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A Survey of the Background and Training of Personnel working in Resident Outdoor Education Camps in Ten School Districts in Washington State

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A SURVEY OF THE BACKGROUND AND TRAINING OF PERSONNEL WORKING IN RESIDENT OUTDOOR EDUCATION CAMPS IN TEN SCHOOL DISTRICTS IN WASHINGTON STATE

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CHAPTER I

STATEMENT OF THE PROBLEM

School districts throughout the State of Washington are providing an Outdoor Education Program for children. For over twenty years, teachers in Washington have educated children in Outdoor Education. In addition, training for teachers in Outdoor Education has been offered for most of this time. Teachers working in Outdoor Education hope that more curriculum changes can be made to help better prepare teachers for this type of Outdoor Education.

The primary purpose of this study is to survey public school personnel working in resident Outdoor Education camps in ten school districts in Washington, and to ascertain the amount and type of training in areas of outdoor curriculum obtained through their formal education. A secondary purpose is to gather relevant data in order to make suggestions for a comprehensive training program in Outdoor Education that prepares teachers for conducting outdoor education programs.

SCOPE AND LIMITATIONS OF THE PROBLEM

This study was concerned with teachers working in ten Outdoor Education School Camps organized by public schools in the State of Washington. Data will be accumulated in an attempt to answer the following questions: (1) What is the background of teachers working in resident outdoor education camps in the State of Washington,

(2) What type of training have these teachers acquired to help them to work in resident camps, (3) In what areas of conservation education do these teachers need more training.

NEED FOR THE STUDY

"The education of teachers for outdoors instruction has received relatively little research attention. This fact is little short of amazing when one considers it against the frequent statements that outdoor education practice depends importantly upon the ability and willingness of teachers to teach outdoors." (Donaldson, 1970)

With Outdoor Education emphasized more in the curriculum of the modern public school, it would appear that more specific training for teachers is of paramount importance if the public school is to provide a quality curriculum in Outdoor Education.

PROCEDURE OF THE STUDY

The ten districts for this study were recommended by the Washington Education Association as having Outdoor Education Programs worthy of study. These districts represent the various geographical areas of Washington state.

A letter was written to the Superintendent of each of the ten districts, requesting the names of teachers working in Outdoor Education Resident Camps in 1970-1971. (Appendix A). These teachers were sent a questionnaire and a cover letter of explanation. (Appendix B). In Chapter III, the results are listed.

DEFINITIONS OF TERMS

Outdoor Education. All learning experiences that occur in the out-of-doors, including social as well as academic experiences are considered Outdoor Education.

Resident Outdoor Education Camp. A camp where children spend a night and day in residence and have a social as well as an academic outdoor experience.

Training. Formal courses or workshops in Outdoor Education provided by a college school district or other organization.

Conservation Education. A general heading for curriculum content dealing with conservation of minerals, animals, plants, soil, and water and taught out-of-doors. Conservation Education is most appropriately taught out-of-doors with accompanying or prior classroom instruction.

CHAPTER II

REVIEW OF THE LITERATURE

The primary purpose of this study is to survey public school personnel working in resident Outdoor Education Camps in ten school districts in Washington, and to ascertain the amount and type of areas of outdoor curriculum obtained through their formal education. A secondary purpose is to gather relevant data in order to make suggestions for a comprehensive training program in outdoor education that prepares teachers for conducting outdoor education programs. This chapter will provide an historical overview of outdoor education programs, pre-service teacher preparation, and in-service training for teachers.

