outdoor environment meets three basic needs of the individual in his pursuit of learning about the self:

> A sense of reality that serves to integrate the planes of the physical and the abstract.
>
> A sense of oneness with nature that leads to what Albert Schweitzer calls a 'reverence for life', together with a small amount of skills and virtue that reduce helplessness under simple outdoor conditions.
>
> A sense of belonging, of being wanted as a person.[11]

The base of this educational philosophical approach, then, is to meet the basic human needs of the students through the use of an environment in which they will be prepared for life by experiencing the natural world.

Related Studies

A review of related studies shows that no research has been done in the field of outdoor education pertaining to teacher-student relationships or the conditions leading to good relationships. The need for group work skills and improved attitudes and understandings of the group process in working with a class was seen in studies by Berger[12] and

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[11] Stoddard, p. 15.

[12] Harriet Jean Berger, "A Plan for Developing Competencies for Leadership in School Camping and Outdoor Education for Elementary Education Students," Dissertation Abstracts, Vol. XLX, No. 3 (unpublished Ed. D. dissertation, New York University, 1958), p. 1641.

O'Hare.[13] Peterson[14] identified that the use of individual conferences, praise, and other emotional supports, in response to critical instances in the class, fostered improved teacher-student relationships. The commonality of the nature of educational processes in the classroom and at a school camp are noted by Kleindienst.[15] She stressed that the same principles are involved in both settings and implied that factors recommended in education in general are equally applicable to any portion of the school program.

Walton[16] considered the administrative practices in school camping. Among his findings in relation to teachers were: 1) the high frequency with which the classroom

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[13]Mary Rita Donleavy O'Hare, "Teachers' Attitudes Toward the Development of the Group Process in the Elementary School," Dissertation Abstract, Vol. XXVI, No. 2 (unpublished PH.D. dissertation, Fordham University, 1964), p. 909.

[14]Robert Duane Peterson, "A Critical Incident Study of Elementary School Teacher-Pupil Relations in Washington State," Dissertation Abstracts, Vol. XXIV, No. 11 (unpublished Ed.D. dissertation, University of Washington, 1963), pp. 4484-4485.

[15]Viola K. Kleindienst, "A Study of the Experiences of Camping for the Purpose of Pointing Out Ways in which a School Camp Program may Supplement the Elementary School at the Sixth Grade Level," Dissertation Abstracts, Vol. XVIII, No. 3 (unpublished Ed.D. dissertation, New York University, 1957), p. 959.

[16]Thomas W. Walton, "A Study of the Administrative Practices Used in the Operation of Thirty Selected Part-Time School Camp Programs in Michigan," Dissertation Abstracts, Vol. XVI, No. 1 (unpublished Ed.D. dissertation, Michigan State University, 1955), pp. 58-59.

teacher accompanied the class to the camp, and 2) the frequency of pre-camp preparation that was offered to the teachers.

The research most nearly related to this study is described by Doty.[17] The study dealt with the affective domain of learning, specifically with character development. A ten year study was undertaken by a YMCA camp and the Union College Character Research Project. The results indicate that positive change will occur in specified character traits if objectives are established to promote the change and if personnel are trained and are provided with usable tools. The key to success is seen as the establishment of operational objectives. Doty stresses that "success must be determined in relation to objectives.[18]

Brief Statement of Methodology

This study is concerned with teacher-student relationships as they operate in a resident outdoor education setting, and particularly with those conditions which would enhance these relationships.

The writer read extensively in literature relating to: a) the individual, b) educational objectives, c) the classroom setting, d) informal groups, e) human interaction, f) the role of the teacher, as well as g) outdoor education,

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[17] Richard S. Doty, The Character Dimension of Camping (New York: Association Press, 1960).

[18] Ibid., p. 19.

camping and nature. These readings served as a review of relevant information, as a resource for determining items included in the investigation of current practices, as a means of isolating conditions that affect human relations in the resident outdoor educational setting, and a basis for selecting criteria to be used in the evaluation.

In a pilot study, brochures describing outdoor programs were examined. As a result of this study a questionnaire was designed to secure more information about the current practices in outdoor education directly related to this study. The questionnaire was submitted to selected schools throughout the country meeting predetermined criteria, such as school grades included in the program and length of residency in the program.

Following the analysis of the questionnaire, an experimental evaluative guide was prepared. The guide was based upon the broad range of literature cited above and on information secured from the responses to the questionnaire, from which certain principles were determined. The synthesis of these principles resulted in the development of a set of criteria thought useful in evaluating the teacher-student relationship in the outdoor setting. The experimental guide, including the criteria and suggested usage, was tested with several resident outdoor programs, school administrators, and teachers. The final form of the evaluation guide incorporated feedback derived from this field testing.

In its final form the instrument provides a behavioral guide and an evaluative tool for the teacher participating in the outdoor experience.

Definition of Terms

The following are some words and terms used in the study which have several definitions or interpretations. For the purpose of clarity they are defined here in accord with their usage and meaning in the writing.

Criterion--
"A standard of judgement or criticism; an established rule or principle for testing anything."[19] An effort has been made, also, to word the criteria in such a way that they may be used as behavioral objectives.

Curriculum--
includes all of those conditions and events contiguous to the execution of an educational program.

Outdoor Education--
means educational experiences in the outdoor setting. The term is used to indicate the use of the outdoor setting as a tool for curriculum enrichment.

Positive Change in Relationships--
implies a change in relationships between individuals that encompasses a greater understanding of a real person rather than a title or position, an increase in the abilitiy to communicate as people, and an acceptance of the uniqueness of individuals.

Resident Outdoor Education Program (sometimes called School Camping)--
is an outdoor experience participated in by an organized classroom group, including the teacher, in which several consecutive nights are spent at an outdoor site.

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[19] The Random House Dictionary of the English Language, Unabridged Edition (New York: The Random House, Inc., 1966), p. 344.

School--
used to refer to an individual school, a school system, or a consolidated school district.

Teacher-student--
refers to a classroom teacher and students within the class.

Teacher--
indicates the classroom teacher participating with the class unless otherwise noted.

Limitations

The schools included in the study were limited by certain selection criteria which assured comparable information about elements necessary for this study. Selection factors included: school grades; the length of the outdoor residency, the classroom attending as a unit; and, the fact that experimental programs would be excluded. Thus, while it is hoped that the evaluative guide will have general applicability to all outdoor programs, it may be that one or more of the selection factors have placed a limitation on its use.

The evaluative guide makes no attempt to determine either the nature or the degree of the teacher-student relationship changes. Neither is the longitudinal effect of the relationship change examined.

Basic Assumptions

This study is basically structured in five sequentially oriented assumptions concerning education practices and the outdoor program.

Assumption 1:

The area of relationships must be a major concern in today's education.

> Five basic skills necessary for worthwhile life are likely to be of critical importance: the ability to reason, the ability to readjust oneself on one's own terms to cultural flux; the ability to control and spend one's time with intelligence and rewarding purpose; the ability to achieve and sustain rewarding relationships with others; and the ability to preserve and extend one's own uniqueness while participating harmoniously in the society.[20]

To meet the demands of today it is vital that human relations are removed from the list of 'subject's taught' and become normal conditions within which the total educational program is offered. Satisfactory results in the classroom come only from satisfactory interaction between the teacher and students. "It is in the things that matter most--life and the implicit skills of human relationships--that the schools seem to do least well."[21]

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[20] Louis J. Rubin, ed., Life Skills in School and Society (Washington, D.C.: Association for Supervision and Curriculum Development, 1969), p. 51.

[21] Ibid., p. 129.

Assumption 2:

The school setting itself, by its formal structure, is often a leading handicap in attaining satisfactory teacher-student relations. Factors that interfere with these relationships include some building designs, methods of scheduling and timing activities, placement of the teacher in a constant policing role, and lack of freedom for teachers to work in their own best style.

Assumption 3:

Outdoor Education is an appropriate means by which to undertake the task of learning and living the life skills of human relations.

> The many sides of personality which are almost automatically drawn out when teacher and pupil share a real experience may never be seen in the more restricted atmosphere of the classroom. . . . One of the significant benefits that comes to teachers and pupils who share in the vivid and adventurous experiences that outdoor education offers is that of a better understanding of each other.[22]

If, as W. H. Kilpatrick said, "Education is a different thing from what happens to you in school,"[23] it is appropriate to look beyond the

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[22] Cutdoor Education for American Youth, Julian W. Smith, chairman (Washington, D.C.: American Association for Health, Physical Education and Recreation, NEA, 1957), p. 31.

[23] William H. Kilpatrick, "Camps Can Show Schools What Education Is," Lights From a Thousand Campfires, ed. by Kenneth B. Webb (New York: Association Press, 1960), p. 35.

confines of the school with the idea that "perhaps outdoor life could be regarded as an escape from wordiness-- as a healthy resistance to the false notion that everything of value can be heard in speech or read from the printed page."[24]

Assumption 4:

Use of the outdoor setting alone is not sufficient to assure effective relationship growth. Planning must occur that places the teacher and students in the key roles. Planning that puts emphasis on administrative efficiency or operational controls is planning in danger of overlooking the major function of the outdoor program. Rather it must include work with teachers and classes in the preparation and planning and must develop an operational structure for the program that is open enough and flexible enough to allow for the differences and needs of the various classes.

Assumption 5:

Finally, it is assumed that if teacher-student relationships are to become a vital part of the outdoor education experience, it must be included in the planning. Teachers should be provided with

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[24] Stoddard, p. 15.

help in promoting interaction. And, they should be provided with evaluative criteria to determine the effectiveness of their efforts in establishing proper conditions within which relationships may flourish.

Perspective

The basic premises of this study are threefold: the importance of the individual; the importance of human relationships; and, the value of the outdoor setting. Chapter II reviews the literature which deals with various aspects of the study. From this review, elements are identified which need to be considered in developing objectives and criteria. The third chapter presents a detailed examination of the development of the evaluative guide. Summary results of the exploratory study, questionnaire, and use of the experimental guide are examined for significant contributions and the steps used in preparing the evaluating guide are discussed. Chapter IV contains the Guide for Evaluation along with suggestions for its use. In the concluding chapter are suggestions for further research and final comments.

CHAPTER II

REVIEW OF LITERATURE

The examination of literature pertinent to the focus of this study necessitates approaching the subject from several contiguous directions. An exhaustive exploration of literature on outdoor education provided only cursory references to teacher-student relationships and no information regarding conditions for human interaction during an outdoor experience. In order to investigate information concerning these areas, various elements of the relationship and the conditions are considered. The development of the essential elements in the study begins with beliefs about 'the Self' and its needs, progresses through consideration of educational beliefs and the teacher-student relationship, interpersonal relationships and conditions that help effect them, and the outdoor setting and its role in education.

The areas were selected for exploration on the basis of their potential contributions to the various aspects of the study. The reading is planned to serve two specific purposes: first, it helps to sharpen the focus on the essential elements being considered through an in-depth

examination of the subjects; and, secondly, it offers key factors needing consideration and suggests procedures that could be used in developing the evaluative guide. Concluding the review of each subject area is a summary statement of the significant contributions of the area to the study.

The Importance of 'the Self'

The keystone of education, and the underlying principle of this study, is the development of 'the Self' of the student and the recognition of the inviobility of 'the Self.' Fromm identifies this concisely in saying "Man is alone and he is related at the same time. He is alone inasmuch as he is a unique entity, not identical with anyone else, and aware of his self as a separate untity."[1] He adds further that:

> If he faces the truth without panic he will recognize that there is no meaning to life except the meaning man gives his life by the unfolding of his powers, by living productively; and that only constant vigilance, activity, and effort can keep us from failing in the one task that matters--the full development of our powers within the limitations set by the laws of our existence.[2]

May sees loss of identity as the major malady of our times and expresses it by saying ". . . what our society needs--not new ideas and inventions, important as these are, and

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[1]Erich Fromm, Man For Himself, Bantam Book (New York: Holt, Rinehart, and Winston, Inc., 1947), p. 51.

[2]Ibid., p. 53.

not geniuses and supermen, but persons who can be, that is, persons who have a center of strength within themselves."[3] He does not see this as an easy task nor one that is free from dangers, but as a necessary part of existence from infancy on as the "consciousness of self actually expands our control of our lives, and with that expanded power comes the capacity to let ourselves go."[4] Moustakis agrees with and extends this idea in his thought that "Creative individual expression, that is, expression of one's own intrinsic nature, results in social creativity and growth which in turn encourages and frees the individual to further self-expression and discovery."[5] He continues by noting that "true growth, actualization of one's potential, occurs in a setting where the person is felt and experienced as sheer personal being. In such an atmosphere the person is free to explore his capacities and to discover for himself meanings and values of life consistent with the self."[6]

In Perceiving, Behaving, Becoming four leading advocates of the importance of 'the Self' present their views.

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[3]Rollo May, Man's Search for Himself, A Signet Book (New York: W. W. Norton & Company, Inc., 1953), p. 69.

[4]Ibid., p. 91.

[5]Clark Moustakis, "True Experience and Self," in The Self in Growth, Teaching, and Learning, ed. by Don E. Hamacheck (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 48.

[6]Ibid., p. 41.

Earl C. Kelley[7] sees the fully functioning self as an ever creative organism. The self develops primarily in a series of relationships in which the individual gains ideas of who he thinks he is as a result of selective perceptions. This involvement gives him a reason to be and is the base upon which he establishes his values and goals through life. Carl Rogers[8] presents ideas from the point of view of a therapist. He believes that each individual must answer for himself the questions regarding his purpose, striving and goals and that the key to solving the problem is found in experiences. In order to accomplish this the individual must seek "toward openness to experiences, living as a process, and trust of one's own experiencing."[9] A. H. Maslow[10] suggests that the basic propositions regarding self-actualization include: the development of the idea of the intrinsic nature of each individual; the pattern of its growth; its weaknesses and strengths; and its positive nature. He

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[7]Earl C. Kelley, "The Fully Functioning Self," in Perceiving, Behaving, Becoming, Arthur W. Combs, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 48.

[8]Carl R. Rogers, "Toward Becoming a Fully Functioning Person," Perceiving, Behaving, Becoming, Arthur W. Combs, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), pp. 21-33.

[9]Ibid., p. 25.

[10]A. H. Maslow, "Some Basic Propositions of a Growth and Self-actualizing Psychology," Perceiving, Behaving, Becoming, Arthur W. Combs, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), pp. 34-49.

considers the idea of the naturalistic values of the individual and the factors that affect these values in their development and implementation as vital. The sequencing of these propositions leads that author to explore the existential nature of man and the importance of the 'now' of life. Some of these same factors are expanded in his book Toward A Psychology of Being.[11] Here he adds the concepts of "peak-experiences," the need to know oneself and a greater emphasis on the importance and role of values in self development. The fourth presentation, by Combs,[12] describes what is meant by an adequate personality. Four points are mentioned as being essential in developing adequately: a positive view of self; identification with others; openness to experience and acceptance; and, a rich and available perceptual field.

The authors of Individual Behavior[13] further define the perceptual self as not just the physical being but that plus the awareness of the individual of his personality and his uniqueness. To develop this 'self' man must meet his basic need--"the great driving, striving force in each of

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[11]Abraham H. Maslow, Toward a Psychology of Being, An Insight Book (Princeton, N.J.: D. VanNostrand Company, Inc., 1962).

[12]Arthur W. Combs, "A Perceptual View of the Adequate Personality," in Perceiving, Behavior, Becoming, Arthur W. Combs, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), pp. 50-62.

[13]Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper & Row, Publishers, 1959).

us by which we are continually seeking to make ourselves ever more adequate to cope with life."[14] Jonas Langer[15] calls this idea of self development the Organic Lamp Theory. In this theory he sees man as developing as a result of his own actions. Man has natural stages of development and proceeds through these stages as an active agent in his own constructive growth. Gardner says "if one had to select a single conception that is central to the consensus in our own society, it would be the idea of the dignity and worth of the individual. . . . there is not only something important about him, there is something invioble."[16] He points out the danger of not developing the 'self' but allowing it to become enmeshed in the webs of society, pressures and stagnation. This danger can be counteracted only by developing the individual and educating him in ways of self-renewal. Combs asked "What is the ultimate in human freedom? What does it mean for man to achieve the fullest possible fulfillment of his potentialities?"[17]

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[14] Ibid., p. 16.

[15] Jonas Langer, Theories of Development (New York: Holt, Rinehart, and Winston, Inc., 1969).

[16] John W. Gardner, Self-Renewal, Harper Colophon Books (New York: Harper & Row, Publishers, 1963), p. 86.

[17] Arthur W. Combs, "What Can Man Become?", in The Self in Growth, Teaching, and Learning, ed. by Don E. Hamachek (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 562.

A democratic principle is that when men are free they find their own best way--although in practice we too often negate this in favor of majority rule. This occurs because we do not yet trust the individual.

Beliefs, values and convictions are a part of the individual only to the degree that the 'self' has had the opportunity to experience and to evaluate the experiences. The premise of this study is that the growth of the 'self' of the individual must be the foremost consideration in planning educational experiences.

Ideas on Education

Education viewed as a process separate from schooling, per se, has been the subject of many writers. Several of these, whose comments are especially pertinent to this study as it relates to the concept of individual entity, are cited in this section.

Transmission of culture, supporting the discovery of new knowledge and the allocation of individuals to positions in society are mentioned by Goslin[18] as the traditional and present functions of the public schools. He sees these as the continuing major functions of education even in his discussion of needed changes and innovations. As an example he points out that curriculum should be subject oriented with emphasis on societal needs. In

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[18]David A. Goslin, The School in Contemporary Society (Chicago: Scott, Foresman and Company, 1965).

Images of the Future it is stated that "efforts must be made to provide for the individual differences of the students and to determine which learning experiences are the most significant for the success of the individual.[19] And, while it presents existing and proposed ideas for change that are different from the norm in schools today, the context still holds to weekly class schedules, specified time blocks for subjects, student population requirements, and preparation for examinations and "graduation." These materials give relevancy to Houghton's comment about the attitudes of schools: "Join our make-believe world, kid! Distort and corrupt yourself and leave your authenticity at the door and join us in our illusions, or you can't play the game."[20]

In 1965 Kelley pointed out that the basic error in planning for education is "we start with the materials, which are the tools of education, and not the product."[21] What one learns is less important than how he feels and the interrelationship of the feeling and the learning is

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[19]Lloyd J. Trump, Images of the Future (Washington, D.C.: National Association of Secondary-School Principals, 1959), p. 5.

[20]Raymond W. Houghton, "The Focus of Humanism and the Teacher," in Humanizing Education: The Person in the Process, ed. by Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), p. 61.

[21]Earl C. Kelley, "The Place of Affective Learning," Educational Leadership, XXII, No. 7 (April, 1965), 45.

important if learning is to be worthwhile. Twenty years earlier in Education for What Is Real[22] he stressed that education is a continuing process between the individual and those things he perceives as real. He presented ten assumptions about education that were so traditional and accepted as to be detrimental to the process of education. These were:

1. We assume that the child goes to school to acquire knowledge, and that knowledge is something which has existed for a long time and is handed down on authority.