Historical Overview. In describing the early experiences of camping, Mand states,

> the first American school venture into the outdoors occurred at Round Hill School between 1823 and 1834 and this was prior to the Summer Camp effort of Frederick Gunn in 1861, usually thought of as the first organized outdoor experience for youngsters. (Mand, 1967)

> Round Hill School was established by George Bancroft and Joseph Cogswell. These two Harvard graduates sponsored outdoor education, camping, and hiking in the form of annual trips to see places and things, and geologic expeditions and fishing and trapping trips. (Bennett, 1965)

Outdoor Education is not a new concept, but an old one which is being reintroduced with new emphasis. The first organized outdoor experience was in the summer of 1861 when Mr. and Mrs. Frederick W. Gunn took the entire student body of the Gunnery School for Boys in

Washington, Connecticut on a hike or so-called gypsy trip. In this trip Mr. Gunn's organized school experienced walks on the beach, boating, sailing, and fishing. This proved such a helpful and delightful experience that Mr. Gunn repeated it.

Mr. Gunn carried on camps as a part of the school from 1861 to 1879. These camps were organized school camps and not for a money making purpose. (Lehman, 1929)

Outdoor experiences were also started by non-school connected organizations such as Private Camps, Church Camps, Y.M.C.A. Camps, Boys Club Camps, Y.W.C.A. Camps, Boy Scout Camps, Girl Scout Camps, and Campfire Camps. These private camps helped to gain wide acceptance for school camps. This was brought about by the great expansion of private camping between 1900 and 1920. (Nathans, 1961)

In 1872, an experiment in camping was started as a part of the social service work in New York City. The word camp was not used, but was titled "Fresh Air Farm." The whole program was placed upon an educational basis and a broad program of camping activities was inaugurated. (Sharp, 1930)

The first camp school for boys was run by the Y.M.C.A. in Boston. The school was conducted on Commonwealth Avenue Boulevard, from July 7 to August 25, 1909. Sessions were held from 9:00 A.M. to 12:30 P.M. daily except Saturdays and Sundays. The afternoons were spent in games, sports, and athletics; the boys returned home at night.

In 1912, the first summer camp was conducted by the Visiting Nurses' Association in Dubugue, Iowa, for malnourished school children

in cooperation with the local Board of Education. Camping for normal school children had its beginning in about 1919 at Camp Roosevelt as a part of the public school system of Chicago, Illinois. (Sargent, 1953)

Beginning in the 1930's, school camping (a form of outdoor education often termed outdoor schools) became an integral part of the curriculum and was given impetus in Michigan through the work of the W. K. Kellogg Foundation in the Battle Creek Schools. Under the leadership of H. B. Masters, this form of outdoor education gained momentum in Michigan in the late 1940's and soon spread to other states such as California, New York, Texas, and Washington. It was in this period of time that the Highline School District in Washington started their Outdoor Education Program. (DeWitt, 1949)

The coming of more Outdoor Education Programs brought about a need for educating teachers to teach out-of-doors. This can best be done by a comprehensive educational plan which includes both Teacher Preparation in Outdoor Education and an In-service Program after the teacher enters the classroom.

Teacher Preparation. The history of the preparation in Outdoor Education for teachers began in mid-1800. "Between the years of 1847 and 1934, approximately 49 colleges and universities sponsored course offerings at field campuses. These courses ranged from archeology, botany, forestry, and geology to surveying, recreation, and zoology." (Hammerman, 1964)

In June of 1944, the first ten-day institute for students and teachers was conducted in conjunction with New York Teachers Colleges.

In 1945, the institute was held once again in the out-of-doors and included representatives from Teachers' Colleges in New York and New Jersey. (The Record, 1946)

> The goal of the institute was to give faculty and students instruction in the use of the out-of-doors in the preparation of a teacher. The stress was placed upon actively doing things rather than talking and reading about them. Special attention was given to the adaptation of the school curriculum to the out-door setting and the postwar needs of American youth. Two semester hours of credit in outdoor education were granted each student upon the satisfactory completion of the ten-day institute. (Cooper, 1947)

In 1952, Central Washington College of Education offered a "Science and Outdoor Education Camp" which ran from July 17 to July 31. The purposes of the camp were "to extend learning in an environment of rich resources," and "to offer advanced study in new techniques in the teaching of science, conservation, and outdoor living." The camp was located in the Cascade Mountains near Ellensburg. The program was offered as part of the college extension service. All interested persons were able to enroll. College students eligible for upper division credit could earn five quarter credits of extension and others could enroll on an audit basis. (Quarterly Bulletin, 1952)

The types of experiences which the Outdoor Teacher Education Program at Northern Illinois University, headed by Donnald R. Hammerman, strives to contribute to teacher education are as follows:

> exposing the pre-service teacher to the opportunities for using outdoor instructional areas and community resources as an extension of the classroom
>
> demonstrating ways and means for using various natural environments as a vehicle for teaching-learning process

> developing perception which enables the teacher to use a multisensory approach in the teaching-learning process
>
> recognizing the inherent values derived from an informal group living experience. (Hammerman, 1967)

States of the mid-west and east have been leaders in Outdoor Teacher Education programs at both the undergraduate and graduate levels. At Northern Illinois University these classes are listed as offered: "Introduction to Outdoor Education" (3 semester hours); "Advanced Field Experiences in Outdoor Education" (3 semester hours); "Survey Course in Outdoor Education" (2 semester hours); "Development, Construction and Maintenance of Outdoor Education Facilities" (2 semester hours); "Organization and Administration of Outdoor Programs" (1 semester hour); "Arts and Crafts in Outdoor Education" (1 semester hour); "Camp Counselling" (2 semester hours for men); "Camp Leadership" (2 semester hours for women); "Field Course in Natural History" (2 semester hours); "Biological Conservation" (2 semester hours); "Earth Science Teaching Procedures for Elementary and Secondary Teachers" (3 semester hours); "Conservation of Natural Resources" (3 semester hours). The minor requires that you pick up the first three courses and any eight additional hours of credit. (Froom, 1962)

Since 1957 senior students preparing to be elementary teachers at New Jersey State Colleges have undergone a five-day resident experience at a field campus in upstate New Jersey. "In evaluating the experience, the college students invariably rate it as one of the important and most enjoyable facets of their college education." (Zahn, 1967)

Future plans are for junior elementary education majors to also be associated with a resident outdoor education program and gain more experience in working with children in an ongoing program. (Zahn, 1967)

Spring 1971, Central Washington State College has started a pilot program in which they have nine students enrolled. These students are in both Arts and Science and Education and will take part in a Program put together by the Geology, Psychology, and Science departments. This program will be conducted at the Cispus (job corps) Environmental Learning Center near Randal, Washington. Some of the students will work with the outdoor programs of different school districts attending Cispus this spring. (Schliesman, 1971).

Inservice Training. For some time, schools in Washington State have recognized their responsibility for outdoor education experiences to teach students about conservation. "In 1953 the first state workshop was organized to make use of outdoor laboratories as a method to help teachers build necessary backgrounds." (Gold, 1955)

This pilot project was such a success that in 1954, four additional workshops were conducted with an attendance of about 200. Central Washington College of Education, State College of Washington, Eastern Washington College of Education, and Western Washington College of Education each sponsored one of the four 1954 workshops.

The program in 1954 was called a "Workshop in Science (Conservation) and Outdoor Education" and ran from August 15 to August 21. The workshop was "held at the Rustic Inn high in the Cascade Mountains on the east side of Snoqualmie Pass." This workshop was set up along the

same lines as the state workshop, and was for "teachers, administrators, and interested lay leaders."

The purpose of this workshop was as follows:

> to study natural resources, the conservation of these resources, the interrelatedness of the various conservation programs, and the wise utilization of the resources; to discover the values of living and working together in outdoor education programs; to experience the recreational opportunities connected with outdoor education; to acquire the knowledge, understandings, and skills involved in the operation of a permanent camp. (Quarterly Bulletin, 1954)

In 1954, there were only three quarter hours of credit given. (Quarterly Bulletin, 1954)

This year in the state of Washington, classes were offered as weekend extension courses as well as summer workshops from almost all of the major colleges. (Conservation Vistas, 1971)

In summary, the heritage of outdoor living, the general belief that simple outdoor adventure, play and camping are good for children, provides a backdrop for the advent of the many, varied forms of outdoor education up to the 1930's. Beginning in the 1930's, school camping became an accepted addition to the school curriculum through the work of great outdoor education leaders as L. B. Sharp and H. B. Masters. The addition of outdoor education to the public school curriculum brought about a need for education courses in this area. This need was first met by teachers colleges in the east and spread quickly to the west coast in less than ten years. During this span of years, programs in pre-service teacher education as well as in-service training in outdoor education have been instituted.