2. We assume that subject matter taken on authority is educative in itself.

3. We assume that the best way to set out subject matter is in unassociated fragments or parcels.

4. We assume that a fragment or parcel of subject matter is the same to the learner as to the teacher.

5. We assume that education is supplementary to and preparatory to life, not life itself.

6. We assume that since education is not present living, it has no social aspects.

7. We assume that the teacher can and should furnish the purpose needed for the acquiring of knowledge.

8. We assume that working on tasks devoid of purpose or interests is good discipline.

9. We assume that the answer to the problem is more important than the process.

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[22]Earl C. Kelley, Education for What Is Real (New York: Harper & Brothers, Publishers, 1947).

> 10. We assume that it is more important to measure what has been learned than it is to learn.[23]

Unfortunately these assumptions are still all to prevalent in our centers of learning. His idea that the learner is the most important aspect of education led him to say "any curriculum set up in advance is bound to fail, because education is an emerging process."[24]

Brown identified what to him is the most important change needed in education--teacher beliefs and attitudes.

> Teachers, like everyone else, can behave only in terms of what seems to them to be. Their classroom practices are related to their beliefs. What teachers believe and do about educational problems in the classroom depends to a considerable extent upon their fundamental beliefs about (1) people, and why they behave as they do, (2) reality, or the world in which people live, and (3) knowledge, its nature and relationship to what people do.[25]

Houghton sees the role of the teacher similarly saying:

> As teacher and children become learners together, they attain a higher level of existence almost too exquisite to savor. The teacher poses the cultural model. It is not a model of himself, but rather the model of human authenticity that allows the student to become more intensively himself--to find his own existence, his own meaning, his own configuration of the universe.[26]

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[23] Ibid., pp. 15-22.

[24] Ibid., p. 83.

[25] Bob Burton Brown, The Experimental Mind in Education (New York: Harper & Row, Publishers, 1968), pp. 1-2.

[26] Houghton, "The Focus of Humanism and the Teacher," p. 61.

In the same volume Combs considers education as behavior change and feels it is important that:

1. We must first believe that meaning and humanism are important.

2. If the goals of humanism are to be obtained, personal meanings rather than facts must become the objective of teaching.

3. If humanizing education is truly to be achieved, then the 'person'in the process must be given prime attention.

4. If humanization of education is to be brought about, we must evaluate our teachers for humanism and pay off on it.

5. To meet the goals of humanization we need a heavy commitment of time, talent, money and research.

6. Finally, humanizing education is a problem for all the persons in the process.[27]

Meade[28] identifies some basic skills that will be needed by members of society in the future, including the area of personal relations and self-perpetuating learners. This belief is similar to John Gardner's statement that:

> Education in the formal sense is only a part of the society's larger taks of abetting the individual's intellectual, emotional and

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[27]Arthur W. Combs, "Humanizing Education: The Person in the Process," in Humanizing Education: The Person in the Process, ed. by Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), pp. 73-88.

[28]Edward J. Meade, Jr., "The Changing Society and Its Schools," in Life Skills in School and Society, ed. by Louis J. Rubin (Washington, D.C.: Association for Supervision and Curriculum Development, 1969), pp. 35-52.

> moral growth. What we must reach for is a conception of perpetual self-discovery, perceptual reshaping to realize one's best self, to be the person one could be.[29]

In "Creativity and Openness to Experience"[30] some of the factors suggested as being detrimental to good education are too much order, stress on the historical, "cookbook" approaches to learning, isolation of the learner, authoritative settings, adult oriented, fear of mistakes and administrative rather than human controlling forces. If these factors are restated in a positive fashion we have a ready guide for what should be the processes in education. DeHaan and Doll say that "education should prepare students to live in a pluralistic world. . . . a world which cannot be characterized by anything short of paradoxes and contradictions and difficulties."[31] They stress the importance of learning as a unique and personalized activity that must combine content with a continuing process of self-discovery leading to the full development of the individual's human

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[29]John W. Gardner, Excellence, Harper Colphon Books (New York: Harper & Row, Publishers, 1961), p. 126.

[30]"Creativity and Openness to Experience," in Perceiving, Behaving, Becoming, ed. by Arthur W. Combs (Washington, D.C.: Association for Supervision and Curriculum Development, 1962).

[31]Robert F. DeHaan and Ronald C. Doll, "Individualization and Human Potential," in Individualizing Instruction, ed. by Ronald C. Doll (Washington, D.C.: Association for Supervision and Curriculum Development, 1964), p. 25.

potential. In "Youth Education: Problems"[32] the needs in education are given as: self understanding, developing new ways of relating to each other, teacher-student relationships, and the teaching-learning situation. A discussion of the social and philosophical perspectives of youth education puts emphasis on the dignity and worth of the individual, the intelligence and rational capacity of man and freedom with responsibility. The development of each of these areas in educational settings as we now know them can be accomplished only through the teacher.

> It is not only for the sake of the future that the true educator fights, it is for the justification of himself, his profession, and the state of his own soul. He, too, amid contingencies and weariness, without mental antennae, and with tests that fail him, is a savior of souls. . . .[33]

For a number of years the idea of the individual and the importance of the learner has been discussed. Lately several writers have addressed themselves to offering concrete suggestions toward making these ideas become reality. Crary[34] develops the idea of curriculum around the dual

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[32]Sidney P. Rollins, "Youth Education: Problems," in Youth Education--Problems, Perspectives, Promises, ed. by Raymond H. Muessig (Washington, D.C.: Association for Supervision and Curriculum Development, 1968).

[33]Raymond H. Muessig, "Youth Education: A Social-Philosophical Perspective," in Youth Education--Problems, Perspectives, Promises, ed. by Raymond H. Muessig (Washington, D.C.: Association for Supervision and Curriculum Development, 1968), p. 44.

[34]Ryland W. Crary, Humanizing the School: Curriculum Development and Theory (New York: Alfred A. Knopf, 1969).

responsibility of the school--intellectual development and youth development. The process of curriculum development, he feels, must begin with a single child and deal with life itself as "a school is simply an aggregate of people concerned with learning, and learning takes place within the human being."[35] In this view the "key to rational curriculum lies in giving attention not to what can be taught but to what ought to be learned."[36] The danger is that the words, not the intent and meaning of his words, will be accepted and the result will be merely new terminology used in imperceptively changed traditional methods. Leonard feels "education is a process that changes the learner."[37] And "learning involves interaction between the learner and his environment, and its effectiveness relates to the frequency, variety and intensity of the interaction."[38] In his discussion he says:

> One of the first tasks of education, then is to return man to himself; to encourage rather than stifle awareness; to educate the emotions, the senses, the so-called autonomic systems; to help people become truly responsive and therefore truly responsible.[39]

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[35] Ibid., p. 36.

[36] Ibid., p. 35.

[37] George B. Leonard, Education and Ecstasy (New York: Delacorte Press, 1968), p. 18.

[38] Ibid., p. 19.

[39] Ibid., p. 127.

Education must find ecstasy in learning and in life. Similar in intent is Teaching As A Subversive Activity.[40] If the purpose of education is to learn, the important question then becomes what to learn. These authors feel that individual learning needs are most vital and that what schools can best teach is how to ask questions. "Once you have learned how to ask questions--relevant and appropriate and substantial questions--you have learned how to learn and no one can keep you from learning whatever you want or need to know."[41]

The significant difference in whether or not changes in education occur remains with the teacher. These same authors give some not-so-tongue in cheek suggestions to help illustrate this point: i.e., classes must be elective and the pay for teachers is based upon the attendance in their classes. In a more serious vein they present a list of ideas about what could be done now while waiting for community and administrative changes to catch up with educational needs. Some of their suggestions for teachers are: examine the value and relevancy of what you are teaching; stress listening to students rather than only telling; teach the students to ask questions; let the class devise a grading system for their use; and, examine

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[40] Neil Postman and Charles Weingartner, Teaching As A Subversive Activity (New York: Delacorte Press, 1969).

[41] Ibid., p. 23.

in great detail why you are teaching. Rogers presented some ideas on education in his text, Client Centered Therapy.[42] He cites Nathaniel Cantor as saying:

> the teacher will be concerned primarily with understanding and not judging the individual.
>
> the teacher will keep at the center of the teaching process the importance of the student's problems and feelings, not his own.
>
> most important of all, the teacher will realize that constructive effort must come from the positive or active forces within the students.[43]

In his most recent publication, Freedom To Learn, Rogers identifies five elements of significant or experiential learning as: it has a quality of personal involvement; it is self-initiated; it is pervasive; it is evaluated by the learner; and, its essence is meaning.[44] The best way to insure that this type of learning will not take place, he suggests, is to continue in the traditional and conventional educational model seen in the majority of schools today. To Rogers, the key to bringing about the change needed is through relationships.

> . . . if we are to have citizens who can live constructively in this kaleidoscopically changing world, we can only have them if we are willing for them to become self-starting, self-initiating learners. Finally, it has been my purpose to

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[42]Carl R. Rogers, Client-Centered Therapy (Boston: Houghton-Mifflin Company, 1951).

[43]Nathaniel Cantor, The Dynamics of Learning (Buffalo: Foster and Stewart, 1946), pp. 83-84, as cited by Rogers, Client-Centered Therapy, p. 385.

[44]Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 5.

> show that this kind of learner develops best, so far as we now know, in a growth-promoting, facilitative relationship with a person.[45]

His thoughts and suggestions for the future of education are based upon his belief that the individual has the desire and the potential to learn and become self-fulfilling. In order to accomplish these goals the individual must learn how to come into relationships with others and the teacher must be a facilitator and learner in this educative process. Thus, as Kelley says, "if people are the most important asset on our island whirling in space, then human relations becomes our most important study."[46]

The words about the changing nature of educational objectives must be translated into action. Emphasis must be placed on the new understanding of the student; his uniqueness, his humanness and his way of learning. The importance of the role of the teacher in effecting this change cannot be over stressed. The teacher must be able to function as a human being and as a facilitator of learning as well as a dispensor of information and selector of experiences. What happens between the teacher and each student in the class is the essence of education and must become the focus of educational thinking and planning.

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[45] Ibid., p. 126.

[46] Kelley, Education for What Is Real, p. 110.

The Teacher and the Class

The teacher and students in a class form a unique interacting unit. Within this setting are the opportunities for large group functions, small group activities, and person-to-person meetings. The teacher has the responsibility for guiding the learners in the art of human relations. To accomplish this there must be an understanding and acceptance of the teacher's role and of the implications for the learners.

MacDonald[47] gives three sets of conditions necessary for optimum development of the individual: 1) A Priori conditions of genetic and physical characteristics; 2) social conditions which involve the use of societal and cultural signs and symbols; and, 3) maximal conditions of openness of thought, openness of affect, and openness of perception. He projects the implication of the image of man to the teacher saying:

> The socializing agent in the classroom must provide opportunities for children to reveal themselves, must promote relationships which bring about a positive affective climate, and must open vistas of relevant cultural knowledge.[48]

This calls upon the teacher to behave in a manner that is congruent, to have empathy with the pupils, and to have a

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[47] James B. MacDonald, "An Image of Man: The Learner Himself," in Individualizing Instruction, ed. by Ronald C. Doll (Washington, D.C.: Association for Supervision and Curriculum Development, 1964), pp. 24-29.

[48] Ibid., p. 40.

positive regard toward the pupils. In "Ways Children Learn"[49] the importance to the child of a feeling of security received from the love and understanding of an adult is pointed out. A fact to remember about children, it continues, is that the behavior they exhibit does not tell us much about them except to reflect that which has happened to them previously. It is dangerous to accept a child and respond to him on the basis of 'today' behavior only.

The problems of studying the affective domain in educational planning are cited in the Taxonomy of Educational Objectives.[50] Three specific problems are mentioned: the lack of clarity in the literature concerning the subject; the problem of ordering the principle of the affective domain; and, the few examiners who felt that the development of this subject would be useful to them. Affective objectives identified in the study were interests, attitudes, appreciation, values, and emotions. Closely aligned with affective learning in education is the idea of social learning. Ambrose and Miel[51] define social learning

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[49]Mrs. Eric Craven, "Ways Children Learn," Camp, The Child's World (Martinsville, Ind.: American Camping Association, 1962), pp. 17-18.

[50]David R. Krathwhol, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Education Objectives--Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

[51]Edna Ambrose and Alice Meil, Children's Social Learning (Washington, D.C.: Association for Supervision and Curriculum Development, 1958), p. 3.

as "those learnings which help an individual maintain continuity between himself with his own developing habits of thinking, feeling, acting and his own society with whatever framework is necessary for its survival." Fritz Redl[52] introduced a text with a discussion of the crises in the children's field. In education he sees the problem of attention to the individual vs. the demands of the group as being the crucial issue. With adults in general, and with some teachers, he notes a dilemma in the pathological idea of Americans that says "we love kids, neglect children, and hate youth."

In an effort to find the type of suggestions being given to teachers regarding working with students in the class, several books were consulted. It is disturbing to find a 'cookbook' approach to the treatment of children without regard for their individuality. The books included: Intergroup Relations for the Classroom Teacher,[53] Common Sense in Classroom Relations,[54] and Managing Student Behavior.[55] In the one book relating to the outdoors, A

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[52]Fritz Redl, When We Deal With Children (New York: The Free Press, 1966).

[53]Charlotte Epstein, Intergroup Relations for the Classroom Teacher (Boston: Houghton-Mifflin Company, 1968).

[54]Robert Sylvester, Common Sense in Classroom Relations (West Nyack, N.Y.: Parker Publishing Co., Inc., 1966).

[55]William E. Amos and Reginald C. Orem, Managing Student Behavior (St. Louis, Mo.: Warren H. Green, Inc., 1967).

Teacher's Handbook for Study Outside the Classroom,[56] assistance is given for planning subject study but no attention is given to the affective nature of education. Teacher-Pupil Planning for Better Classroom Learning[57] gives some direct attention to the subject of human relations, but it is aimed toward specific problems as illustrated through case studies. Amidon and Hunter[58] attempt to by-pass the subject content through attention to the nature of verbal interaction. Nations[59] indicates that subject matter must take second place to the needs of the child and to do this the teacher must first be a full person. The teacher must be able to follow Posin's[60] six F's of leadership--fairness, firmness, frankness, fondness, friction, and faith.

If teaching is a form of expressing, then the teacher must "make his relation to a learner part of the significant

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[56]Shirley A. Brehm, A Teacher's Handbook for Study Outside the Classroom (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969).

[57]Yvonne Waskin and Louise Parrish, Teacher-Pupil Planning for Better Classroom Learning (New York: Pitman Publishing Corporation, 1967).

[58]Edmund Amidon and Elizabeth Hunter, Improving Teaching (New York: Holt, Rinehart and Winston, Inc., 1967).

[59]Jimmy E. Nations, "The Teacher as a Person," Educational Leadership, November, 1962, pp. 101-103, 125.

[60]Sidney Posin, "The Child in the Group," Camp, The Child's World (Martinsville, Ind.: American Camping Association, 1962), pp. 22-23.

experience of the learner."[61] Supporting this is the statement in Individual Behavior that "teaching is a relationship, but there can be no relationship with a nonentity."[62] It adds further that the teacher must use his own personality in order to facilitate learning. This is similar to Combs' definition of an effective teacher as "a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others."[63] The good teacher must be 'somebody' and must be willing and able to interact with the learners. This idea is sustained by Dorthea Spellman[64] in reference to roles in which one person directly intervenes into the life of another. Some of the areas about which the teacher must be concerned are pointed out by Jersild[65] as being anxiety, loneliness, meaning, sex, hostility, and compassion. If a teacher has not learned to deal with these emotions in his own life his relations with

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[61]Rodney A. Clark, "Learning and Evaluation," in Evaluation as Feedback and Guide, Fred T. Wilhelms, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), p. 57.

[62]Combs and Snygg, Individual Behavior, p. 392.

[63]Arthur W. Combs, The Professional Preparation of Teachers (Boston: Allyn and Bacon, Inc., 1965), p. 9.

[64]Dorthea Spellman, "Conscious Use of Self," in Camping Geared to Today's Concerns, 29th National Convention of the American Camping Association (Martinsville, Ind.: American Camping Association, 1966), p. 162.

[65]Arthur T. Jersild, When Teachers Face Themselves (New York: Columbia University Teacher's College Press, 1955).

others will be distorted by his own lack of self-knowledge.

Moustakis says that:

> The beginning is made by the teacher, never as an authority, but as a person concerned with the becoming nature of each member in the group and with his own personal growth. He starts with his philosophy, his convictions, his attitudes, not with a definition of his function or role.[66]

In his later book, The Authentic Teacher, he continues in this vein noting that:

> The primary condition to the establishment of an effective interpersonal relationship with a child is the recognition by the teacher of feelings and attitudes peculiar to him and influence by the special conditions of his life.[67]

In summary, the role of the teacher, as considered here, is one that should meet the needs of a classroom as described by Shaftel:

> . . .; we have chosen to speculate on the need for open, low-structured experience for young children, the challenge to continue open systems of learning in later years in both cognitive and social-emotional areas of learning and the need to develop strategies and programs that permit children spontaneous discovery of the world, expression of feelings, and pursuit of their own ideas in cohesive groups that are learning to support self-management in each other.[68]

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[66] Clark Moustakis, Alive and Growing Teacher (New York: Philosophical Library, Inc., 1959), p. 19.

[67] Clark Moustakis, The Authentic Teacher (Cambridge, Mass.: Howard A. Doyle Publishing Company, 1966), p. 37.

[68] Fannie R. Sheftel, "Toward More Autonomy for Learners," in New Insights and the Curriculum, ed. by Alexander Frazier (Washington, D.C.: Association for Supervision and Curriculum Development, 1963), p. 140.

Interpersonal Relationships

Man lives and functions in a society and grows as a result of interactions in this society. Further, interpersonal relationships occur between individuals within the society and between an individual and a group. The literature reviewed in this section investigates these two settings for human relations and the methods and techniques used by individuals in the process of relating.

Berrien and Bash[69] see the fundamental characteristics of man's behavior as being the drive to become fully himself while at the same time arriving at a similarity with his fellow men. When all of his systems are at equilibrium, he grows at an optimal rate. Disturbance from the outside affects the equilibrium. Heider[70] elaborates on this saying that the individual is caught in a complicated network of environment. The effects of this network are multifactoral and extremely difficult to examine in accepted scientific terms. These authors point out the complexity of determining the individual reaction that occurs to each situation in the environment.

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[69]F. K. Berrien and Wendell H. Bash, Human Relations: Comments and Cases (New York: Harper & Row Brothers, Publishers, 1957).

[70]Fritz Heider, The Psychology of Interpersonal Relations (New York: John Wiley & Sons, Inc., 1958).

One approach to this area of study is through "Perceptual Psychology." Solley and Murphy[71] identify perception as an inferred process that is unobservable except in a phenomenological sense with the results of perception noted through individual's behavior and the conditions of behavior. Combs and Snygg point out the importance of the field of perception saying, "perceptions are the very fabric of which human relations are made."[72] They concur with other authors who say that the self will go, on its own, to adequacy but that the environment can divert the course. They indicate, also, that people do not yet know how to handle the data of this subject scientifically, but stress that it must be studied as it is the key to human development and growth. Erich Fromm[73] discusses the idea of the separateness of the individual and his striving to join with his fellow man. He proposes that love--as an attitude and orientation of character--is essential for providing the proper setting for the individual to find his relatedness to others in society.