CHAPTER III

RESULTS OF SURVEY

This chapter contains information compiled from questionnaires received from public school personnel working in resident Outdoor Education Camps in ten school districts in Washington. The questionnaires were sent to addresses supplied by the school districts. A total of 137 persons responded to the questionnaire: 121 teachers and 16 principals. On all questions to which principals responded, their answers will be included on that table in a separate column. The following is a list of the school districts surveyed, and the percentage of the returns. In Table I the percentage of returns was reduced by the responses from two of the larger school districts. A return of 71% of the questionnaire distributed were received by the investigator.

TABLE I

RESPONSE TO QUESTIONNAIRE

City	Number Sent	Number Returned	Percentages
Bellevue	91	55	60.4
Cashmere	5	5	100
Edmonds	40	40	100
Ellensburg	9	8	88.9
Kennewick	28	13	46.4
North Franklin	6	5	83.3
Omak	2	1	50
Pasco	5	4	80
Pullman	2	2	100
Richland	5	4	80
Total	193	137	

Total Percent Returned 71%

Total Number of Principals 16

This chapter has been divided into tables in which the table numbers correspond with the number of the question on the questionnaire that was sent out to public school personnel in ten school districts in Washington. (Appendix B). The percentages on the answers in this questionnaire are rounded to the nearest tenth of one percent. All percentages are computed from the total number of returns in that table.

TABLE II

TEACHING EXPERIENCE

Years of Experience	Principals		Teachers	
	Number	Percentage	Number	Percentage
1 - 5	2	12.5	55	46
6 - 10	2	12.5	30	25
11 - 15	12	75	17	14
16 - 20			11	9
21 - over			7	6
Totals	16	100	120*	100

*Some respondents did not reply.

Table II illustrates the responses in answer to the question: "How many years of teaching experience do you have?" Seventy-five percent of the principals had more than ten years of experience, seventy-one percent of the teachers had less than ten years experience, with forty-six percent reporting less than five years.

TABLE III

OUTDOOR EDUCATION EXPERIENCE

Years of Experience	Principals		Teachers	
	Number	Percentages	Number	Percentages
None	3	18.8	24	20.5
1			16	13.7
2	4	25	21	18
3	1	6.3	23	19.7
4	2	12.5	10	8.6
5			5	4.3
6			2	1.7
7				
8			4	3.4
9	2	12.5	2	1.7
10			3	2.6
11	1	6.3	1	.9
12	3	18.3	6	5.1
Totals	16	100	117*	100

*Some respondents did not reply

Table III summarizes the responses in answer to the question: "How long have you worked in the field of Outdoor Education?" Twenty point five percent of the teachers had never worked in outdoor education, and 71.9% of the teachers had between 0-3 years of experience in outdoor education. Responses from principals were similar.

TABLE IV

TEACHING GRADE LEVEL

Grade	Number	Percentages
5th grade	57	47
6th grade	33	27
Mixed grades	31	26
Totals	121	100

The results summarized in Table IV show that almost one-half of the teachers teach in the fifth grade. The rest of the returns are split almost evenly between the sixth grade and a mixed class. The mixed classes were either fourth and fifth grades, fifth and sixth grades, or sixth and seventh grades.

TABLE V

AMOUNT OF EDUCATION

	Principals		Teachers	
Degree	Number	Percentages	Number	Percentages
B. A.			26	21.7
B. S.			5	4.2
5th year	1	6.3	50	41.7
6th year	1	6.3	13	10.8
M. A.	14	87.5	24	20
M. S.			2	1.7
Total	16	100	120*	100

*Some respondents did not reply.

Table V reports the results in answer to the question: "How much education do you have?" Seventy-five percent of the respondents have a fifth year certificate or more. Eight-seven percent of the principals have a masters degree.

TABLE VI (A)

MAJOR FIELD OF STUDY AT THE UNDERGRADUATE LEVEL

	Fields	Principals Number	Principals Percentages	Teachers Number	Teachers Percentages
Humanities	Art	1			
	Industrial Art	1			
	Foreign Languages			3	
	Language Arts			5	
	English			9	
	TOTAL	2	14.3	26	22.6
Education	General Education			25	
	Elementary Education			1	
	TOTAL			26	22.6
Social Science	Social Studies	7		9	
	Sociology			8	
	Psychology	1			
	Geography			5	
	History			12	
	TOTAL	8	57.1	36	31.3
Science-Mathematics	General Science	2		11	
	Biology			3	
	Geology			1	
	Mathematics			3	
	TOTAL	2	14.3	18	15.7
Physical Ed.	Physical Education	1		8	
	Recreation	1		1	
	TOTAL	2	14.3	9	7.8
	GRAND TOTAL	14*		115*	

*Some of the respondents did not reply.

Table VI (A) summarizes the results in answer to the question: "What is your major field at the undergraduate level?" In order to make tabulation more practical, answers were grouped into these five categories: Humanities, Education, Social Science, Science-Mathematics, and Physical Education. Thirty-one percent of the teachers and fifty-seven percent of the principals had some type of Social Science major. A very small percentage of both principals and teachers had Physical Education as an undergraduate major.

TABLE VI (B)

MAJOR FIELD OF STUDY AT THE GRADUATE LEVEL

Fields	Principals		Teachers	
	Number	Percentages	Number	Percentages
Administration	10	71.4	8	14.5
Education	2	14.3	36	65.5
Social Science	1	7.1	2	3.6
Curriculum and Instruction	1	7.1	2	3.6
Mathematics-Science			2	3.6
Instructional Services			3	5.5
Physical Education			1	1.8
Reading			1	1.8
Totals	14*	100	55*	100

*Some of the respondents did not reply.

Table VI(B) illustrates the responses in answer to the question: "What is your major field at the graduate level?" There are fewer returns on this table, because 25% of the teachers have not at this time completed a fifth year. Sixty-five point five percent of the teachers had Education as a graduate major. Seventy-four point four percent of the principals had Administration as a graduate major.

TABLE VII

MINOR FIELD OF STUDY

	Fields	Principals Number	Principals Percentages	Teachers Number	Teachers Percentages
Humanities	Art			4	
	Industrial Arts	4		2	
	Foreign Languages	1			
	Language Arts			3	
	English			13	
	TOTAL	4	22.2	35	29.4
Education	General Education			1	
	Elementary Education	4		19	
	TOTAL	4	22.2	20	16.8
Social Science	Social Studies	2		15	
	Sociology	1		1	
	Psychology	1		3	
	Geography	2		5	
	History			7	
	Political Science			2	
	TOTAL	6	33.3	34	38.6
Science	General Science	2		8	
	Mathematics	1		7	
	TOTAL	3	16.7	15	12.6
Physical Education	Physical Education	1		8	
	Recreation			3	
	Health			4	
	TOTAL	1	5.6	15	12.6
	GRAND TOTAL	18*	100	119*	100

*Some respondents replied with more than one answer or not at all.