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[71]Charles M. Solley and Gardner Murphy, Development of the Perceptual World (New York: Basic Books, 1960).

[72]Combs and Snygg, Individual Behavior, p. 36.

[73]Erich Fromm, The Art of Loving, Bantam Books (New York: Harper & Row, Publishers, 1956).

In the introduction to A Study of Interpersonal Relationships[74] it is mentioned that, although the text is still basically relevant in the field after seventeen years, some adjustments have occurred in the thinking of psychiatrists about the role of interpersonal relationships. Included in this change of thought is the idea of the need for feelings of relatedness among individuals.

Relationships among individuals take several forms and are exhibited through various actions. Huebner gives four forms of social encounter:

1. Man attempts to deny, ignore, or escape from his sense of aloneness or separateness, or that of his fellow man.
2. Man recognizes his aloneness or solitude and may seek to overcome it by making himself subservient to another.
3. Man recognizes his position and overcomes it by accepting domination over another.
4. Man sees his position and 'transcends his solitude when he accepts his aloneness and that of the person he meets and seeks a form of transaction which maintains the maximum freedom of each.'[75]

Argyle[76] continues from this point by mentioning seven forms of social technique individuals use in relating to others:

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[74]Patrick Mullahy, "Introduction," in A Study of Interpersonal Relationships, ed. by Patrick Mullahy, Science House, Inc., 1967 (New York: Hermitage Press, Inc., 1949).

[75]Dwayne Huebner, "New Modes of Man's Relationship to Man," in New Insights and the Curriculum, ed. by Alexander Frazier (Washington, D.C.: Association for Supervision and Curriculum Development, 1963), p. 146.

[76]Michael Argyle, The Psychology of Interpersonal Behavior, A Pelican Original (Baltimore Md.: Penguin Books, Ltd., 1967).

1. Bodily contact
2. Physical proximity and position
3. Gestures
4. Facial expressions
5. Eye movement
6. Non-linquistic aspects of speech
7. Speech

He indicates that the sequencing and combination of the techniques used vary with the intent of the individual regarding the relationship and with the receptivity of the other person or persons. Man's past perceptions in his acceptance controls the degree of freedom he feels in relating to people.

Beaglehole[77] equates interpersonal relations with socialization. In this context he states that when two or more people meet and relate they form an integrated situation that is partially determined by cultural and personal factors. He believes that this situation, while being the simplest structurally, is the most complex functionally. Erving Goffman pursues this subject in two of his books.[78,79] He feels that the rituals used, as described earlier by Argyle, are employed to safe "face" and to protect the individual. In this view the individual selects a role to

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[77]Ernest Beaglehole, "Interpersonal Theory and Social Psychology," in A Study of Interpersonal Relations, ed. by Patrick Mullahy, Science House, Inc., 1967 (New York: Hermitage Press, Inc., 1949), pp. 50-79.

[78]Erving Goffman, Interaction Ritual, Doubleday Anchor Book (Garden City, N.Y.: Doubleday & Company, Inc., 1967).

[79]Erving Goffman, The Presentation of Self in Everyday Life, Doubleday Anchor Book (Garden City, N.Y.: Doubleday & Company, 1959).

play in each different situation. The selection of the role is based upon his perception of the situation and his dangers in it. As part of the role he must try for the ideal and must maintain control of himself throughout the action. When the individual receives new perceptions he may alter his role and posture somewhat, but the basic criteria for action will remain protection of self. The nature of his protective practices determines to what extent he enters into true relatedness with others.

In the study of teacher-student relationships, concepts about groups are relevant. The philosophy of Walter M. Lifton on groups is "biased toward describing personality as an ever-changing thing and holding that in dealing with an individual it is impossible to divide your relationship into levels."[80] He continues that ". . ., it is impossible to use terms like teaching, counseling, or psycho-therapy interchangeably without doing violence to the kinds of relationships that need to be developed in a group to achieve the goal of individual growth."[81] In his discussion of the common denominators of groups Lifton sees "the major reason for group life as being the means for effectively recognizing and gratifying the needs of the individual."[82] In investigating individual growth within

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[80]Walter F. Lifton, Working With Groups (New York: John Wiley & Sons, Inc., 1961), p. 21.

[81]Ibid.

[82]Ibid., 20.

the group he suggests that contents of a log or diary kept by group members are helpful in five ways:

1. A comparison of the frequency with which the log deals with content vs. feeling areas.
2. A comparison of the locus of attention on self- vs. others.
3. A record of the changing attitudes toward specific group members.
4. A record associating specific content areas with the type of emotional reaction it percipitates.
5. A record of goals set and those finally achieved.[83]

In forwarding the concept of the group for counseling or therapy, he continues:

> The growth that comes about by identifying with another person who is working out a similar problem, the attempt to define reality by testing how many peers need to see something the same way for it to be real, and the learning involved in assuming a leadership role are all samples of phenomena that are based on group life.[84]

McWhinney[85] agrees that an individual cannot develop in a mature manner without conscious realization of self by himself. To accomplish this he must interact with others, both separately and in groups. Within the group the person has the opportunity to establish and test his direction with his peers. In the group setting as well as the

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[83] Ibid., p. 166.

[84] Ibid., p. 165.

[85] William H. McWhinney, "The Role of the Small Group in Goal Development," in The Course of Human Life, ed. by Charlotte Bühler and Fred Massarik (New York: Springer Publishing Company, Inc., 1968), pp. 267-278.

person-to-person setting, determinants of interpersonal relations meet the needs of the individual to have security and to gain satisfaction of self through exploratory and protective practices.

The self of each individual grows and forms as a result of interaction with other people. These encounters can have either a positive or negative effect upon the individual. It is vital that interactions in the educational picture be positive and contribute to the fulfilling growth of each learner.

Conditions for Effecting Relationships

The basic conditions for effecting relationships in the educational process remain constant whether in the classroom or at camp. Benefit to the learner is the important factor. Likewise, conditions for relationships are not unique and separate from those appropriate in other areas of learning. Kelley mentions among his "common assumptions of education" that:

> Since education is supplementary and preparatory we build school buildings designed to shut out life so that the child can give complete attention to our abstractions or tools for conveying these abstractions, to books, blackboards, and chalk.[86]

Fortunately these conditions are changing for they are the antithesis of those needed for good relationships.

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[86]Kelley, Education For What Is Real, p. 19.

The suggested tools for gauging teacher-pupil interaction in Diagnosing Classroom Learning Environment,[87] although directed to subject materials, could be used to explore much more. The greatest need to encourage proper relationships is to remove the situation in which "the individual students are often little more than faces drifting through classroom"[88] The outdoor setting is one in which the individual can be in the foreground of the picture. Sack[89] sees the camping program as the richest source of child study because of the twenty-four hour observations and because the child, if permitted, reveals a truer picture of himself when away from the usual controlling factors. Likewise she sees the camp situation as an equally opening opportunity for the teacher from the view of the children. This ability to observe children is the heart of the discussion in Training Camp Counselors in Human Relations.[90] The conditions necessary to observe

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[87]Robert Fox, Margaret Berron Kuski, and Richard Schmuck, Diagnosing Classroom Learning Environment (Chicago: Science Research Associates, Inc., 1966).

[88]"The Positive View of Self," in Perceiving, Behaving, Becoming, p. 108.

[89]Marion Sack, "School Camping--A Potent Factor in Guidance," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), pp. 247-250.

[90]Jerome Baker, Training Camp Counselors in Human Relations (New York: Association Press, 1962).

children are that the adult must be free to be with the individuals and available to them in the normal course of activities. Both teachers and students must have the opportunity to express themselves. "Creative individual expression, that is, expression of one's own intrinsic nature, results in social creativity and growth which in turn encourages and frees the individual to further self-expression and discovery."[91] These same requirements are found in Bruner's[92] discussion in which he elaborates on the subject of creativity by indicating the range of expressions and experiences that must not only be accepted, but encouraged. Another condition for growth in relationships is that of the experience of 'today' as a total factor. Seldom do children have the chance to see 'today' as something in which they function and give direction. This idea of relating to a day is considered by Massarik.[93] In the resident setting the child has a chance to face a day in terms of its agenda, its complexity and its rigidity. Finally, the camp setting provides physical conditions appropriate to human relations. Those items relating to a

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[91]Clark Moustakis, "True Experience and Self," in The Self in Growth, Teaching, and Learning, ed. by Don E. Hamachek (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 48.

[92]Jerome S. Bruner, On Knowing (Cambridge, Mass.: Belknap Press of Harvard University, 1962).

[93]Fred Massarik, "'Today' As an Integrating Factor," in The Course of Human Life, ed. by Charlotte Buhler and Fred Massarik (New York: Springer Publishing Company, Inc., 1968), pp. 393-399.

classroom noted by Berry[94] are found naturally in the outdoor setting--unless camp management plans differently. Some of these environmental factors are: space for a child to be alone or in small and large groups; work areas where he may pursue individual activities; opportunity for a variety of experiences; space for displays, projects, and special activities; and, flexible timing.

Involving the learner in the total experience--planning, utilizing facilities, and living a twenty-four hour experience--provides the best conditions for human relations. Teachers and students can have the opportunity to come to know each other informally and can gain an appreciation of each other as human beings. The outdoor setting can provide a natural environment for human relations. The resident outdoor education experience offers the necessary conditions for positive growth in teacher-student relationships. It is important that these conditions are not eliminated through inappropriate organization of the program.

Contributions of the Outdoor Setting

> After every foolish day we sleep off the fumes and furies of its hours; and though we are always engaged with particulars, and often enslaved to them, we bring with us to every experiment the

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[94] Althea Berry, "The Effect of Environment," in Individualizing Instruction, Ronald C. Doll, Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1964), pp. 98-123.

> innate universal laws. These while they exist in the mind as ideas, stand around us in nature forever embodied, a present sanity to expose and cure the insanity of men.[95]

Thus Emerson expresses what is perhaps nature's greatest contribution to man. Anne Morrow Lindbergh,[96] also, uses this principle when she draws on the seashore for renewal of strength. The poet Waterman parallels this thought in the verse:

> Sometimes it seems to me I must
> Just quit the city's din and dust,
> For fields of green and skies of blue;
> And, say! how does it seem to you?[97]

Rollo May points out that "people who have lost their sense of identity as selves also tend to lose their sense of relatedness to nature."[98] A loss of this identity can even make nature a threatening experience. And, "as human beings we have our roots in nature, not simply because of the fact that the chemistry of our bodies is of essentially the same elements as the air or dirt or grass."[99] He adds that man must have a "strong sense of self and a good deal of courage to relate to nature creatively."[100]

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[95]Ralph Waldo Emerson, Essays (New York: The Mershon Company, Publishers, n.d.), p. 152.

[96]Ann Morrow Lindbergh, Gift From the Seas (New York: Panteon Books, Inc., 1955).

[97]Nixon Waterman, "Far From the Madding Crowd."

[98]May, Man's Search for Himself, p. 59.

[99]Ibid., p. 63.

[100]Ibid., p. 65.

The most frequent writers of material speaking to nature and the individual are found in the camping profession. These authors seldom have scientific or statistical proof of their statements and beliefs. They do have, however, the knowledge from years of self-discovery in nature and of empathetic sharing of outdoor experiences with other individuals. Kenneth Webb says of the future that:

> Camping permits of returning to the sources whence religious feeling sprang; the sense of awe in the presence of the imponderables, the contemplation of dedication in individuals, the mystery of the spirit as it manifests itself in nature and in people. . . ., let us acknowledge that we do have a tool of tremendous significance as one of the possible determinants of the course of our culture; that according as we rise to the challenge as educators in a particularly effective environment, . . .[101]

A social worker in the mental health field[102] sees camping, through both its setting and its required cooperative activities, as a contributory aid in the prevention and treatment of mental illness in children. Dr. Lowell Hazzard identifies four aspects of the spiritual values in camping that benefits individuals as: the closeness to nature; the experience of harmony and order; the challenge to be creative in response to God's creativity; and,

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[101]Kenneth B. Webb, Summer Camps--Security in the Midst of Change (Martinsville, Inc.: American Camping Association, 1968), p. 50.

[102]George W. Magner, "The Role of Camping in our Concern for Mental Health," 29th National Convention of the American Camping Association, Camping Geared to Today's Concerns (Martinsville, Ind.: American Camping Association, 1966), pp. 75-82.

nature's adaptability.[103] In a bit more eloquent manner, Margaret Johnston says:

> All truth originates in nature. Thinkers and prophets have derived from nature the themes of all the immortal works, . . . and understanding of nature is fundamental to the scientific point of view. . . . the greatest emancipators have developed under the direct influence of nature. The noblest qualities of mind and spirit are awakened in the out-of-doors, where man's attainments depend upon his success in apprehending correctly the signs and portents of his environment.[104]

The contributions of the outdoor setting are multiple: spiritual renewal; understanding of natural order and laws; inspiration; and, a challenge to creativity. But, perhaps, underlying all of these is the simple fact that man is part of nature. If he is to understand himself and permit himself to develop and grow in a naturalistic manner he must come face-to-face with himself in the larger, more realistic realm of the world.

Outdoor Education

Outdoor Education is a relatively new term applied to an old process. Long before large school buildings and

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[103] Lowell B. Hazzard, "Spiritual Values in Camping," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), pp. 45-50.

[104] Margaret Johnston, "The Ministry of Nature," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 260.

complex educational systems dominated the lives of children, the outdoor setting served as a learning environment. And, even though the term Outdoor Education is generally accepted today, it does not mean that there is one definition, or one set of objectives. The importance of this aspect of education lies in both tangible and intangible benefits to the learner resulting from contact with the natural world.

In a recent article, "Outdoor Education: A Coat of Many Colors!",[105] is expressed much of the confusion about outdoor education that people outside the field see: the several names; the broad all-inclusive umbrella for what goes on in schools; and, an undefined method. Yet, even in writing about the confusion, the author puts his finger on several important concepts in the program: it is not a subject, but rather a general method; it is a new expression of the old axiom--reinforce the abstract with the concrete; it is a learning climate, not a discipline; and, it is a broad "umbrella" so that it may include all academic, as well as other, goals of education. L. B. Sharp said that "Outdoor Education is a common sense method of learning. It is natural; it is plain, direct and simple."[106] In establishing the need for Outdoor Education a national committee described it as:

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[105]Mack H. Gillenwater, "Outdoor Education: A Coat of Many Colors!," Peabody Journal of Education, XXXXIV, No. 5 (1969), 311-315.

[106]L. B. Sharp, "Introduction," in Outdoor Education for American Youth, Julian W. Smith, Chairman (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1957).

> . . . not another discipline with prescribed objectives like mathematics or science; it is simply a learning climate which offers special opportunities for direct laboratory experiences in identifying and resolving real-life problems, for acquiring new skills with which to enjoy a life-time of creative recreation, for attaining attitudes and insights about working with other people and getting us back in touch with those aspects of living where our roots were once firmly established.[107]

Mand sees five objectives for outdoor education: appreciation of natural resources; improved instruction; development of recreational skills; social experience; and community service.[108] Pullias considers another set of five major contributions of outdoor education as:

> (a) it can establish a healing and growth-producing relation with the natural world . . .
> (b) it can promote growth in sensitivity; . . .
> (c) it can assist in the development of habits of withdrawal and renewal which are fundamental to physical, mental, and spiritual health in modern life.
> (d) it can offset the deadening effect upon the human mind of forever dealing with abstractions-- . . .
> (e) at its best, outdoor experience may guide man to find a renewed communion with the second, and I suspect organizing, pole of his nature and the source of that nature: the spirit pole which makes man truly man.[109]

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[107] Ibid., p. 1.

[108] Charles L. Mand, Outdoor Education (New York: J. Lowell Pratt and Company, 1967).

[109] Earl V. Pullias, "Better Education For Modern Man: Outdoor Education-A Ray of Light," Journal of Outdoor Education, III, 1 (1967), 6.

Acquisition of skills, furthering of academic interests, appreciation of others, growth of the individual--all of these belong in outdoor education. Even though a given program in a school may place the emphasis on one or two of these areas, the potential for gain by each student in all of the areas is still present by virtue of the nature of the surroundings.

Clifford Knapp warns about being realistic regarding the use of outdoor education so that it may become a regular part of the curriculum and not just a fad.[110] He emphasizes a need for further research and studies carried out by professionals in the outdoor education field. Swan's[111] comments on the evaluation needed in outdoor education in the areas of: pupil change; assessments by school personnel, students and parents; and program statistics. In both of these articles concern was expressed about the need for research in promoting outdoor education. The authors point out historical errors in the development of outdoor education programs as being those of making assumptions about the values of the outdoors without the benefit of concrete studies to verify them and a reliance for supportive information on other disciplines. Further

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[110]Clifford Knapp, "Some Challenges in Outdoor Education," Journal of Outdoor Education, II, No. 1 (1967), 6.

[111]Malcom D. Swan, "Evaluation--A Point of View," Journal of Outdoor Education, III, No. 2 (1969), 10-15.

cautions included in an editorial in the Journal of Outdoor Education,[112] are: the tendency to reject all classroom practices rather than being selective; the lack of care in choosing those things that can 'best' be taught outdoors, the use of irrlevant materials just because they are found outdoors; putting too many promises about the program in the public relations in order to 'sell' it; and, the temptation to assume that the outdoors will miraculously provide good teaching just by being there.

Despite the long years that outdoor education has been present on the fringe of educational practices, it is still a long way from being universally accepted. To accomplish this goal it may be necessary for the advocates of the outdoor program to agree, not upon one definition, but on an educational concept of its value. A beginning point in this development is found in the article, "The Scope of Outdoor Education":

> Outdoor Education, . . ., is not another subject or discipline to be included in an already crowded curriculum, but represents a practical and sound approach in the achievement of the accepted objectives of education. It represents a better utilization of resources available in the learning process and is a functional application in meeting the needs of today's living.[113]

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[112]"That Which Can Best Be Taught . . .," Editorial, Journal of Outdoor Education, I, No. 2 (1967), 10-11.

[113]Julian W. Smith, "The Scope of Outdoor Education," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), p. 50.

Camping and Education

The fields of camping and education are natural partners. Both deal with the task of helping young people to learn about themselves and their world. For too many years camping has been relegated in the thinking of many people to a solely recreational role. An exploration of camping, however, reveals that it has a major contribution to make to education.

The definition of organized camping, adopted by the American Camping Association, states:

> Organized (Resident, Day) Camping is an experience in group living in a natural environment. It is a sustained experience under the supervision of trained leadership. Camping provides a creative, educational experience in cooperative group living in the outdoors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth of individual campers.[114]

Further, it is felt that the "whole outdoors is camping's classroom, and the curriculum is everything and everybody living in it."[115] In Outdoor Education it is stated that ". . ., the outcomes and values of outdoor education contribute in varying degrees to the accepted purposes of education."[116] These purposes referred to are:

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[114]Helen Haskell, Camping Is Education (Martinsville, Ind.: American Camping Association, 1960), p. 8.

[115]Ibid., p. 9.

[116]Julian W. Smith, et al., Outdoor Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 31.

1. The objectives of Self Realization
2. The objectives of Human Relationship
3. The objectives of Economic Efficiency
4. The objectives of Civic Responsibility[117]

In 1942 William H. Kilpatrick discussed the role of camping in education as:

> The camp can thus spread a more adequate ideal of education. They must work in season and out that the young committed to them shall live, live well, live nobly, finely--in one word, that they live in their hearts the kind of traits worthy to be fixed in habit and character. This is the role of camping in education today.[118]

Later he wrote in "Camps Can Show Schools What Education Is" that "education is a different thing from what was done to you in school,"[119] and concluded with the thought that "education then has to do with life, meeting the different situations that life presents to us."[120]

In another article Kilpatrick comments that:

> . . ., camping is on the whole much more successful at teaching its lesson than is the ordinary school of the older type,

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[117] Ibid.

[118] William H. Kilpatrick, "The Role of Camping in Education Today," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), p. 35.

[119] William H. Kilpatrick, "Camps Can Show Schools What Education Is," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 35.

[120] Ibid., p. 39.

> because the children live the camp life much more fully than they live most that goes on in the more formal school.[121]

He identifies three objectives of education as adequate self-hood, life enrichment, and social relationships and says that the camping situation more completely fulfills the learning environment for this type of education. Clark G. Kuebler sees two major jobs in working with youth: "One is to develop the power of reason in the young people who come before us. The other is to see to it that they have the opportunity to exercise that reason fully."[122] He feels that teachers, as well as camping people, must infect the students with the desire to accomplish this and that the camping setting is appropriate to this goal.

Campers and educators are going the same direction on differing, but parallel paths. The importance of the task they have decrees that they join forces and share the contributions that each has for the other. This process is begun, but not finished. An opening article in Lights From a Thousand Campfires sums it up saying that:

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[121]William H. Kilpatrick, "Camping Is Education," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 31.

[122]Clark G. Kuebler, "Education For What?", in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 18.

> . . ., for all the tremendous value to education that organized camping has been, it has not reached the ultimate. There is still something beyond the mountains, and there always will be, since in education we touch aspects of Infinity.[123]

Activities and Programs Outdoors

The literature reviewed to this point has indicated the importance of the individual in education and the contribution that the outdoor setting makes to the educational program. A crucial problem arises in considering the programs and activities which should be included in the resident outdoor education program.

The article "What Are the Issues in Camping and Outdoor Education? Camp-Centered? School-Centered?"[124] explores this problem. Many outdoor educators come from the camping field bringing with them their ideas and terminology; other persons come from academic disciplines with the stress on subject content. While much conversation deals with the broader aspects of the benefits of the camping setting, no concrete information is to be found in education or outdoor education literature with specific suggestions for incorporating the individual into the

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[123]Kenneth B. Webb, "Something Beyond the Mountains," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 18.

[124]Robert P. Brimm, "What Are the Issues in Camping and Outdoor Education? Camp-Centered? School-Centered?," Camping Magazine, January, 1959, pp. 14-15.

experience. In "Not By Bread Alone"[125] it is stressed that the human needs more than food, structures and buildings; he must have: the opportunity to receive the 'personality vitamins' needed for growth; the camp facilities should be manageable by the camper; respect for the freedom of his mind; the use of the child for the satisfaction of the adult must be avoided; and, awards and competitive separation of groups should be avoided. In other words, keep the program for the child. Catherine T. Hammett[126] sustains these ideas in a different manner offering thoughts geared to designing outdoor and camping programs. Ledlie and Roehm go into greater detail in their definition of camping:

> Camping is a group living in the out-of-doors. The program of camping consists of all the activities, relationships, interactions, and experiences that enter into the life of the group. It is everything that goes on in a camp, everything that happens to campers.[127]

Although written for organized camping, these suggestions provide guidance in program values for educational camping also. First, and perhaps most important, is that the program is not an end in itself. Further, it ought to be

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[125]Howard A. Lane, "Not By Bread Alone," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), pp. 211-213.

[126]Catherine T. Hammett, "What Is an Outdoor Program," in Camping Geared to Today's Concerns, 29th National Convention of the American Camping Association (Martinsville, Ind.: American Camping Association, 1966), p. 116.

[127]John Ledlie and Ralph Roehm, "For Whom Is Program?," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 205.

planned by the participants; relate to total development of the campers; be child-centered rather than activity-centered; be based on sound educational principles; and, have an integrated series of experiences. The authors mention that the camp management determines the degree of freedom and that guidance must be given in developing schedules with 'holes' so that advantage may be taken of opportunities that arise from new ideas. In order to do this, we must maintain a person-centered program as discussed by Madeline Murphy.[128] There is danger, she believes, in confusing interest-centered with person-centered. In the interest-centered program there is the inclination for adults to pre-judge the interests of the campers and to plan for them. To be person-centered the adult must include the camper in the planning and decision making as well as the experience of living with decisions. The report, "Creative Activity in Camping," advances this thought saying that the "value of creative activity does not lie primarily in the material result, but in the process itself."[129] It implies that adults have a tendency to dominate and to monopolize any situation with children.

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[128]Madeline Murphy, "Person-centered Program Keeping the Individual Camper in Focus," in Camping Geared to Today's Concerns, 29th National Convention of the American Camping Association (Martinsville, Ind.: American Camping Association, 1966), pp. 83-87.

[129]Ralph Hill, "Creative Activity in Camping," in Lights From a Thousand Campfires, ed. by Kenneth B. Webb (Minneapolis, Minn.: Burgess Publishing Company, 1960), p. 56.

Away from the usual restrictions the child may have the chance to be creative and responsible--if the adults permit it. The experiences of resident outdoor programs in education are benefitted if these ideas of camp leaders are accepted--not rejected just because the writers are not currently in the "education" field. The learner-centered, learner-planned and learner-executed outdoor program provides a real experience in living and learning. We must be sure that this true goal of education does not get lost in programs characterized by adult efficiency, adult transferred interests, adult goals and adult conveniences.

Reaction to the Literature

In the opening paragraph of this chapter it was stated that to explore the subject of this study it was necessary to approach from several directions. An interdisciplinary approach was required that drew on the fields of philosophy, psychology, social work, camping and education. The question arises as to why it is necessary to explore so many areas in order to reach conclusions about the professed major role of education. For several decades the rhetoric of education has been directed toward the uniqueness of the individual student, the importance of the teacher-student relationship and the need for humanizing the educational process.

Missing from the available literature in education are practical applications and approaches for meeting the affective, specifically relationship, needs of the students. Yet, the information is available for use in other fields. The field of education is not alone in this problem of isolation, but the implications resulting from a continuation of this situation in the field are serious. With the urgent demands placed upon educational institutions today there is no longer room or time for educators to ignore the rich contributions available from other disciplines. It is past time, also, for continuing to expound beliefs if there is not a serious intent to act upon them.

Outdoor education particularly suffers from a lack of a unified approach. In operation the programs appear to draw routine living practices from the camping field and academic practices from the educational field. The camping field and the outdoors has much more to offer than how to organize people in a dining-room. Unfortunately the basic objectives of understanding man and nature, which are characteristic of people working in the outdoors, seem to get lost when transfered to the field of education. This is possibly due to the lack of scientific and statistical study that is so popular today, and hence, a lack of "facts" to present to budget committees and planning groups. It is hard, admittedly, to report statistically what a child is 'learning' while sitting under a tree watching

clouds go by. But is this not as essential to the child's growth as identifying the tree under which he sits?

The cognitive domain is predominantly considered in preparing and helping teachers. Perhaps, as with outdoor education, the affective realm is too hard to define, analyze and record. The question may be whether or not numerical data should remain as the determinant of budget expenditures and program planning. From social work, psychology, and camping it is possible to find ways of recording and working with the intangible and non-closured area of relationships. Now is the time when all contributions toward working with children must be sought out and accepted in the interest of providing the best possible educational program.

Summation

Two questions are raised in a recent article concerning the use of the outdoors for educational purposes. Along with several questions, Blackman[130] asks:

> How can we best use the openness and freedom of the outdoors to strengthen/deepen the quality of relationships among staff and among students--and between staff and students?
>
> How can our use of the outdoors become a vehicle to re-examine and perhaps change our use of the contrived (within school) environment for learning?

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[130]Charles A. Blackman, "Perspective: A Curriculum Specialist Looks at Outdoor Education," Journal of Outdoor Education, III, No. 3 (1969), 3-5.

An answer to the first question, he suggests, is that the space of time and the less formal setting might allow people to reach better relationships. To the second question he proposes that in the unity of the environment and in the experiences in the environment the answer may be found. In this sense we see that the outdoor setting itself affords a favorable environment, or condition, for relationships. Bills stresses the importance of human relations for existence saying that: ". . ., it is in interaction with others that a person tests, explores, extends, and expands his perceptions and the meaning of his existence."[131] Montague contends that "education must be conceived a bringing out the best that is within each person by making available to him all the encouragements and supports and stimulations which he requires in order to enable him to become a loving, cooperative, non-conflictful person."[132] He believes that "more by default than by design we teach them a cracker barrel human relations; we teach them to become echoes, as it were, of other stereotyped lifes already lived."[134] To meet the needs of the world today the important fact is what happens between

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[131]Robert E. Bills, "Education is Human Relations," in New Insights and the Curriculum, ed. by Alexander Frazier (Washington, D.C.: Association for Supervision and Curriculum Development, 1963), p. 168.

[132]Ashley Montague, Education and Human Relations (New York: Grove Press, Inc., 1958), p. 119.

[133]Ibid., p. 95.

people governed by principles of humanity. To remedy this we must see education as having four "R's," with Relationships becoming the first, and most important one. With teachers seeing individual students as a primary concern, meeting with students in an outdoor setting, and carrying out a program that is designed to promote teacher-student interaction, education can meet the challenge of putting relationships in the proper position among the educational priorities.

In the following chapter selected existing resident outdoor education programs are explored. Special attention is given to teacher-student relationship patterns and use of the setting to enhance the relationships and conditions that affect the relationships. The information gathered from this exploration and from the review of literature is used to develop the criteria for evaluating teacher effected conditions for relationships.

CHAPTER III

DEVELOPMENT OF EVALUATIVE CRITERIA

The release of an individual student's potential through the opening of personal channels of communications with his teacher and fellow students is a key factor in releasing the creative energy necessary for real learning. "Human potential is released in part by participation in and interaction with groups and all the commitment that such participation and interaction requires."[1] Five suggestions have been given for helping to create this interaction and thus release a greater potential within the student:

1. . . ., the emphasis is on the pupil as a person, the teacher as a person, and the interaction that takes place between them.

2. . . . when a teacher recognizes and responds to the emotional reactions of the learner as well as to his academic achievements, his intellectual mistakes, or his mental deficiencies.

3. . . . when the teacher goes beyond the ordinary achievement.

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[1]Robert F. DeHaan and Ronald C. Doll, "Individualization and Human Potential," p. 16.

4. . . . when the teacher considers the pupil to be an individual with unique perceptions, values, concepts, and needs, and when he creatively fashions learning opportunities to enhance the pupil's individuality.

5. . . . is meant to lead to commitment and purpose, to sensitivity to others' needs, to awareness of the demands of truth and justice.[2]

These suggestions, however, must be carried out in an atmosphere of openness and creativity.

The emphasis in schools has been on designing for the cognitive development of the students. Little effort has been directed toward meeting the affective needs and for fostering situations in which creativity and openness may flourish. Ten factors have been identified that are present in classrooms and that inhibit this necessary development. These factors serve as a beginning in examining the problem of determining evaluative criteria for conditions within which relationships may occur. They are:

1. A preoccupation with order
2. Overvaluing authority, support, evidence, and the 'scientific method'
3. Exclusive emphasis upon the historical point of view
4. Various forms of 'cookbook' approaches
5. The essentially solitary approach to learning often emphasized in some classrooms--creativity is very highly dependent upon communications
6. The elimination of self from the classroom
7. The school which is ruled almost entirely by adult concepts
8. Emphasis upon force, threat, and coercion
9. The idea that mistakes are sinful and that children are not to be trusted

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[2] Ibid., pp. 18-20.

10. School organizations which emphasize lock-step approaches, rules and regulations, managerial and administrative considerations, rather than human ones.[3]

These inhibitors, while detrimental in the classroom, become even more absurd when practiced in the outdoor setting.

Objectives for a resident outdoor educational program need to include not only statements regarding subject orientation and the outdoor environment, but also the human relationship aspect of the educational process. The following objectives are proposed for outdoor education:

1) to extend the school environment to provide increased opportunities for carrying out on-going classroom activities

2) to explore the use of outdoor oriented activities that contribute to motivation and learning in specific subject areas

3) to establish conditions that foster change of a positive nature in teacher-student relationships

4) to enlarge and expand the dimensions of the student-student relationships

5) to encourage the appreciation for, the care of and activities in the outdoor learning environment.

As the teacher-student relationship area is broad in its full scope, the focus of this study is limited to the determination of conditions mentioned in Objective No. 3.

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[3] Perceiving, Behaving, Becoming, ed. by Arthur W. Combs (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), pp. 145-456.

Design of the Study

The study is developed in five steps: reading selected for a broad perspective and specific direction; an exploratory study of current practices in outdoor education; a questionnaire to determine specific practices and the interrelationship of activities and organizational patterns in selected existing programs; development of an experimental guide to test the feasibility of the approach; and, the preparation of evaluative criteria for teachers pertaining to conditions for positive change in teacher-student relationships.

The readings, in addition to providing a philosophical and educational base for the study, served as a source of reference from which items for study could be selected. Initially seven categories relating to conditions for human relations in the outdoor education program were identified. These were: program objectives; preparation of teachers; involvement of the teacher in the program; planning based on student need; teacher-student interaction before, during, and after the outdoor experience; student grouping to accomodate face-to-face and small group opportunities; and, evaluation.

The second step was to undertake an exploratory study of brochures, guides and other mimeographed material from school outdoor programs to determine in what way these seven items could be discerned. The use of the printed

materials meant that all of these schools being considered had teacher preparation at this level. The survey of the material indicated that these items could be studied in greater detail. The apparent contradictory nature of some information suggested that more definite items would be needed to gain accurate information.

A questionnaire was prepared for the purpose of examining conditions in the operating outdoor programs that affected relationships and to see if there was any correlation between organizing methods and the degree of evidence of relationship conditions. Items included under each category were selected to identify as many of the various approaches as possible. In some instances an item was included under more than one category to ascertain the consistency of the responses. The questionnaire was sent to ninety-six schools throughout the country. These schools were selected from files of the Outdoor Education Council on the basis of participation by 5th and 6th grades, in operation as of 1962, and with more than one class from the school participating in the outdoor program.

The fourth step in the study consisted of the development of an experimental guide. The guide contained criteria for establishing good relationship conditions. It was worded for use by the teacher as a planning tool and/or by the supervisor for evaluation. This tool was distributed for their reactions to a number of teachers and

administrators actively involved in resident outdoor education programs and to persons familiar with the program but not currently involved.

The final step was the preparation of a model for teacher evaluation in effecting conditions for positive change in teacher-student relationships. Items included here were designed for use by both the teacher and the supervisor. It is arranged as a guide for action before, during and after the outdoor experience and worded so that criteria accomplishments are observable or describable.

Results of the Exploratory Study

The materials selected for this study included outdoor education programs in nine states and the City of Toronto. Among the collection were teacher's guides, student-parent brochures, State directives, teacher workshop programs, and a summer Outdoor Laboratory Guide. With the exception of the program in the latter brochure all included grades 3 to 8 with the emphasis on grade 6. The length of the residence experience was usually five days.

As reflected from the printed materials the schools showed several areas of agreement in their programs regardless of their geographic location. The objectives stressed enrichment of curriculum (identified in terms of academic subjects), the transfer of specific subject projects to

an outdoor site and the development of some interests and skills in the outdoors. Social-living and/or democratic living experiences were given as objectives in most cases, also. There was inconsistency among the programs on exactly what was included in the 'living' area of interest.

The information provided in the guides was of two natures; directions and aids. All schools included directional materials such as: rules and regulations, health and safety practices, housekeeping procedures, and student duties. About half of the schools also included material such as program suggestions, equipment and material lists, evaluation procedures, schedule of activities, student conduct guides, and suggestions for activity carry-over to the classroom.

By default, in both objectives and printed material, another similarity among the schools was evidenced: lack of emphasis and of guidelines designed to further positive development in the field of human relations. The majority of the programs included the human element under 'democratic living.' The stress was on working together, learning to share duties, group planning and developing habits of self-reliance and cooperation. Some schools referred to 'other values' accrued as a by-product of the outdoor experience and as initiative, appreciation of people of different ethnic background and improved teacher-student relationships. Only in one case did any come close to placing major importance on people:

> we expect that the influences of a beautiful setting, close personal associations and the unique kind of responsibility which such a situation impels will result in a happy outlook on learning, a broader understanding of each other, and an appreciation of the pleasures of nature.[4]

The State of Michigan Guide to Planning alluded to the experiences saying:

> one would need a complete record of the 'round-the-clock' living of each camper and there would be those intangibles that grow out of association with members of the group, the staff-student relationships, and the appreciations and attitudes that result from new and creative direct living experiences.[5]

Unfortunately all references to human relations stopped with these rather vague implications as part of objectives. Beyond the opening pages of the materials there was greater evidence that planning actually included suggestions that hindered teacher-student relationships. Some examples that gave cause for concern in this area are:

> The school that prepares and prints, in August, the student objectives for the school camp experience.
>
> The directive to teachers that no "craft" projects are to be taken home by students, but are to be used for school purposes.
>
> Student assignments to work groups by the site staff.

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[4] Talcott's Outdoor School, West Hartford Public Schools, West Hartford, Conn., 1966, p. 3.

[5] School Experiences in Camp--A Guide to Planning, Bulletin No. 240, Department of Public Instruction, Michigan Department of Education, Lansing, Michigan, 1958, p. 1.

> Evening recreational programs that require all to be present and have required assignments for all students.

These quite eloquently illustrate how the inhibiting factors are at work in reducing possibilities for individual student development and for good teacher-student interaction.

Other ways in which the ten inhibiting factors were evidenced included: the pre-scheduling of students into study groups with the usual class-time rotation sequencing; regularly scheduled time blocks for discussion and evaluation; removal of the teacher from the class for the majority, if not all, of the time; use of teachers in disciplinary or dormitory monitoring roles. In many of the programs the planning is completed by the administering group and there is little left for the teacher to decide with the class except if or when to go (and this is not an option in a number of schools). Even if a teacher wished to carry out significant steps in developing group interaction there would be little or no opportunity to do so in the majority of the programs as they are now planned.

This exploration of programs showed conclusively that there is a need to change the planning methods used in the resident outdoor program and/or if this is not possible soon, to provide teachers with instruments that will assist them in working within the system to provide better conditions for improving teacher-student relationships.

Information from this exploratory study indicates five areas, or conditions, that are important in relationships: objectives, teacher preparation, the role and nature of adult involvement, planning and participation methods of the class, and evaluation. These identified areas are useful in giving direction for further detailed study of the question.