TABLE VIII

OUTDOOR EDUCATION AREA OF EMPHASIS

Area	Principals		Teachers	
	Number	Percentages	Number	Percentages
Arts and Crafts			6	2.2
Appreciation			14	5
Conservation			11	4
Ecology	2	12.5		
Forestry	4	25	33	11.9
Fresh Water	1	6.3	23	8.3
Geology	1	6.3	5	1.8
Grazing			1	.4
History of Area			1	.4
Individual Study			5	1.8
Interenvironmental Discipline			22	7.9
Maps and Compass			9	3.2
Marine Biology	2	12.5	24	8.6
Mineral			2	.7
Pollution			2	.7
Plants			31	11.2
Recreation			2	.7
Safety			1	.4
Self-responsibility	1	6.3		
Social living			21	7.6
Survival training	1	6.3	12	4.3
Soil	2	12.5	21	7.6
Weather			1	.4
Wildlife	2	12.5	31	11.2
Totals	16*	100	278*	100

*Some respondents replied more than once.

Table VIII illustrates the responses in answer to the question: "What areas of Outdoor Education receive the most emphasis at your camp?" The long list of subjects is due to very little grouping on the writer's part. Forestry, plants, and wildlife received the most emphasis. Marine Biology received 12.5% from the principals, and 8.6% from the teachers. The emphasis on Marine Biology came from the west side of Washington state.

TABLE IX

OUTDOOR EDUCATION WORKSHOP ATTENDANCE

Courses	Principals		Teachers	
	Number	Percentages	Number	Percentages
Conservation Outdoor Education Workshop (3 hours)	3	10	19	8.4
Conservation Outdoor Education Workshop (5 hours)	3	10	18	8
Extension Class in Outdoor Education (3 hours)	2	6.6	31	13.7
Professional Day Workshop	8	26.6	53	23.5
Inservice in Outdoor Education	7	23.3	60	26.5
Other	4	13.3	17	7.5
None	3	10	28	12.4
Totals	30*	100	226*	100

*Some respondents replied more than once.

The results summarized in Table IX show that 50% of the teachers had taken either a Professional Day Workshop or an Inservice Workshop in Outdoor Education. This trend is almost the same in the principals' results. There were between 10%-12% of the respondents who had taken no courses or workshops in Outdoor Education. There were 8%-10% of the respondents who had taken a Conservation Education Workshop for five credits.

TABLE X

COUNSELING AND GUIDANCE COURSES

(Range: 3-50 hours)

	Principals		Teachers	
	Number	Percentages	Number	Percentages
Have taken courses	12	75	75	61.5
No courses taken	4	25	47	38.5
Totals	16	100	122*	100

*Some respondents did not reply.

Table X summarizes the results in answer to the question: "Have you taken any classes in counseling and guidance?" "If so, how many hours have been taken?" Twenty-five percent of the principals and 38.5% of the teachers had taken no courses in counseling and guidance. The range of the respondents who had taken courses was between 3-50 hours in counseling and guidance.

TABLE XI

AREA OF OUTDOOR EDUCATION BEST PREPARED TO TEACH

	Principals		Teachers	
Area	Number	Percentages	Number	Percentages
Soil Conservation	5	15.6	59	21.1
Water Conservation	7	21.9	55	19.6
Plant Conservation	7	21.9	78	27.9
Animal Conservation	4	12.5	67	23.9
Mineral Conservation	5	15.6	14	5.0
All areas	2	6.3	5	1.8
None	2	6.3	2	.8
Totals	32*	100	280*	100

*Some respondents replied more than once.

Table XI summarizes the results in answer to the question: "Which of the five areas of conservation listed do you feel best prepared to teach?" The teachers who responded felt best prepared to teach plant and animal conservation. The principals felt best prepared to teach water and plant conservation. The percentage of respondents who felt prepared to teach mineral conservation was three times higher for principals than for teachers.

TABLE XII

AREA OF OUTDOOR EDUCATION LEAST PREPARED TO TEACH

	Principals		Teachers	
Area	Number	Percentages	Number	Percentages
Soil Conservation	2	9.1	20	12.3
Water Conservation	1	4.5	20	12.3
Plant Conservation	4	18.2	12	7.4
Animal Conservation	6	27.3	17	10.4
Mineral Conservation	7	31.8	84	51.5
All areas			2	1.2
None	2	9.1	8	4.9
Totals	22*	100	163*	100

*Some of the respondents replied more than once.