Use and Analysis of Questionnaire Responses

To examine more closely the practices in outdoor education programs regarding human relations and in hope of discovering those factors that most influence conditions for relationship growth, a questionnaire[6] was prepared and sent to a number of schools. Criteria for selecting schools to be questioned were set so that resulting data could be compared effectively. These criteria were: 1) public schools offering a resident outdoor program to students in the fifth and sixth grades; 2) programs in which three or more nights were designated to be spent at an outdoor site removed from the school building area; 3) programs in which participation emphasized students and teachers of regular classroom units; and, 4) programs which had been in operation for at least two consecutive years. Areas not taken into consideration were: size of the school; the amount of use of supplementary staff during the program; the number of classes and students involved

[6] A copy of the questionnaire is found in Appendix B.

at the site at a given time; the physical and facility features of the site; and, the amount of district or state control over individual school programs. In going over the list of schools offering the desired program, it further was decided to limit the selection to programs that had indicated activity as of 1962.

After receiving the completed questionnaires it became apparent that a second process of selection was needed in order to make a proper study.[7] The final analysis was made on the responses of forty schools which met all of the criteria established.[8] In addition to the similarities imposed by the criteria, the majority of programs considered were found to be ones in which:

1. several classes were at the site at the same time
2. site staff included a director or coordinator, health supervisor, food service personnel, and subject specialists. Many also had older students, student teachers and special consultants in attendance regularly
3. the classes mix for all activities and in the majority of cases student groups were determined either by the site staff or the teacher
4. the classes most frequently planned objectives for program and least frequently planned recreational activities

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[7] Incomplete initial information and changes in school operations between the time of filing data with the Outdoor Education Council and the time of the study was evidenced. A summary of information from all respondents is in Appendix C.

[8] A list of the forty schools is given in Appendix A.

5. the teacher accompanying the class did not have a major role at the site with the class, but will have had an opportunity to receive special help prior to going and will have a guide or other printed material available for use in planning[9]
6. curriculum enrichment and social-living experiences were the main purposes of the program
7. special evaluations will be made by students, teachers, and site staff.

There was little relationship between responses of schools and their geographic location. However, similarities were noted in programs of schools from the same state.

In order to see if there were any factors that greatly differentiated the school procedures in areas that might affect teacher-student relationships, a more detailed study was made of the following comparisons:

1. between schools in which planning is done by the school system and those in which planning is done by other methods
2. between programs in which classes at the site are mixed for all activities and those in which a variety of inter-class groupings are used
3. between programs in which there is compulsory teacher preparation for the experience and those in which teacher preparation is voluntary

An initial examination of these three factors: method of planning, class grouping, and teacher preparation, shows that there is no single preferred combination of approaches. The practices appear distributed, by percentage of respondents employing, as follows:

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[9]This point is highlighted as the role of the teacher with the class is the most vital factor in any teacher-student relationship question.

25% . . . planned by total system, voluntary preparation, mixed classes
23% . . . planned by total system, compulsory preparation, varied grouping
20% . . . varied planning methods, voluntary preparation, varied grouping
17% . . . varied planning methods, voluntary preparation, mixed classes
14% . . . planned by total system, voluntary preparation, varied groupings
8% . . . planned by total system, compulsory preparation, mixed classes
* 0% . . . a combination of varied planning methods and required preparation for either mixed classes or varied groupings.

Due to the methods used by the respondents in completing the questionnaire, such as omission of marking and marking contrary to the directions, it is necessary to use a percentage of category response for data study. Items checked by 50% or more of the respondents are considered as representative of the group of schools in that category. In making comparisons between items in a given category, a difference of 20% is identified as being (non-statistically) significant for the purpose of this study. Following are some of the particular items of interest seen in the comparison of these three factors.[10]

Comparison I - programs planned on a total school system basis with those planned by other methods (by class, individual school, and in combinations of these and total school)

a. While both groups indicated general curriculum enrichment as a major purpose, programs in total system planned school are markedly higher in emphasis on specific subject orientation: 36%-13%.

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[10] A complete percentage report for the comparisons of all three categories is in Appendix C.

b. Those programs planned by total school systems show the site staff as having more than 50% of the teaching responsibility at the site.

c. Some comparisons of items having special concern in teacher-student relationship:

Planning---	Total System	Other Methods
Site staff sets schedule . . .	82%	56%
Site staff arranges activities	80%	47%
Class-schedules activities . .	8%	53%
Class selects activities . . .	28%	47%
Site staff--50% teaching . . .	60%	23%
Teacher--teaches special area.	24%	47%

d. On the whole, programs in which methods other than total system planning are used show a greater involvement of the teacher and the class in planning and carrying out the program.

Comparison II - programs in which classes are mixed for all activities and those in which classes mix for some activities or function separately

a. The major differences found in comparing these two factors are the purpose of the program and the use of consultants.

b. Classes mixed for all activities had their teachers serving in the primary role of observer. Programs using other methods of grouping have a greater number of teachers working with their own students and use more special consultants.

c. Some comparisons of special interest are:

Groups---	All Mixed	Varied Groups
(program purpose)		
Special subjects	42%	19%
Curriculum enrichment . . .	57%	76%
Social-living experience . .	37%	72%
Human relations experience .	26%	52%

Groups---	All Mixed	Varied Groups
Teachers--acompany consultants	17%	38%
Classes--supplement a given schedule	33%	53%
Site staff--arrange special activity	55%	78%
Student participation--		
*class as a unit	11%	48%
teacher assigns groups	42%	19%
*mixed with other classes	36%	10%
self determined groups	11%	24%
site staff assigned groups	37%	14%
different groups re: activities	11%	19%

*The discrepancy in these two items is interesting and has not been resolved. The schools were assigned to the categories according to answers in Part I of the questionnaire. The percentage given here were found in responses to questions in Part III.

Comparison III - programs in which teachers are required to receive preparation prior to going to the site with the class and those in which participation in preparation is voluntary or where prior help is not available.

a. In general programs with required teacher preparation showed a greater involvement of the teacher with the class during the experience.

b. Of the six categories studied, the schools with required preparation of teachers show the highest percentage with human relations as a purpose of the outdoor experience.

c. Items of interest in the comparison are:

Teacher preparation--- (Purposes of program)	Required	Voluntary
Special subjects	23%	37%
Curriculum enrichment	77%	60%
Social-living experience	54%	56%
Human relations experience	62%	33%

	Required	Voluntary
Teacher--handles class problems	77%	48%
Class--participates as a unit	54%	26%
Class--plans individual activities	31%	8%
Class--different groups re: activities	31%	8%

d. There is an indication that help is given the teacher prior to the experience in relation to the degree of responsibility the teacher will have with her class during the outdoor program.

From the data secured through these comparisons a program with human relations as a major emphasis, as seen in both stated purpose and in degree of teacher-student involvement in planning and participation, is more likely to occur when planning is done by some method other than by total school, students are grouped by a variety of methods and the teachers have some required preparation prior to the experience.

Using the same six categories for study, comparisons were made also regarding the content of pre-camp preparation given the teachers. This includes information from both printed guides and in-service training. The following is a summary of this information:

a. The only consistent inclusion is that of help for carrying out subject activities. This is found among the top three items in each of the six groups.

b. Assistance in methods of planning with the class is found among the identified items as receiving the least attention in five of the six groups.

c. Following is identification of preparation content given the most and least attention by categories:

Category	Most Attention	Least Attention
Total school system planning	Objectives Subject help Policies/rules Housekeeping	Planning methods Teacher/student relations Recreation ideas
Varied planning methods	Subject help Recreation ideas Aspects of outdoor	Planning methods Housekeeping Evaluation tools
Classes all mixed	Subject help Objectives Housekeeping	Recreation ideas Evaluation tools
Classes varied grouping	Subject help Objectives Policies/rules Maps & charts	Planning methods Evaluation tools
Required preparation	Subject help Objectives Policies/rules	Planning methods Maps & charts
Voluntary preparation	Subject help Housekeeping Maps & charts	Evaluation tools Planning methods Recreation ideas Teacher-student relations

d. The groups of required teacher preparation and total system planning had the greatest comparative consistency of content material included. In both cases three content areas were included by 100% of the schools and six or more areas were included at 85% of the time, or nine of the eleven items were stressed strongly.

e. The only one of the content areas not seen as either most or least frequently included is discipline procedures.

It is seen that the greatest help given to teachers is of the directive nature: subjects, policies and rules, housekeeping procedures, and objectives. Assistance on methods of planning, working with the evaluation tools and

the area of relationships receive the least attention. This information supports the idea that if the concept of relationships is not included in the purposes of the program, teachers do not receive help in working with their classes in a manner that is conducive to establishing good conditions for fostering relationships.

Building Evaluative Criteria

Evaluative criteria, if they are worthy of consideration, must be able to serve in a functional manner for the teacher. An appropriate way to illustrate the utility of the criteria is to translate the process of their development into terms of job responsibility. The first in the five steps of this process is the establishment of the objectives of the program--in this case the resident outdoor education program. The general objectives, and to a degree the specific objectives, are usually provided by the school system in which the program exists. The transference of the letter and the spirit of the objectives to the job description of the teacher is the next step. Unless a hoped for goal is assigned to be done, there is little chance of its accomplishment. The third step is the identification of the teacher's tasks--'what is to be done'--as a result of the job assignment. The job description might say to 'provide individual attention to all students'; the task identification might include 'visit each student's home during the school year.' The evaluation process begins

with the next step--'the job is well done when . . .' The setting of standards of performance is essential if the teacher is to check the performance against the hoped for goals. And, finally, the criteria are determined. These are agreed upon ways of determining if the standards of performance are met. From the setting of objectives to the evaluation of the program, criteria are important for establishing concrete goals and for providing guidelines to the teacher for accomplishing the goals.

In building the criteria for this study four specific aspects were considered: 1) the educational philosophy; 2) conditions for interpersonal relationships; 3) the teacher-student relationship; and, 4) the contributions of the outdoor setting. It was necessary to blend these areas in order to arrive at a proper balance.

> Most Americans honor education; few understand its purposes. Our thinking about the aims of education has too often been shallow, constricted and lacking in reach or perspective. Our educational purposes must be seen in the broader framework of our convictions concerning the worth of the individual and the importance of individual fulfillment.
> . . . . . .
> What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one's best self, to be the person one could be.[11]

Educational Philosophy

"The American school has been unique in its obligation to educate all the children of all the people. It is, of course, a dual institution: a center for intellectual

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[11]Gardner, Excellence, p. 136.

development as well as a center for youth development."[12] Concern for the intellectual development has been in the foreground. Emphasis on science and mathematics, concern over increased course 'content' quantity, stress on pre-college programs and interest in new technological hardware for teaching have taken precedence too often in the problem of what is happening to learning. Since man, by nature, continually 'learns' it is safe to assume that these areas have stimulated his learning; what he has learned is a major question if one considers the basic concerns of both student moderates and activists. Eight basic questions have been proposed for today's curriculum planning that must be answered in terms of the modern mind if education is to be truly relevant for today's learner:

8. What is meaning? (the reality of life)
7. What is school? (institutional realities)
6. How does the person find himself? (identity)
5. How may his development be thwarted? (pattern of deprivation)
4. To what is this person heir? (the legacy of civilization)
3. On what does this person thrive? (freedom, choice, responsibility)
2. To what is this person bound? (the human condition)
1. Who is this person? (the human potential)[13]

Conditions for Interpersonal Relationships

Many of the conclusions about conditions that foster good interpersonal relationships are reached through

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[12]Crary, Humanizing the School:, p. 4.

[13]Ibid., p. 56.

personal decision concerning 'if this is desired--then, this is a good condition.'

> The study of interpersonal relations has been treated only tangentially in the field of social psychology and personality. Personality investigators have been concerned largely with the isolation of personality traits and their patterning in personality structure . . . (however,) social psychologists have been mainly interested in the relations between people when larger groups play a role.[14]

"In interpersonal relations, perhaps more than in any other field of knowledge, fruitful concepts and hunches for hypothesis lie dormant and unformulated in what we know intuitively."[15] The field of interpersonal relations can be observed from several approaches: the environment; communications; the groups; and needs. All of these are applicable to this study.

The first factor considered in relationships is environment. Human behavior occurs in an environment, or setting, that has a structure. "One task is to describe this structure. It is clear that structure cannot be discovered by observing a single part, such as the point of intersection of the environment with a particular person, or by considering the parts separately, one by one."[16]

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[14]Fritz Heider, The Psychology of Interpersonal Relations (New York: John Wiley & Sons, Inc., 1958), p. 3.

[15]Ibid., p. 5.

[16]Rober G. Barker, Ecological Psychology (Stanford, Calif.: Stanford University Press, 1968), p. 9.

This structure, or the behavior setting tends to predetermine the behavior of the individuals within the setting; i.e. if a student learns through several experiences that in the classroom setting he is to respond verbally only when directed to do so by the teacher, he will tend to assume this behavior in any classroom setting even though in another setting (for instance, a neighborhood club) he is an initiator of ideas and conversation. If a teacher wishes to alter the behavior response of students, such as that noted in the example above, it is necessary for the setting to change precipitously. An important factor in this approach to interpersonal relations is that the response of the student or students is to the accepted behavioral setting, not necessarily to the teacher.

Another factor in the process of interaction is communications; verbal and non-verbal.

> One necessary condition for human communication is an interdependent relationship between the source and the receiver . . . A final level of interdependent complexity is interaction . . . Communications represents an attempt to couple two organisms, to bridge the gap between two individuals through the production, and reception of messages which have meaning for both.[17]

Non-verbal communications often can have a greater effect upon a person than verbal. Several adages illustrate this

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[17]David K. Berlo, "Interaction: The Goal of Interpersonal Communications," Dimensions in Communications, ed. by James H. Campbell and Hal W. Hepler (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1965), p. 54.

principle: "Do as I do and not as I say." "Seeing is believing" and "Actions speak louder than words." Culturally and personally individuals look for the unspoken signal. One way of dividing the world of non-verbal language is into sign language, action language, and object language.[18] Signs take the form of gestures and facial patterns; action includes all bodily movement; and, object language includes the display of material things, such as dress. Edward Hall[19] stresses the importance of time and space as factors in non-verbal language. Regardless of the differences in theoretical approaches to the subject, students of non-verbal communications agree upon the intensity and impact of this 'language.' First impressions, watching a leader in a new situation for cues of behavior, reading between the lines of verbiage are all ways in which people regularly examine personal settings. The importance of this style of communications in establishing interpersonal relationships cannot be minimized.

The many facets needing consideration in the realm of verbal communications are important, also, in developing relationships. Relationships may be opened or closed to

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[18]Randall Harrison, "Non-verbal Communications: Exploration into Time, Space, Action, and Object," in Dimensions In Communications, ed. by James H. Campbell and Hal W. Hepler (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1965), p. 162.

[19]Edward T. Hall, The Silent Language (Garden City, N.Y.: Doubleday and Company, Inc., 1959).

growth by lack of attention to choices of words, voice tone and placement of word emphasis. Other factors having an effect are time, place and style. Opportunities for private and semi-private conversations are essential for establishing a personal connotation. The use of formal, informal and casual styles add depth and meaning to the communication process. In order to increase the potential development of sound interpersonal relationships, opportunity must be provided for the participants to incorporate various ways of communicating.

Teacher-Student Relationships

Special consideration within the field of education must be given to the unique interpersonal relationship between the teacher and students in a class. The student in the class cannot, and should not, be isolated from the group during the process of developing relationships. The teacher-student relation develops within the group and through the group if the teacher is cognizant of his role in regard to it. ". . . a person is helped to move toward openness to his experience when the helper (i.e. the teacher)[20] is congruent in the relationship, empathic in his understanding, positive and unconditional in his regard, and willing to share himself as a person with the person

[20]Insertion the author's.

being helped."[21] Flexibility and awareness of individuals within the class group are essential qualities needed in a teacher hoping to attain meaningful relationships with the students. Too often the approach to teacher-student relationships is taken from a 'cook-book' of helpful hints. Examples of such dictum are the following paragraph headings: "Establish Clear Standards of Behavior for the Classroom and 'Stick by Them'; When an Order is Given, Do Not Proceed Until It Is Obeyed; Avoid a Too-relaxed Atmosphere; Withdrawing a Privilege Can be an Effective Discipline Technique; and Control Indiscriminant Question-Asking."[22] Today's emphasis on individualized instruction seems to be translated too frequently to mean 'cognitive instruction.' The teacher has a real responsibility for the affective instruction of the learner, not just so the student can attain a higher academic achievement, but so he can attain greater development of 'self.'

> Growth in a group of learners depends upon the kind of atmosphere which is initially created by the teacher or nurturer. Eventually each individual in the group helps to determine whether real expressions of the self and self-exploration will exist or whether fear, need for praise and approval, repetition, stereotype, and adherence to the external standards will prevail. . . . The teacher must be responsible

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[21]Robert E. Bills, "Education is Human Relations," in New Insights and the Curriculum, Alexander Frazier, ed. and Chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1963), p. 177.

[22]William E. Amos and Reginald C. Crem, Managing Student Behavior (St. Louis, Mo.: Warren H. Green, Inc., 1967), pp. 71-76.

> initially for conveying the nature and essence of his philosophy and for creating an accepting, non-judgmental atmosphere where each individual is valued as a person.[23]

Both the teacher and the student approach their relationship with their 'pasts showing.' The pleasures and pains, joys and fears, and prejudices of prior relationships enter into each new one. One of the exciting challenges of working with people is that of being an integral part in and an observer of behavior changes resulting from personal relationships. "Interrelations are dynamic, always changing, and new relationships are being established. . . . Simple interpretations in terms of one factor are not possible in the complex social phenomena of behavior."[24] If teachers can cease to see themselves as people who only teach and students can cease to see themselves as people who only study--and both groups can see themselves as human beings first and role players second, a new dimension in the educational process will take place.

Finally, the needs of all participants in human relations are the same regardless of position or life role. Sidney Posin identifies eight closely related needs that combine to determine human behavior in groups: "to be loved, to be accepted, to be recognized, to belong, to

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[23]Clark Moustakis, Alive and Growing Teacher (New York: Philosophical Library, Inc., 1959), p. 18.

[24]Sidney Posin, "The Child in the Group," Camp, The Child's World (Martinsville, Inc.: American Camping Association--Galloway Publishing Company, 1962), p. 23.

achieve, security, adventure and personal integrity."[25] An individual seeks to satisfy these needs as part of his process of self-discovery and self-realization. Whether in a group, with two or three people or in a one-to-one relationship, the interacting individual strives to have his needs met and, hopefully, learns to respect and respond to the needs of others.

Contributions of the Outdoor Setting

The final aspect for consideration is the contribution of the outdoor setting. Many references are made about the use of the unique nature of the outdoors; few attempts are made to define this uniqueness. There is a basic assumption among outdoor people that it is good, but hard to define. L. B. Sharp offered the thesis that:

> that which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom, in contact with native materials and life situations, should be learned there.[26]

This statement, however, applies equally to any well-planned field trip. Kilpatrick joined the meaning of education and the outdoor experience in his summation of learning:

> We learn what we live, only what we live, and everything we live. We learn each thing we live as we accept it to act on

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[25] Ibid.

[26] L. B. Sharp, "Basic Considerations in Outdoor and Camping Education," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), p. 45.

> and we learn it in the degree that we count it important and also in the degree that it fits in with what we already know.[27]

Wheeler and Hammerman considered:

> The importance of the outdoor educational setting in developing desired human behaviors lies mainly in its broad array of natural instructional materials, and in its potential for a diversity of human arrangements not ordinarily available or possible in the usual classroom environment.[28]

These three quotations are samples of the implication, but not the definition of the uniqueness of the outdoor setting. All agree on what education should contain, in the classroom as well as out of it. Then what really makes the outdoor setting different and worthy of special consideration?

Hazzard[29] comes close to isolating those factors which, to him, make the outdoor setting unique. He refers to these as the spiritual values of camping; spiritual, not in the sense of the teachings of specific religious groups, but rather in terms of the deeper aspects of finding an orientation to the Supreme Being and to fellow men. In his article he identifies two major aspects of camp that

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[27]W. H. Kilpatrick, "The Role of Camping in Education," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), p. 32.

[28]Wallace Wheeler and Donald Hammerman, "What is the Educational Potential in the Outdoor Setting?," in Outdoor Education--A Book of Readings, ed. by Donald R. Hammerman and William M. Hammerman (Minneapolis, Minn.: Burgess Publishing Company, 1968), p. 9.

[29]Hazzard, "Spiritual Values in Camping," pp. 45-50.

cause this to occur. The first is the closeness of the individual to nature and the second is the experience of harmony and order in the setting. For the subject oriented teacher the outdoors provides the material about which books are written; for the recreationally minded it provides space and facilities for enjoying and learning skills; for the social and democratic-living experiences it causes a togetherness of the participants and the need for sharing and cooperation that goes with community living. For the person interested in human relations the outdoor setting provides a demonstrated background of openness, inter-dependency, harmony of species and space for growth.

This flexibility of the outdoors offers without cost, materials or red-tape, the environment for small and large group gatherings; the safety of a community; constantly changing sights and sounds that challenge the creative instinct of the observer. Greater than these external factors, however, are the lessons learned <u>in</u> the world of nature.

Man is a growing creature and, just as flowers, trees or birds will grow to full potential given the proper conditions for the specie, so will man. Man is a member of a specie, but is uniquely different from each other member of that specie. Development of his own ultimate being is based upon his ability to study the patterns, order and harmony of the natural world and his ability to

make use of these factors in determining his own route toward individual fulfillment. Two areas in particular are relevant in considering the outdoor setting as a learning tool in human relations. The first is the lesson learned from giving attention to the specific environment and climate necessary for each specie and sub-specie of life, and the affect of variations from the optimum conditions on the growth of the living thing. The importance of this principle in working with people is unmistakable. It eloquently points out the necessity for the individual to strive to find his own best environment. The second principle to be drawn from exposure to the natural setting is the intricacy of relationships among all living things. The lessons of interdependency are directly translatable to the human group coming to the outdoors. The ability of a group to exist and grow within a somewhat similar general environment must not overshadow the fact that each member of the group is drawing on something different within the environmental setting; and, alterations of the pattern by one element in the environment (as the teacher with the class) can have a direct and major influence on all of the members of the group. The uniqueness is, perhaps, that these principles can be studied and lived without being 'taught.'

Education has a major responsibility in providing for the growth of 'self' of the students within the program

and the appropriate method for meeting this responsibility is through opportunities for interaction with people and environments. Of primary concern in this endeavor is the relationship of the teacher and the students. The uniqueness of the natural setting of the outdoors provides an excellent background for learning about and experiencing human relations.

Rationale For Selection of Criteria

The rationale for the selection of the criteria is based upon observable behavior patterns of the teacher that implement the determined standards of performance. The criteria must relate to conditions that further the opportunities for interpersonal relationships between the teacher and the student(s) during the outdoor experience. From investigation into the various fields of study relating to the problem it is possible to establish factors affecting these relationship conditions. These factors, and the reason for inclusion, are:

1. Positive thinking about teacher-student relationships--unless this is seen as important in the educational process and is approached in a positive manner, little is expected in the way of meeting the goal.

2. Preparation of the teacher for the outdoor experience--confidence and relaxation in the outdoor setting will free the teacher for attention to the major purposes of the experience.

3. A truly combined teacher-student effort in planning, executing and evaluating the experience--teacher involved with students in these activities provides opportunities and purposes for interacting with students.

4. Contributions of the teacher as a person to the activity--if relationships are to be enhanced, the students must be able to relate to a person, not a position.

5. Provision of time and space for personal relationships--the development of relationships cannot be placed as a 'subject' in a daily schedule, nor can it occur adequately only in large groups.

6. Establishing sufficient structure in the experience to remove any possible threats resulting from the newness of the setting, fear of too much freedom, or the potential of the relationship--some structure is needed to give order and direction to the experience and to offer security within the experience for both students and teachers.

These conditions provide direction for translating objectives into criteria.

The Process of Developing Criteria

Effective criteria for evaluating teacher performance must be developed in relation to the general program objectives and the teacher's responsibilities. A five step process has been used to develop specific criteria. For illustrative purposes, the following shows the procedure used in moving from a general objective of Outdoor Education to an evaluative criterion of teacher performance.

General Objective: To establish conditions that foster change of a positive nature in teacher-student relationships.

Specific Objectives:
a) To identify factors in the master planning that have an important affect upon teacher-student relationships and to design the planning to facilitate these relationships.
b) To identify and design experiences to effect specific changes desired.
c) To identify and to provide conditions in the experience that the classroom teacher can effect.

Job Description of the teacher in relation to (c) in Specific Objectives:

Provide proper conditions for fostering positive relationships with students in your class during the resident outdoor experience.

Division of the time elements of the experience into activities before, during and after the outdoor activity:

"During the experience"--

A Standard of Performance in this period is:

"to be an active 'learner'"

The criterion, or how well has the task been performed:

What is an active learner?
To learn, one must be exposed to something new. If we are concerned with relationships then this learning must occur in company with at least one other person. This doesn't mean it has to be 'taught', but can also be a shared learning through observation or experience. Further, as student-teacher relationships are the focus, the learning should occur with one or more students in the class.

Criteria meeting this definition:
--participate in a planned learning experience with one or more students

or

--learn at least one activity or skill taught by one of your students

> Criteria should be observable or describable and, for help to the teacher, behaviorally stated. Both of these criteria meet these requirements.

The general and specific objectives and the job description are usually provided as part of employment. In some instances the standards of performance may be included. If this latter is not, it should be included in the discussion between the teacher and the supervisor at the same time the criteria are determined. It is important that the criteria are established by those most directly involved in the evaluation. This insures that both parties understand the intent of as well as the words of the criteria.

Summary of the Responses to the Experimental Guide

To explore the feasibility of developing criteria capable of serving as behavioral guides and as the basis for evaluation, an experimental guide was prepared and distributed to a number of persons.[30] Criteria were developed that seemed to meet the needs of a variety of outdoor education programs. Responses were received from teachers using the form in an actual experience, administrators of programs in operation and from persons involved in outdoor education but not in a program at the moment.

A polarization of responses occurred in one major area: the criteria relating to student involvement in

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[30] A copy of the Experimental Guide is found in Appendix D.

planning the program and carrying out the program. At one extreme is the contention that fifth and sixth grade students are not capable of determining program interest and pursuing them in a setting that is not highly structured; at the other end of the continuum are those who see student planning and student motivation in carrying-out the program as a primary benefit of the experience. The emphasis of the program is not the determining factor as schools at both extremes were ones in which subject content--science and conservation--served as the basis for the outdoor experience.

Not as markedly defined, but parallel, is the difference seen in the involvement of the classroom teacher. This ranged from teachers totally responsible for planning with their students to ones who were removed from all active contact with their classes during the experience. Schools deemphasizing student involvement also indicated it was hard or impossible to have teachers either be involved as 'learners' or pursue personal goals. Those schools stressing student involvement found it was fairly easy and beneficial to have the teachers assume these additional postures.

Administrators indicated that seeing the teacher in relationship to the class during the experience was the hardest area to incorporate, but one of the areas that was seen as most beneficial to the program. The criteria

assigned to guide the teacher in planning and preparing was seen as the easiest area to incorporate into existing programs.

There was consistency in suggestions to delete two specific items; one calling for observation of apparent forbidden topics of conversation and the other the criterion relating to study of reasons for stopping activities. No particular reasons were given for the suggestions. However, in considering the two points the author realized that they are more indicative of supervisory conversation than evaluative criteria.

The impression is received from a large number of the respondents that there is no need for this type of concentration in the area of teacher-student relationships. In all cases where this was noted the reason was the same--the environment just naturally promotes the relationships. As this subject has been discussed elsewhere in this study, no additional comments will be made here.

It generally is agreed by the respondents that this type of guide might contribute to improvements in relationships. Some reasons noted are: increased informality; increased awareness; a checklist for the teacher to use as a reference; and the highlighting of types of situations in which teachers can become better acquainted with students. The responses of the three categories of persons were quite

similar. Another reaction shared was that resistance to its use was possibly due to the length, not content, of the instrument.

Overall response indicated that a guide of this type can be used by teachers and administrators, that there is a concern in the relationship field but it is seen as solved through the setting, and that the attitudes of individuals and administrators, not the program emphasis, determines the role of teachers and students in the experience.

Overview

The concern of this study is the relationship between the teacher and students in a class participating in a resident outdoor education program. Within this broad concern, focus is directed to those conditions that would be appropriate to enhance this relationship. In the hope of making a contribution to this field of study, the determination was made to prepare a model tool for use by the teacher in the resident outdoor education program.

Extensive reading was undertaken in the various disciplines and fields that contribute to the focus of the study. Examination was made of material relating to the individual, the educational objectives, the classroom setting, and the roles of the teacher. The fields of social work and interpersonal psychology provided ideas for

consideration regarding informal groups and human interaction. Background information and guides for planning were found in literature relating to outdoor education, camping and nature. In addition to serving as a review of relevant and current information, the readings were a source for determining items to be included in the investigation of current practices and for the final selection of criteria.

The review of related literature served to isolate conditions that affected human relations in a resident outdoor educational setting. An initial survey of materials from outdoor programs indicated a lack of attention to the teacher-student relationship and a lack of situations that would afford good conditions for relationships. To further explore the problem a questionnaire was devised to secure more detailed information about the organization and operation of resident outdoor programs being offered. The questions were formulated to identify various facets of the selected relationship conditions. The questionnaire results confirmed what had been indicated in the survey of the brochures, namely that teacher-student relationships were not of primary concern in planning and that conditions existing were not generally conducive to promoting them. The responses, also, provided information about the different methods of planning and organizing which proved helpful

in preparing criteria that would be usable in a greater number of programs. An experimental guide, including criteria and suggested usage, was presented to several teachers in resident outdoor programs for trial use and to administrators and teachers associated with outdoor programs for comments and suggestions. The results of the trial use and the information received from the individuals examining the guide were incorporated into the final evaluative tool.

The instrument resulting from this study is planned to give behavioral guidance to the teacher in the program as well as to serve as an evaluative tool. With this in mind the model teacher evaluation form is divided into conditions affected by activities before the outdoor experience, during the experience, and following the experience. In each of these three categories behavioral objectives have been established within the broad goal of enhancing conditions for positive change in relationships. Evaluative criteria are designated for each of the listed behavioral objectives. By combining these points a single instrument can serve the dual task.

Despite the fact that there is much concern today about the individual in society and the role of the educational process in meeting the individual's needs, little has been done to give direction to the teacher on how to approach the problem. Specific suggestions for meeting some aspects of the problem are found in a variety of

fields. It is necessary to draw from all of these fields in seeking solutions for aiding the teacher in meeting the obligations of education.

CHAPTER IV

CRITERIA FOR TEACHER EVALUATION

Can the resident outdoor education experience actually contribute to enlarging the dimensions for positive change in teacher-student relationships? Yes it can--but only if those responsible for planning and organizing the program consider it important. The outdoor setting is a natural one for interaction of people as a result of the group living situation and the setting. What happens to the relationships and as a result of them is directly related to the goals established for the program.

Without setting objectives and developing effective methods for carrying out these objectives, program results are left to happen-stance. The truth of this is accepted by outdoor educators--partially. The areas of concern most frequently included in the preparation of teachers for the outdoor program indicates those objectives receiving concrete attention.[1] These areas are subject matter, housekeeping procedures, understanding of objectives and

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[1] An analysis of teacher preparation material is found in Appendix C.

conduct determined by policies and rules. The teacher-student relationship question generally is handled by the comment that it is just natural and that the outdoor setting is conducive for human relation development. It is this author's contention that positive relationships require the same attention in planning and preparing as do the academic areas if there is to be a successful change.

> The resources of the camp will be thought of as a rich medium in which the emerging personality may stretch, grow, and exercise; the people who surround the camper are his coaches and helpers, concerned and helpful, always looking for this new exercise of personality, . . . But such natural methods are achieved, paradoxically, only through considerable care and planning, and much difficulty.[2]

Objectives are met in three manners: automatically, fortuitiously, and planned. It is time that teacher-student relationships become part of the planning for the outdoor education experience.

To plan effectively for meeting objectives in human relations, one must be cautious not to infringe upon the uniqueness of the individuals involved. The teacher in this educational setting must be permitted to express individual authenticity. For this reason, techniques and methods of relationship development are not included in the planning. Further, it is important that the teacher can respond to each individual student's uniqueness. In order to facilitate the teacher-student relations, freedom must be provided

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[2]Richard S. Doty, Character Dimensions of Camping, p. 52.

within which human interaction can occur. This freedom for action must be part of the structured experience designed to meet the objective.

It is a difficult task to plan for and evaluate a desired objective if it is stated in terms that are too broad in meaning. For this reason it is advisable to develop specific objectives that will better define the problem or purpose. The general objective being considered here is "To enlarge the dimensions for positive change in teacher-student relationships." Within this is the important question of conditions conducive to fostering relationships. To meet the 'conditions' aspect of the relationship objective, the following specific points need to be considered by the teacher:

a. to gain a positive feeling regarding the resident outdoor experience
b. to work with the students in--
    1) general planning
    2) determining goals and behavior
    3) planning use of facilities
    4) considering questions of evaluation
c. to contribute to the outdoor experience
    1) professionally
    2) personally
d. to be an active 'learner' during the activity
e. to encourage 'openness' in conversation with students
f. to use time more effectively
g. to become 'forgetful' of classroom routines
h. to participate in evaluation with students
i. to bring back and use new ideas and skills to the classroom

GUIDE FOR EVALUATION

Teacher Effectiveness in Establishing Conditions for Positive Relationship Changes

Below are listed nine specific objectives relating to conditions necessary for creating positive changes in teacher-student relationships. The performance of the classroom teacher will determine whether or not these conditions are effected. For each specific objective criteria are suggested by which the teacher performance may be evaluated. Space is provided following each objective for the addition of other criteria selected by the teacher and supervisor or for replacement of ones not feasible in the particular situation. The criteria provided are phrased in such a manner as to function as behavioral guides for the teacher, in addition to use in evaluation. To assist in the use of the criteria as behavioral guides, indication is given to performances done prior to the resident outdoor experience, during the program and following the experience.

Teacher Objectives	Criteria for Evaluation
Prior to the Experience	
a. to gain a positive feeling regarding the resident outdoor experience	1. become acquainted with camp site. 2. participate in meetings and workshops pertaining to outdoor education. 3. talk with teachers and/or students who have participated in the outdoor program. 4. establish personal goals for the experience--include ideas of what YOU, as a person, would like to do. 5. participate in an overnight camping experience at the site. 6. 7.
b. to work WITH students in-- 1) general planning	1. prepare a list of academic and non-academic interests and activities. 2. encourage students to correspond with other groups that will be at the site at the same time. 3. understand the policies and procedures that are to be used. 4. determine individual as well as group interests. 5. determine what methods of grouping of students will be used during the outdoor experience. 6. 7.
2) determining goals and behavior	1. establish priorities for class and individual interests and needs. 2. prepare a schedule that would meet these goals. 3. discuss behavior needs in the group living situation and a behavior code for the experience. 4. 5.

Teacher Objectives	Criteria for Evaluation
3) planning use of facilities	1. discuss the nature and use of the facilities and resources that will be available. 2. select those needed to carry-out the class goals. 3.
4) considering question of evaluation	1. discuss the reasons for evaluation. 2. become acquainted with evaluative tools used in the program. 3. prepare any evaluative tools desired by the class for their own use. 4.
<u>During the Experience</u>	
c. to contribute to the outdoor experience--	
1) professionally	1. develop teaching approaches that make use of natural materials. 2. become acquainted with the content of the areas of interest indicated by the class. 3. give instruction to class as appropriate. 4. provide other on-going professional services, i.e. academic aid, guidance, class decisions, etc. 5.
2) personally	1. dress appropriately while in camp. 2. participate in planned class recreational activities.

Teacher Objectives	Criteria for Evaluation
	3. share a hobby or special skill with students. 4. carry-out a personal goal 5. 6.
d. to be an active 'learner' during the experience	1. participate in at least one new activity. 2. learn at least one new activity or skill taught by a student. 3. participate in opportunities provided by consultants. 4.
e. to encourage 'openness' in conversation with students	1. list topics discussed with students that usually would not be included in classroom discussions. 2. identify new information gained through informal conversation about the students in your class. 3. identify examples of better student understanding of you as a person. 4. 5.
f. to use time more effectively	1. schedule 'free-time' (not announced) in which you are able to be with and around students in an informal manner. 2. assist students in finding time for personal interests 3. identify the use that was made of time spent walking to and from activities. 4. 5.

Teacher Objectives	Criteria for Evaluation
g. to become 'forgetful' about classroom routines	1. make an effort to reduce required written assignments. 2. try different methods of organization for instructional purposes. 3. develop alternate methods of travelling in camp to the "total class" method 4. use natural rather than reading research methods 5. 6.
Following the Experience h. to participate in evaluation with the students	1. review the purpose of evaluations and complete those used in the program and those designed by the class. 2. study those designed by the class to see if they meet the desired purpose. 3.

CHAPTER V

CONCLUSION

Summary

In the area of relationships, as well as other curricular areas, directives, guides and techniques must be provided to assist the teacher in reaching the maximum potential of the educational experience. Planners of outdoor education programs put much time and attention on rules, housekeeping procedures, scheduling and subject-content material to assist the teacher. The question must be asked, why do these educators not see the need to offer the same assistance in the realm of teacher-student relationships? Work done in several fields show that affective learning can be facilitated through the same approaches used in cognitive learning by stating objectives clearly, planning and preparation, and evaluation.

The initial responses to this study of relationships are generally favorable. It is acknowledged that human relations and social living are a part of the majority of resident outdoor education programs. Those persons participating in the review of the experimental guide feel that a tool of this nature would assist classroom teachers by

providing them with a procedural list of "things to be aware of" and with an opportunity to check their progress in meeting the goals. The implementation of a guide for use in reaching better teacher-student relationships depends upon the administering officials and their decision about the importance of this area in the program.

Need for Further Research

A need for further research is seen in three areas; relationship changes, adaptation of the instrument to meet specific needs, and the preparation of outdoor education leaders.