Table XIII illustrates the responses to the question: "Which of the five areas of conservation do you feel least prepared to teach?" Fifty-one percent of the teachers felt least prepared to teach mineral conservation. In comparison, only 31.8% of the principals, who responded, felt the same. Seven and four tenths percent of the teachers felt least prepared to teach plant conservation. This is the lowest of the five areas. Four and five tenths percent of the principals felt least prepared to teach water conservation. This is the lowest percentage of

the five areas of conservation on Table XII but was the highest area on Table XI, which dealt with the best prepared area.

TABLE XIII

STATE, FEDERAL PARK OR FOREST SERVICE EXPERIENCE

	Principals		Teachers	
	Number	Percentages	Number	Percentages
United States Forest Service	3		7	
National Park Service			1	
State Parks (Washington) Department of Natural Resources			1	
			1	
Parks and Recreation			1	
W.W.S.C. Instructor			1	
Idaho Fish and Game Department			1	
Total	3	21.4	13	11.1
No experience	10	78.6	104	88.9
Totals	13*	100	117*	100

*Some respondents did not reply.

Table XIII reports the results in answer to the question: "Have you ever worked for an outdoor governmental agency, if so, which one?" Eleven percent of the teachers and twenty-one percent of the principals have worked for a governmental agency. The majority of these respondents had worked for the United States Forest Service. The other agencies listed all had responses.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The primary purpose of this study was to survey public school personnel working in resident Outdoor Education Camps in ten school districts in Washington, and to ascertain the amount and type of areas of outdoor curriculum obtained through their formal education. A secondary purpose was to gather relevant data in order to make suggestions for a comprehensive training program in outdoor education that prepares teachers for conducting outdoor education programs.

The methodology used was to obtain names of public school personnel from the superintendents of the ten districts. Cover letters explaining the study and the questionnaire were sent to each respondent to derive the following information: (1) amount and type of general education, (2) length of experience in outdoor education, (3) amount and type of training in Outdoor Education courses, (4) grade level presently teaching, (5) hours taken in guidance and counseling, (6) areas of conservation people feel best prepared and least prepared to teach, and (7) employment experience in governmental outdoor agencies.

II. CONCLUSIONS

The results of this study show that 46% of the teachers had between one to five years of teaching experience. There were 71.9% of the teachers who had worked in Outdoor Education less than four years. This shows that many of the teachers are relative newcomers

to teaching and to Outdoor Education.

The outdoor education programs reported in this study are conducted at the intermediate grade level, since 47% of the students involved are fifth graders and 27% are sixth grade students.

Results showed that 76% of the teachers have already received a fifth year certificate or more. Since few of these teachers will return to college unless required to by their school district or are drawn by their own interest, training in outdoor education would best be accomplished through district in-service education programs.

The returns of this survey showed that 50.1% of the people had taken an in-service workshop or a professional day workshop. These results indicate that many school districts feel there is value in giving their teachers training before they work in the out-of-doors with students.

Forestry, plants, and wildlife received the most emphasis as subject areas in the respondents' outdoor schools. Teachers reported that they were best prepared to teach the areas of plant and animal conservation, and least prepared to teach water and mineral conservation. Teachers appear poorly prepared to teach about the two non-renewable resources which are water and minerals. This may be due to a lack of emphasis in our schools and colleges.

The returns from the survey showed that 11.1% of the teachers and 21.4% of the principals had worked for an outdoor governmental agency. The majority of these people had worked for the United States Forest Service. When searching for teachers to conduct outdoor educa-

tion programs, school districts should work closely with the United States Forest Service.

III. RECOMMENDATIONS

Continuing Education should offer more extension classes in outdoor education. These classes should cover more than just an introduction into this area. It should cover all areas of the environment with emphasis on the field of water and minerals.

A class in Outdoor Education should be required for all Elementary Education Majors planning to teach grades four through six. This class should cover an Introduction to Outdoor Education, Field Experiences in Outdoor Education, and Methods and Materials. This should be taught by someone with a high interest in Outdoor Education and some experience.