1. Relationship changes should be examined through both short and long term longitudinal studies. These studies could determine the degree of the teacher-student relationship changes and the duration of the change. Additional study is needed, also, to examine which aspects of interpersonal relations are affected, and which are not, through manipulation of external conditions.
2. Adaptation of the evaluative guide for specific purposes is another indicated study area. Major emphasis is needed to see if conditions can be effectively incorporated in programs stressing subject matter. Adaptation of a guide for condition control should

be explored for use in reaching isolated needs in relationships as well as overall changes.

3. Study of the preparation of both classroom and administrative leaders of outdoor education programs is indicated if real changes in human relationships is to be effected. Preliminary research is desireable for examining the background of those leaders who effectively provide conditions for relationship development. An in-depth study of practices used to prepare classroom teachers for the outdoor experience would be important. Research in the methods of selection and preparation of administrators would provide further insight to these educational programs.

Reflections

Are the references to the belief in and the objective of human relations in outdoor education real, or are they merely inserted to meet popular concepts? Is this a question of just outdoor education, or is it applicable to all educational programs? The printed material examined and the responses to the questionnaire and the guide leaves one with the feeling that the interest is not real. While there is ample evidence of concern for having programs function smoothly by establishing rules and carefully

scheduling programs, there is no such evidence in regard to teacher-student relationships. Is this reflective, also, of the classroom situation? If teachers were accustomed to regular positive interaction with their students, this phase of educational activity should appear in all programs. The more basic question seems to be, then--how do teachers learn to desire and actively participate in meaningful relationships with students?

'The outdoor setting naturally promotes good relationships among the participants.' This belief was the most prevalent one among the responses in the study. But, does it? No, rather it provides an opportunity for good relationships. Educators interested in outdoor programs plan carefully for use of the setting in promoting science, social studies, the arts, outdoor skills, etc. How can these same educators be brought to see that the setting is good for relationship growth in the same way--through careful use of the setting? Perhaps they need to look to their own lives and examine the circumstances in which they received their positive feeling about the outdoors; what were they doing? who were they with? what was most meaningful?

Another question that arises is what and how children learn in the outdoor setting. This is indicated in the varying amount of importance placed upon scheduling and supervision in outdoor programs. The crux of the problem

seems to lie in why adults want to take children to the outdoors. Is it to learn to experience nature? or, to live in the outdoors? or, to have new experiences? or, to supplement the regular academic program? The more activity-oriented is the program, the greater the need for scheduling and supervision is seen. Most programs indicate a desire for the student to have a generally good outdoor experience. What is needed seems to be an exploration of what children do, how they function, and how they grow when allowed to discover the natural world as children. This would provide valuable help in developing a real outdoor experience within the educational program.

What is the place of evaluation in outdoor education? It generally seems to identify positive reactions (for public relations?), questions about procedures and rules and academic achievement. Evaluation of the teacher's part in the program seems non-existent. If the teacher is the key to the success of any educational endeavor, should there not be an evaluation made of the teacher's effectiveness in the program? Evaluation based upon observable and describable criteria is a practical tool for operating and improving a program. Time spent in preparing and carrying out such an evaluation is time well spent. It is possible that the result would be the discovery of available time to work with students during the outdoor experience through the elimination of time-consuming procedural routines previously done.

At the same time a prepared evaluative guide can be viewed as an evaluative tool, a standard to be attained, or as a model. It is the author's hope that the evaluative guide presented here is used as a model rather than as a standard or an immediate tool. Two reasons prompt this feeling. The first is the need to adapt any guide or tool to the particular situation in which it will be used. The diversity in outdoor education programs makes it impossible to arrive at one set of criteria that would be applicable to all. The second reason grows from the belief that the value of any guide, particularly an evaluative one, results in large measure from the individual contributions to it of the supervisee and supervisor. Even within the same outdoor program, the measurement of the success of each teacher is an individual matter and a standard of performance for all teachers negates unique individual contributions.

A Final Statement

The teacher holds the key to all that goes on in any educational program. Knowledge of subject matter, skill in using educational aids and maintenance of physical surroundings conducive to learning are all important. The relationship of the teacher to each student in the class, however, overshadows all other points. This dictates that the teacher must be a real and growing person and that each student is received as a real person.

> The teacher is a guide on the learning journey. . . . He sets the goals, establishes the limits of the trip in terms of the students' needs and abilities, determines the way to be taken, enlivens and enriches every aspect of the journey, and evaluates the progress. All of this is done in closest cooperation with the fellow travelers, but the teacher will be the chief influence in every aspect of the journey.[1]
>
> A guide on a learning journey has the respect and confidence of those on the trip. They believe in him because of his knowledge, experience, and skill but also because of his intense and sincere interest in the meaning and significance of the journey for himself and for the other travelers. Most of all they believe in him for what he is, wishes to be, and is becoming.[2]

The 'learning journey' into human relations is the most vital part of the trip, and the teacher must call upon all personal and external resources to make this journey most fruitful.

It no longer can be assumed that positive change in relationships will occur automatically. Emphasis must be placed upon the study of the nature of human relations in the educational process and upon the discovery of the most effective means for enhancing these relations. Further, guidance for implementing this goal must be provided to the teacher for use, not only in the resident outdoor education program, but in all phases of the educational

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[1]Earl V. Pullias and James D. Young, A Teacher Is Many Things (Bloomington, Inc.: Indiana University Press, 1969), p. 33.

[2]Ibid., p. 42.

experience. Only through the concerted effort of all persons involved in the education of youth can human relationships be placed in proper perspective in education and can inclusion of relationships in the program become meaningful.

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APPENDICES

APPENDIX A

SCHOOLS INCLUDED IN THE STUDY

SCHOOLS INCLUDED IN THE STUDY

The following respondents to the questionnaire were selected for inclusion in the study based upon criteria determined. Schools starred (*) indicated an interest in and were sent a copy of the Experimental Guide for use and reactions. Selections here are made to secure a geographic distribution and to have a balance between schools with total system planning and varied planning methods.

California:

*Artesia--ABC Unified School District
East Whittier--East Whittier City School District
Long Beach--Long Beach Unified School District
*Merced--Merced County Schools
*Mojave--Mojave Unified Schools
Santa Clara--County of Santa Clara Schools
(3 outdoor campuses)
San Diego--San Diego City and County Schools
Stockton--San Joaquin County Schools
*South Whittier--South Whittier City School District
Hawthorne--Wiseburn School District
*Yuba City--Uba City Schools

Colorado:

Denver--Adam County School District #14
*Denver--Jefferson County School District R-1

Connecticut:

*West Hartford--Webster Hill School

Hawaii:

*Honolulu--Lanikai Elementary School

Illinois:
Rockford--Rockford Public Schools

Iowa:
*Cedar Rapids--College Community Schools

Maryland:
Westminster--Carroll County Outdoor Schools
Frederick--Frederick County Schools
*Bel Air--Harford County Schools

Massachusetts:
Newton--Newton Public Schools

Michigan:
*Battle Creek--Battle Creek Public Schools
Bloomfield Hills--Bloomfield Hills Schools
*Lamphere--Lamphere Public Schools
*Lansing--Lansing School District
Walled Lake--Walled Lake Consolidated Schools

Missouri:
*Clayton--Clayton School District
*St. Louis--School District of University City

Montana:
*Alberton--an elementary school

New Hampshire:
Wilton--Wilton Public Schools

New Jersey:
*Ridgewood Public Schools

Ohio:
Cleveland Heights--Cleveland Heights/University Heights School District
*Yellow Springs--Mills Lawn and John Bryan Schools

Rhode Island:
*Cranston--Cranston School Department

Utah:
*Salt Lake City School District

Washington:
Seattle--Granite School District

Wisconsin:
*Manitowoc--Manitowoc Public Schools
Waupun--Waupun Public Schools

APPENDIX B

SCHEDULES AND FORMS USED IN GATHERING THE INFORMATION

Letter Accompanying the Questionnaire

1525 Ridgewood Drive
East Lansing, Michigan 48823
May 21, 1969

Your cooperation is solicited in a study which examines conditions existing in resident outdoor schools (school camping) that provide opportunities for positive change in student-teacher relationships. It is hoped that a practical and useful guide for planners and classroom teachers will result from this study. There is very little, if any, research in this aspect of outdoor education and Julian W. Smith has endorsed and is cooperating in this study.

We realize that there are many requests from schools for information on outdoor education programs, but believe this type of study will make a significant contribution to the quality of outdoor education programs.

In order to examine the current practices, names of school systems providing resident outdoor programs were chosen from a list compiled by the AAHPER Council on Outdoor Education and Camping. Names were chosen on the basis of geographic distribution, community size, length of operation of the programs, and the age groups served. As a result, your school system was selected as one of 96 meeting the objectives on the basis of the information available.

Enclosed is a questionnaire that seeks to explore current practices in regard to some of those conditions that affect student-teacher relationships. It would be appreciated if you, or the appropriate member in your school, would complete and return this questionnaire before the end of this school year. Due to the small sample number it is very important that replies be received from as many schools as possible.

If your school has printed materials for use by the classroom teacher and/or the planners of resident outdoor education programs, it would be most helpful if you could send a copy of these in addition to the completed questionnaire. This material would be used for the study and then would be added to the existing files of the Outdoor Education Project of the American Association for Health, Physical Education, and Recreation.

A stamped return envelope is enclosed for your convenience. Thank you for your assistance in this study.

Sincerely,

/s/ Charlene L. Vogan

Charlene L. Vogan

Julian W. Smith, Director
AAHPER Outdoor Education
Project

Name of School or School System_____
Name & Position of person filling in the Questionnaire

_____

QUESTIONNAIRE
"Conditions Affecting Student-Teacher Relationships in Outdoor Education"

I. General Information
School grade(s) participating_____ Average class size_____
Does the classroom teacher accompany each class? _____
Is there usually more than one class at the site at a time? _____
If yes, do they - (check primary method) work as separate classes_____
mix for all activities_____ mix for some instruction_____
mix only for recreational activities_____?

The average length of stay includes_____(number) of nights.
The site can hold a maximum of_____ students plus staff.

The personnel at the site includes: (check all appropriate ones)
classroom teacher_____ special consultants_____ other_____
site director_____ student teachers_____ (specify)
core staff_____ older students_____
selected parents_____ coordinator of outdoor education_____

In general, scheduling, selection of consultants, timing, and planning is done- (check which) for the total school system_____
by each school participating_____ by each class_____

II. Teacher Preparation for the Outdoor Experience
Do classroom teachers have special help provided prior to the camping experience? _____
If yes, is it - at the site_____ in the school setting_____?
is it - required_____ voluntary_____?
Is a printed guide available to teachers prior to attending camp? _____

If either special preparation or a guide is used, please check below those areas that are included:

Preparation	Area	In Guide
_____	Activities for specific subjects	_____
_____	Methods of planning with class	_____
_____	General & specific objectives of the program	_____
_____	Housekeeping routines	_____
_____	Policies & rules	_____
_____	Unique aspects of outdoors	_____
_____	Development of student-teacher relationships	_____
_____	Discipline procedures	_____
_____	Maps & charts	_____
_____	Suggestions for recreation	_____
_____	Evaluative tools	_____
_____	Other	_____

(If you were not able to send printed material, please mention other areas)

III. Staff

A. If there is a site director and/or core staff: (check appropriate areas)
Do they meet with the classroom teacher prior to the camp experience?_____
Do they meet with the class prior to the camp experience? _____
Do they have a major (over 50%) teaching role with the class?_____
Is it their responsibility to establish schedules and timing?_____
Is it their responsibility to arrange special activities?_____

B. If special consultants are used:
Are they in attendance for each class that goes camping?_____
Do all students meet with them?_____
Is their primary role to - teach the class_____ consult with the teacher_____ go with teacher and class as consultant_____?

C. If the classroom teacher goes with the class:
Does he or she primarily -
remain in charge of all class activities_____
work only in specific subject areas_____
accompany and observe the class in activities_____
serve as coordinator and handle inter-pupil difficulties_____
other (specify)_____

If more than one class is in attendance at the site, does the classroom teacher primarily -
work only with own class_____ observe student groups of mixed classes_____
teach in special areas_____
serve as a consultant in a special area_____

IV. The Class

A. Planning: place one check by those areas included and TWO checks by the primary planning method -
setting objectives for the experience_____ scheduling activities_____
planning recreational activities_____ selecting activities_____
planning activities to supplement a given schedule_____ other_____

B. Participation: check once if used, TWO checks if the primary method -
by total class group_____ self-determined small groups_____
teacher assigned small groups_____ core staff determined groups_____
selected individual activities_____ different groups for different activities_____
mixed in groups with other classes_____

V. Evaluation: check method(s) used -
teacher_____ parent_____ student (individual)_____
student (class or groups)_____ site staff_____
special consultants_____ other_____

VI. Major Purpose of Your Outdoor Education Experience: check most appropriate -
emphasis on one or two subject areas _____ general curriculum enrichment_____
social-living experience_____
human relationship experience_____

***** ***** *****

NOTE: Would you like to receive a summary of the questionnaire results?_____

Would you (or another staff member) be interested in using the Student-Teacher Relationship Guide experimentally next fall--for teacher reaction?_____

Letter Accompanying Experimental Guide

1525 Ridgewood Drive
East Lansing, Mich. - 48823
Oct. 24, 1969

Dear

Thank you for taking the time and effort to complete and return the questionnaire you received last spring regarding your school camp program. The information acquired is most interesting and is providing some guidelines for future study.

Enclosed is a copy of the preliminary findings of the study. While there were some important differences noted, perhaps the outstanding thing seen is that there are many ways of approaching and successfully meeting the needs of outdoor education. A more complete analysis of the data is being done to be included in a final paper.

You indicated an interest in testing the experimental guide for improving conditions to meet student-teacher relationship needs. Enclosed is a copy of the experimental guide. I would appreciate it if you would make it available to one of your 5th or 6th grade teachers for use in planning the next outdoor experience this fall. Attached to the guide are suggestions for use of the guide and reporting page for the teacher reactions. In order to have a useable evaluation it is important that responses from the teacher be returned. These responses should be back to me by January 10, 1970. If, for any reason, this will be impossible, please let me know. The date in January will allow the teacher to complete the project prior to the December holidays. A stamped, self- addressed envelope is enclosed for your convenience.

Your assistance in this study is greatly appreciated. The responses to the questionnaire showed interest and concern in this area of outdoor education across the country. Thank you again, for your contribution to this study.

Sincerely,

/s/ Charlene L. Vogan

(Miss) Charlene L. Vogan

Experimental guide - developing conditions for positive change in student-teacher relationships

The guide has been developed with the hope that it will, ultimately, accomplish two goals: first, it will provide a guide to the teacher in creating conditions appropriate to positive student-teacher relationships; and second, it will provide a reasonable criteria for evaluating the teacher's performance in creating the conditions. The criteria, then, are established as items which can be examined to see if the given task (the creating of the conditions) has been carried out as part of the overall goal- or objective.

The experimental guide includes several parts. The first is a statement of objectives used in building the criteria. As there is not consistency in the objectives set forth by various camps, it is important that the base be established from which I was operating. The objective being considered is identified in both general and specific terms.

At the end of the guide is an extra enclosure. Since the classroom teacher is limited in some instances in being able to actually set the conditions he/she might desire, five areas of involvement of administrative planning have been identified. Along with the identification are suggestions of ways in which the administrative planners might assist the teachers in reaching optimum conditions for working with her students. Allowance is made in the Reaction Report for these areas. It is not considered that alterations will be made in administrative planning for the purpose of this study.

Use of the Experimental Guide

While the criteria are designed to be used in an evaluative manner at the completion of this study, their purpose for use now is to get reactions to them from classroom teachers working with students in the outdoor programs.

In using the criteria, then, teachers at this time should consider each item as a behavioral objective and try to determine if it has relevance to the experience, provides suggestions for new ways of preparing for and operating in the experience, and gives non-threatening help.

The steps to be used could be given as follows:

Step 1 - Mark the items listed in the criteria which you cannot do the planning and structure in your specific situation.

Step 2 - Mark those items which are already a part of your procedures.

Step 3 - Proceed through the remaining items--attempt each one of the new steps--while continuing with those listed that you already perform.

Steps 1 and 2, when marked, can be transferred directly to the reporting form.

The date for the return of the report forms is January 10, 1970. There is no need to return the experimental guide.

Thank you for your assistance in this study. I hope you will find the benefits of the guide will out-weigh the time spent in it's employment and in completing the reaction report.

REACTION REPORT

For Use With the Experimental Guide

Experimental Guide - developing conditions for positive change in student-teacher relationships.
Return Date - by January 10, 1969.

SCHOOL DISTRICT_____
(Include city- state, please) (School)

TEACHER(optional)_____

School Grade_____ No. of Students_____ No. of nights_____
Was this your 1st outdoor experience_____

In questions 1, 2, and 3--respond by giving the guide identification (i.e. - 1 - b - 5)

1. Identify which of the items you have already been using:

2. Identify those items which you were not able to carry out due to the nature of your situation and/or school planning:

3. In regard to the items that you tried for the first time:
   a. Which were the easiest to incorporate into your program?
   b. Which were hardest to incorporate?
   c. Which ones do you feel need to be deleted or changed?
   d. Which do you feel were the most beneficial?

4. If there are items or general areas you feel should be included in the guide, please note them:

5. Do you feel that these conditions provided any significant change in your opportunity to work with your students? (if you can give a 'for instance' please do)

6. Can you identify what seem to you to be the greatest 'blocks' in developing student-teacher relationships either in schools or during the outdoor experience?

APPENDIX C

SUMMARY OF RESPONSES

General Information from All Questionnaire Respondents

The following is a summary of all responding to the questionnaire regarding general organizational factors. The reporting data is in the form of the percentage of responses.

1. Having a site director--core staff and/or outdoor coordinator 88%
2. Classroom teacher accompanies class 98%
3. Other Staff present:
   - Special consultants 57%
   - Student teachers 50%
   - Parents (for various reasons) 15%
   - Older school students 50%
4. More than one class present at the site (usually). 91%
5. Length of stay:
   - 1 night - 7%
   - 2 nights - 17%
   - day only - 5%
   - 3 nights - 5%
   - 4 nights - 54%
   - 5-6 nights - 12%
6. When more than one class is present the classes are:
   - mixed for all activities 41%
   - mixed for some activities 43%
   - completely separate activities 16%
7. The major planning is carried out by:
   - the school system 55%
   - the individual school 22%
   - the class 5%
   - various combinations 18%

Teacher preparation:

1. Help provided prior to going to camp 74%
2. The training is given: at the school 30%
   at the site 7%
   both 45%
3. The training is required 30%
4. A printed guide (or other material) is provided 76%

The material included in the printed guides and materials were fairly similar.

- 74% . . . include general and specific objectives of the program
- 63% . . . include activities for subjects, housekeeping routines and policies and rules
- 40 - 52% . . . include methods of planning with class, unique aspects of the outdoors, recreation suggestions, evaluative tools
- 23 - 32% . . . include discipline procedures, maps and charts, and development of student-teacher relationships.
- 40% indicate they include additional information.