Because of the nature of the learning environment in Outdoor Education, special training in the social and emotional problems of children in the intermediate grades should be offered to all teachers before attending the outdoor resident camp.

All school districts should run some form of in-service program in outdoor education for all public school personnel planning to attend a resident outdoor education camp.

School districts that have outdoor education programs should run an in-service program for primary teachers, so as to extend outdoor education into the primary grades or to acquaint primary teachers with the program.

School districts interested in bettering their program in water

and minerals should obtain copies of these units. These units were developed by an Environmental Studies Institute at C.W.S.C. in the spring of 1971. This institute was directed by Mr. J. E. Baldi of the Continuing Education Department at C.W.S.C.

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APPENDIX A

January 15, 1971

Dear Sir:

I am a graduate student at Central Washington State College working on my Masters Degree in Education. As partial fulfillment of this degree, I would like to survey the teachers that you have participating in your resident outdoor education camp during the school year 1970-71.

Could I please have a list of names and addresses where the enclosed cover letter and questionnaire could be sent.

The information gathered from this survey will be amiled to your district as soon as all the data is compiled. If you have any questions, please feel free to contact Mr. Gerald DiMinico, Chairman of my Committee, or myself through the Education Department at Central Washington State College.

Your cooperation in this matter will be greatly appreciated.

Sincerely,

C. Lester Domingos

Please Note: An address was redacted due to privacy concerns.

APPENDIX B

January 18, 1971

Dear Outdoor Educator:

Please fill out the attached questionnaire. This questionnaire deals with questions about your background and training in Outdoor Education.

It should take about five minutes to complete this questionnaire. The information will be used for a thesis study and the results will be made available to your district. Please feel free to make any comments that would be beneficial. Your responses will be treated confidentially, therefore, there is no need to sign the questionnaire.

May I express my sincere appreciation to you for your cooperation. I will look forward to receiving your questionnaire within a few days.

Sincerely,

C. Lester Domingos

Please Note: An address was redacted due to privacy concerns.

OUTDOOR EDUCATION QUESTIONNAIRE

1. Title of your present position_____
   Name of school_____
   Location_____
2. How many years of teaching experience have you had in the classroom?_____
3. How long have you worked in the field of Outdoor Education?_____
4. With which grade level do you work? Fifth grade_____
   Sixth grade_____ Seventh grade_____
5. How much education do you have? B.A._____ B.S._____
   Fifth year_____ Sixth year_____ M.A._____
   M.S._____
6. What is your major field? Undergraduate_____
   Graduate_____
7. What is your minor field or fields of study?_____
8. List the three areas of Outdoor Education that receive the most emphasis at your camp.
   1._____ 2._____ 3._____
9. Check the courses or workshops in Outdoor Education you have had.
   A. Conservation Outdoor Education Workshop, 5 hours_____
   B. Extension Class in Outdoor Education, 3 hours_____
   C. Conservation Outdoor Education Workshop, 3 hours_____
   D. Professional Day Workshop _____
   E. In-service in Outdoor Education_____
   F. Other_____
   G. None_____
10. Do you have any classes in counseling or guidance?_____
    If so, how many hours?_____ This may include classes as introduction to guidance, teacher counseling, parent-teacher conferences, seminars in psychology, or other related classes.
11. In which areas do you feel best prepared to teach?
    A. Soil Conservation_____ D. Animal Conservation_____
    B. Water Conservation_____ E. Mineral Conservation_____
    C. Plant Conservation_____ F. All areas_____
    G. None_____
12. In which areas do you feel least prepared to teach?
    A. Soil Conservation_____ D. Animal Conservation_____
    B. Water Conservation_____ E. Mineral Conservation_____
    C. Plant Conservation_____ F. All areas_____
    G. None_____
13. Have you ever worked for a state or federal park or forest service? _____ If so, for which agency did you work?_____
    _____
14. Do you wish a copy of the results of this study?_____
15. What qualifications are specified as required for your present position?_____