Summary--Questionnaire Responses of Forty Selected Schools

The primary data study was made on forty responses selected from those forwarded. These were selected on the basis of school grade and number of nights included in the experience. Fifth and sixth grade groups were identified as the most usual grades to have the resident outdoor experience--and these age groups were selected for this survey. A minimum of 3 nights spent at the site was determined as the second criteria. It is felt that the student-teacher relationship would have a better opportunity to be affected with this length of an experience.

In brief the 'typical' program would be described as one in which--

(50% or more of the 40 respondents indicated an affirmative)

a 5th or 6th grade class, with it's classroom teacher, joins other classes at a camp site that is supervised by a site director/coordinator and core staff. The core staff is assisted by older students, student teachers and special consultants.

The classes attending camp mix for all events with the student groups determined by either the core staff or assigned by the teacher. The class will most usually have planned the objectives for the experience and least often have planned recreational activities.

The teacher accompanying the class will have had the opportunity to receive special help prior to going and will have a guide or printed material available for use in preparation. Curriculum enrichment and a social living experience will be the main purposes of the event. In addition 90% of the groups would have special evaluations by students, teachers, and core staff.

Several factors in the picture, however, are confusing. While 90% indicate evaluations are used, only 46% provide material or information to the teachers about evaluations in the preparation. Again while 74% indicate that the classes set their objectives, 74% also say the general and specific objectives of the program are provided in the printed material. These two points indicate a possible inadequacy of this summary through either misinterpretation of the meaning of the questionnaire designer by the respondents or a dual process used in the programs. Other such interesting differences will appear throughout the reporting.

In order to see if there are any factors that greatly differentiate the school procedures detailed studies were made in three areas:

1. Those in which the planning is done by the school system vs. other methods.
2. Those in which all classes are mixed for activities vs. those that combine other methods.
3. Those in which teacher preparation is compulsory vs. those in which it is voluntary.

The highlights and the percentages of these studies follow.

In general terms geographic location of the camp programs did not have any great relationship to the responses. There was noted, however, a similarity among schools in the same state.

General Information--the sample group selected for the study can be described as:

> Having programs having the main purpose of General Curriculum enrichment and a social living experience. They have a site staff, supplemented by consultants, student teachers and older students along with the classroom teachers. The major planning is done for the total school system and more than one class uses site at a given time. The classes attend for 4 nights and mix with the other classes for all activities. The classroom teachers have been provided with prior help on a voluntary basis. A written guide is provided for the teacher.
>
> Eighteen states are represented in the sample--ranging from Rhode Island to Hawaii. More than one school or school system is included from seven of the states. On the average responses from schools in states with a large number of outdoor education programs tended to be more structured from an administrative point of view than the others. In at least one instance this can be accounted for by the state giving the purpose and guidelines for the programs. It can be guessed that in the other such states this similarity results from consultation and discussion among the various school representatives.

In relation to the three categories being studied--method of planning, method of student participation, and method of teacher preparation, there does not seem to be a single preferred combination of approach.

**A particularly interesting feature did appear, however--required teacher preparation was indicated only in programs having total system planning.

The combinations appear in the following frequencies:

Total system--voluntary preparation--mixed classes	25%
Total system--required preparation--non-mixed classes	23%
Non-total planning-non-required preparation-non-mixed	20%
Non-total planning--non-required preparation--non-mixed	17%
Total system--non-required planning-non-mixed	14%
Total system--required preparation--mixed classes	8%
Non-total planning--Non-required preparation, mixed/non-mixed	0%

Due to the methods used in marking the questionnaires a percentage report is being used. For general study of a category, items which were checked by 50% or more of the respondents in that category were considered representative. In the comparisons between categories for special interest purposes a 20% difference between the responses of the two categories was selected.

The three areas considered for separate study were selected on the basis of 1) they seemed to have a bearing on the student-teacher relationship during the outdoor experience, and 2) there were sufficient differences in responses to provide a comparison. Two other areas had been considered as indicative of influencing student-teacher relationships but there was not sufficient differences in responses. These were the presence and absence of a core staff and the attendance of one or more than one class at the site at a time.

Complete Analysis of Responses to Parts III, IV and VI of the Questionnaire

Area	Planning Method		Student Organ.		Teacher Prep.	
	System %	Other %	All Mix. %	Other %	Require. %	Volun. %
Staff						
1. meet with teacher prior	68	77	66	76	77	68
2. meet with class prior	62	50	61	52	54	60
3. 50% teaching responsibility	*60	23	42	48	46	39
4. establish schedule/timing	*82	56	66	78	*81	63
5. arrange special events	*80	47	*55	78	77	60
Special Consultants						
1. present for all classes	44	36	30	48	38	39
2. all students meet with them	40	40	30	48	50	37
3. primary role--to teach class	*36	53	37	48	38	47
to consult with teacher	*12	40	*11	2	12	4
to go with class	*20	40	*17	38	27	30
Classroom Teacher						
1. in total charge of class	*20	53	21	30	27	37
2. work only with some subjects	*12	47	26	29	31	32
3. accompany & observe only	72	60	69	64	69	63
4. coordinate--handle problems	60	53	58	62	*77	48
in joint class groups--						
1. work only with own group	32	33	0	67	*54	36
2. teach special areas	*54	47	32	24	38	26
3. consult in special areas	30	20	*44	20	38	33
4. observe mixed groups	64	50	*68	38	*35	65
The Class						
Planning methods--						
1. set objectives for trip	60	60	63	52	62	56
2. plan recreation	16	20	17	19	*31	21
3. supplement a given schedule	28	40	34	33	31	33
4. schedule own activities	*18	53	21	29	23	26
5. select activities	*28	47	30	38	47	30
Participation methods--						
1. total class, together	28	20	*11	48	28	26
2. teacher assigned groups	30	27	*42	19	23	33
3. individual activities	16	13	17	14	*31	7
4. mixed with other classes	20	13	*36	10	31	26
5. self-determined groups	12	13	11	24	23	11
6. site staff assigned groups	16	7	*37	14	31	19
7. different groups re: activity	12	13	11	19	*31	8
Major purpose of program						
1. special subject emphasis	*36	13	*42	19	23	37
2. general curriculum	*60	87	*57	76	77	60
3. social-living experience	52	60	*37	72	54	56
4. human relations experience	44	40	*26	52	*62	33

*--indicates areas of percentage significance of about 20% or more difference.

Preparation of Teachers

The responding schools included in the study indicated a variety of subject areas were part of the teacher preparation. These were covered through meetings and/or written material.

		Total System Planning	Other Methods
I.	Frequency		
	Most	Housekeeping (100%) Objectives Subject activity Policies & rules	Aspects of outdoors Recreation ideas Subject activity
	Least	Planning methods Recreation ideas Student-teacher relations	Planning methods Housekeeping Evaluative tools
		Classes all mixed	**Various Groupings**
II.	Frequency		
	Most	Subject activity Objectives Housekeeping	Subject activity Objectives Policies & rules Maps & charts
	Least	Evaluative tools Recreational ideas	Evaluative tools Planning methods
		Required Preparation	**Voluntary Preparation**
III.	Frequency		
	Most	Subject activity Objectives Policies & rules Aspects of outdoors Housekeeping (9 of 11 items over 85%)	Subject activity Housekeeping Maps & charts
	Least	Maps & charts Planning methods	Evaluative tools Recreation ideas Student-teacher relations Planning methods

Overall, the areas most frequently included are: subject activities, housekeeping procedures, objectives of the program and policies and rules. Those least frequently mentioned include: planning methods, evaluative tools and recreational ideas.

APPENDIX D

EXPERIMENTAL GUIDE

EXPERIMENTAL GUIDE

Criteria for Evaluating a Teacher's Performance in Effecting Conditions for Positive Change in Student-Teacher Relationships

Charlene L. Vogan
Michigan State University

EXPERIMENTAL GUIDE

Criteria for Evaluating Teacher Performance in Effecting Conditions for Positive Change in Student-Teacher Relationships During an Outdoor Education Experience

Preliminary Information:

If we consider the development of good student-teacher relationships as part of the purpose of an outdoor education experience, it is essential that objectives be established to this effect and that guides for furthering this purpose be made available to the classroom teacher. As the first step in this goal, the following Objectives of Outdoor Education are proposed:

1. To extend the school environment to provide increased opportunities for carrying out on-going classroom activities,
2. To explore the use of outdoor oriented activities that contribute effectively to the motivation and learning in specific subject areas,
3. To establish conditions that foster changes of a positive nature in student-student relationships,
4. TO ENLARGE THE DIMENSIONS FOR POSITIVE CHANGE IN STUDENT-TEACHER RELATIONSHIPS,
5. To encourage the appreciation for, the care of, and activities in the outdoor learning environment.

Next, in order that the general objectives do not remain as just pleasant thoughts, it is important to develop specific objectives around which actual planning can be done.

In this guide the emphasis is placed on the 4th objective--the area of student-teacher relationships. More specifically, as will be seen, special attention is given to the conditions that can affect a positive change in relationships. Once the specific objectives are developed, the major task is ready to be undertaken--the identification of criteria for meeting the determined objectives. The resulting criteria can then become an effective guide for the classroom teacher and can serve as a starting point for evaluating the teacher's success in meeting the objectives.

Establishing Specific Objectives:

--General Objective--

4. To enlarge the dimensions for positive change in student-teacher relationships.

--Specific Objectives--

A. To identify factors in the master planning that have an important affect upon student-teacher relationships and to design the planning to facilitate these relationships,

B. To identify and to design an experience to effect the specific changes desired,

C. To identify and to provide suggestions for meeting those conditions in the experience that the classroom teacher can effect.

While Specific Objectives A and B are not the main focus of this guide, they are included here to provide a more complete picture. In order to serve a purpose they will need to be more fully developed--this will be seen

in the treatment of Specific Objective 3. Item B is definitely the task of the classroom teacher along with Item C. However, the teacher's knowledge of individual students and the class group would be necessary to give Item B any further enlargement.

The master planning mentioned in Item A has a vital affect upon the degree of change which an individual teacher can create. Too often a combination of administrative expediency and a forgetfullness of the unique teacher-class relationship infringe upon the ability of the teacher to help her class gain the maximum potential of the experience. Symptoms of this problem would be: inflexibility in schedule for needs and interests of individual classes; relegation of the teacher to a 'second-class' status at the camp; development of an 'elite' attitude in the core staff and planning group; and lack of acknowledgement of the necessary carry-back role of the teacher in relation to the class. As this area is so vital to the teacher's role, sample entries for a guide in administrative planning are included at the end of this paper.

Development of Specific Objective C--"To identify conditions that the classroom teacher can affect"--and the determining of appropriate Criteria.

Objectives	Criteria
1) prior to the experience:	
a. to gain a feeling of self-confidence and ease about the experience	1. become acquainted with the site to be used 2. have an overnight outdoor experience 3. talk with teachers who have been to the site 4. attend meetings and workshops offered that pertain to the experience 5. to take special steps to prepare for those specific areas in which work will be done on the trip
b. to exhibit sincerity about the purpose of the experience	1. speak in positive terms to associates and students 2. establish personal goals 3. encourage discussion and positive attitudes among the students
c. to seek an awareness of the potential of the experience	1. prepare with students a list of things related to the trip that you could do upon returning 2. read several articles concerning outdoor education 3. talk with students who have been camping and find out what types of things were important to them
d. to work <u>with</u> students in planning	1. work as a participant as well as an adviser 2. explore the various ways of grouping for activities, as well as ideas for individual pursuits 3. include in thinking ideas of what YOU would like to learn and do (as a person, not teacher)

Development of Specific Objective C--continued.

Objectives	Criteria
e. to guide students in determining goals and behavior patterns	1. to prepare, with the students, lists of academic and non-academic things to do 2. work with students in arranging a final list with attention to length of time and major emphasis of the program 3. assist the students in preparing working guides for accomplishing their goals 4. prepare a list of activities that require agreement among students regarding behavior 5. give guidance to the class in determining the behavior to be used and assist them in preparing a copy for each student
f. to assist students in developing evaluative tools	1. talk with the students about the purpose of evaluations 2. guide students in determining what things need to be evaluated 3. work with them in determining appropriate ways to evaluate each area 4. give guidance in preparing the tools for evaluation
g. to assist students in preparing to coordinate activities with other class groups	1. secure the names and addresses of classes and teachers who will be at the site at the same time 2. encourage student representatives to write to the other groups to inquire about their interests and to tell them of your plans 3. invite other groups to participate in activities if the class wishes it 4. help the class to consider areas of events that will require coordinated efforts--such as living space, dining room, etc.

Development of Specific Objective C--continued.

Objective	Criteria
2) during the outdoor experience:	
a. to contribute to the experience:	
1. professionally	1. give some direct instruction to your class as is appropriate 2. prepare appropriate aids, materials, etc. . . . continuation in this area would relate closely to on-going role: academic, student 'counselor', necessary decisions, etc.
2. personally	1. as appropriate in planning, share a hobby with the class 2. participate in planned class recreational program 3. dress appropriately to the occasion 4. carry-out personal interest pursuits, if planned also by the group, and share the interest if student response would so indicate
b. to be an active 'learner'	1. participate in at least one activity as a learner 2. try to learn at least one new thing as taught by a student 3. participate in special opportunities provided by consultants and other resources
c. to encourage an 'openness' about conversational topics	1. try to list the various topics discussed with students during informal conversations--identify those not usually pursued in the classroom

Development of Specific Objective C--continued.

Objective	Criteria
	2. observe co-workers to see if you can find topics that they consider 'verboten'
	3. see if you can list a new--non school oriented--bit of information about each of your students. This should be gathered through conversation, not questioning.
d. to use the available time more effectively	1. schedule yourself 'free-time' and be around and available if students wish to talk with you (doesn't need to be announced)
	2. use a set amount of time each day for personal renewal--walking, coffee, reading, hobby, etc. (this need not be too extensive, but necessary to be at best)
	3. see that each student has un-scheduled time for personal pursuits
	4. consider carefully the time spent walking slowly and talking--identify the values of these unhurried moments
e. to assist students in more effective use of the facilities	1. become familiar with the facilities and resources
	2. go over the available facilities with students and discuss the possible uses of such
	3. prepare the students concerning the rules pertaining to the use of the facilities and interpret the reasons
f. to develop a 'forgetfulness' about classroom routines	1. develop teaching approaches that use natural materials and do not require a textbook

Development of Specific Objective C--continued.

Objective	Criteria
	2. plan <u>with</u> students about the amount and nature of written work to be done at camp 3. each time you say--"we must stop and go to . . .," or a similar phrase, make a note of it and put down the reason it must be so (except meals, etc.) evaluate the reasons daily--is it necessary each time? 4. avoid seating students in a 'class' manner 5. overcome any feeling of necessity to have the class always together in order to do things--develop a buddy system for activities
3) following the experience:	
a. to share with the students in the evaluation	1. prior to leaving the site, determine a time for the total evaluation 2. follow the evaluation method designed before camp 3. discuss with students the need for evaluating any new areas as a result of the experience--if yes, proceed 4. discuss, explain, and carryout with the students any other evaluations as may be requested by others
b. to bring back to the classroom and use new skills and ideas	1. not including the class' list of ideas for follow-up activities, can you identify at least 4 new things you are or can use in the classroom now that you would not have prior to the experience? 2. identify at least 4 things that you and your students share in the way of new ideas or skills that are or can become a part of your classroom activities

These criteria may be incomplete for some teachers and/or settings. Please feel free to try other items you may think of either as alternates to ones given or in addition to these.

An important point not covered in this guide is consideration of the nature or extent of change that these conditions might effect. These areas of study would be included in development of the criteria for the specific objective concerned with the changes desired.

"The many sides of personality which are almost automatically drawn out when teacher and pupils share a real experience may never be seen in the more restricted atmosphere of the classroom . . . One of the significant benefits that comes to teachers and pupils who share in the vivid and adventurous experiences that outdoor education offers is that of a better understanding of each other."[1] It is to this end that these criteria have been developed . . . in the hope that the restricted atmosphere of the classroom may be banished from the outdoors and the full potential of this different environment may be experienced.

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[1] Outdoor Education for American Youth, Julian W. Smith, Chairman, American Association for Health, Physical Education, and Recreation (Washington, D.C.: National Education Association, 1957), p. 31.

SAMPLE ENTRIES FOR AN ADMINISTRATIVE PLANNING GUIDE

I. Personnel

A. Administrative personnel should be minimal in number and, where possible, should be able to serve in a consulting and advising role with students

B. The use of short-term specialists should be discouraged OR encouraged to the degree that the individual persons can operate within an open and flexible framework and to the degree that the practice does not result in the development of rigid time sequence. Further, use of specialists should be in relation to the needs of the individual classes.

C. The classroom teacher is the key person working with the class and to as great a degree as possible matters of planning and scheduling of time needs should be left with the teacher and the class.

D. Non-professional staff, teaching aids, qualified teenagers, and others should be used when the program warrants it.

II. Facilities

A. Arrangement of structures (and use) should be conducive to free-flow movement of students without excessive concern for safety and supervision.

B. Within the structures and the immediate surrounding area there should be places that lend themselves to use by individuals, for quiet conversation, and small group activities.

C. Instructional materials should be located with consideration to the nature of their use and accessible to those that wish to use them. Only those tools or supplies, that, by their nature present an unnecessary risk, should be under special supervision.

III. Resources

A. Listings of natural resources and special areas should be made available to the classes for their planning. Areas presenting special safety concerns should be identified for student consideration.

B. Lists of teaching aids and general program materials available should be prepared for use by student planning groups.
C. Planning groups should consult with the appropriate administrative staff persons regarding resource potentials not identified on the list. This would apply specifically to special interests of the class.

IV. Rules and Regulations

A. Definite rules and regulations that result from political sub-divisions and from the governing school board(s) should be given and identified as such. These should be minimal as far as student involvement is concerned and will deal mainly in the management area (i.e. sanitation).
B. Necessary rules concerning food service, nursing and medical care, and use of dangerous equipment and materials and site areas should be prepared--with classroom teachers understanding of the rules is important for the purpose of interpreting to the students.
C. When more than one class will be participating on the site at the same time, guides for sharing joint responsibilities, such as housekeeping and dining-hall duties, should be prepared and provided ahead of time to the teachers and students.
D. Keeping in mind the teacher as the key person, much planning should be left to the students and teachers. Areas here would include: behavior, personal belongings, what to bring for specific uses, recreational activities, etc. Guides could be provided to the teacher.

V. Scheduling

A. Scheduling of on-going camp activities, as far as emphasized areas, should be done on the completion of student interest planning. When more than one class are using the facilities, coordinated scheduling should be done at the site by coordinators AND teachers.
B. Basic hours, such as meals, nursing hours, quiet hours, and use of special areas such as waterfront, riding, etc. should be made available to the planning groups.

C. When multiple group use is anticipated, suggested time blocks for use of special personnel and areas and equipment should be given--not WHEN but how long for each group, thus permitting equal opportunities. Other class time would not necessarily need to be scheduled ahead but could be done at a planning meeting immediately upon arrival.

D. Time for recreational events should be left to planning groups--this time can be used by individual classes, inter-class groups and/or small group interests.

E. No effort should be made to, nor should there be concern shown, about having every hour of the day accounted for in advance with a scheduled activity. Allow for new interests, unexpected adventures, and just "doing nothing."