Order Number 9019697

The history and development of the New Jersey School of Conservation

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Boston University, 1990

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BOSTON UNIVERSITY

GRADUATE SCHOOL

Dissertation

THE HISTORY AND DEVELOPMENT OF THE NEW JERSEY SCHOOL OF CONSERVATION

by

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Submitted in partial fulfillment of the

requirements for the degree of

Doctor of Education

1990

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ACKNOWLEDGEMENTS

It is with deep appreciation that acknowledgement is given to the people that have made the completion of this dissertation a reality. The author wishes to express her appreciation to Dr. Gerald Fain, for his assistance and perseverance during the course of this study. Other members of the committee, Dr. John Cheffers and Dr. Richard Chambers, were especially helpful in providing insight and direction.

Appreciation is also extended to Dr. John Kirk, Director of the New Jersey School of Conservation, for his advice, and encouragement during the course of this study.

Special expressions of gratitude are due to Jann Bell for typing the dissertation. To numerous friends who have continually encouraged me.

Finally, and perhaps most important, the author gives her sincere love and appreciation to her family, without whose love, understanding and encouragement this document would not have been possible.

THE HISTORY AND DEVELOPMENT

OF THE

NEW JERSEY SCHOOL OF CONSERVATION

(order no.)

LEAH POWERS McGARR

BOSTON UNIVERSITY, SCHOOL OF EDUCATION, 1990

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Abstract

Purpose of the Study: The purpose of the study was to discover and report information about the history of the New Jersey School of Conservation and its contributions to the field of outdoor education.

Procedures: The historical method of research was used in the study. Primary and secondary data were collected from the archives of Montclair State College, the files of the Director of the School of Conservation, individuals involved in early programs at the school, newspaper accounts, books, pamphlets, and other sources uncovered during the investigation. A history of outdoor education was included.

Findings: The School of Conservation opened in 1949 as the first college center for outdoor education. The philosophy of the school was built upon the principles established by L.B. Sharp. The first director, Dr. DeAlton Partridge, combined his background in teacher training with the principles of outdoor education he learned from Sharp with whom he worked at National Camp.

In 1957, a pilot program the first of its kind, was initiated. The program required that all education majors attending the six state college of New Jersey spend one week at the School of Conservation.

During the early sixties the focus shifted from a college oriented program to public schools. The school redesigned its programs in an attempt to develop within children a "reverance for life" through the investigation of the natural environment. All activities were designed so that what the child learned at the school could be related to their home community.

During the late seventies the school was faced with the possibility of having to close due to budget cuts at the state level. Not until after a campaign that involved children, parents, teachers, the press, and several state officials was the school saved by state law #1602 that allowed the school to operate in "perpetuity".

Conclusions: Analysis of the information revealed that the New Jersey School of Conservation was one of the first college operated programs to prepare teachers in the field of outdoor education. It has established a framework for resident outdoor education in the preparation of preservice and inservice teachers and students. It is recognized internationally for its contributions to the field.

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CHAPTER I

INTRODUCTION

The New Jersey School of Conservation is recognized as one of the oldest college centers for outdoor education (Ford 36). It gained this distinction when it was established in May of 1949. The philosophy of the school was built upon the principles established by L.B. Sharp who directed National Camp eight miles from the School of Conservation. The first director of the school, Dr. DeAlton Partridge, combined his background in teacher training with the principles taught to him by Sharp with whom he worked at National Camp. The next three directors of the School of Conservation, all associates of L.B. Sharp, continued to implement the teachings of Sharp as they relate to the preparation of teachers in the out-of-doors.

In 1957 a pilot program, the first of its kind, was implemented that required all education majors attending the six state college of New Jersey to spend one week at the School of Conservation. Courses focused on how the outdoor environment could be utilized as a part of the school curriculum in all subject areas and at all grade levels.

Despite the enthusiasm of students the program was ended in the mid sixties. Today, only Glassboro State College continues to send elementary majors to the school.

During the early sixties, under a new director, the focus of the School of Conservation shifted from a college oriented program to public schools. The agency responsible for the supervision of the School of Conservation also changed several times until it was finally placed under the jurisdiction of Montclair State College. The reluctance of any state agency to accept responsibility for the School of Conservation is an indication of the indifferance on the part of the state to take an active interest in the education of its children and the preparation of its teachers in the area of outdoor education.

In the sixties, when environmental education gained significance in American education, the School of Conservation had as its major purpose "the development of attitudes and values in students which demonstrate the role that natural areas play as part of a life support system" (SOC News, Winter/Spring-1979, 7). A unique approach was developed that related environmental education activities that were taking place in the community, the classroom, and on the school grounds with the activities selected at the School of Conservation.

Today, the School of Conservation continues to serve over 10,000 public school children in resident environmental education programs (Kirk, Interview). Despite threats of closing, due to budget cuts, the school has managed to survive and continues to be recognized as a leader in environmental education.

The contributions of the New Jersey School of Conservation, when viewed in a historical retrospect, offer a meaningful point of view for examining the foundations of outdoor education. It is hoped that this study will enhance the body of knowledge presently available in the area of outdoor education.

Purpose of the Study

The purpose of the study was to record and analyze the history and contributions of the New Jersey School of Conservation, and to determine the factors which contributed to its philosophy of Environmental Education. An effort will be made to determine or describe:

1. The contributions of personnel involved in the development of the school.
2. The developments and programs that have evolved at the School of Conservation (1949-1970).

3. The relationship between the School of Conservation, Montclair State College, and the State of New Jersey.
4. The international impact of the school.

Approach to the Problem

To compile the history of the School of Conservation, the author examined the personal and professional files of Dr. John Kir, Director of the School of Conservation. Among these papers were: primary sources, written by Kirk, himself; reports of conferences; and, special projects also contributed to the data. Letters, the school newsletter, official directives, and memoranda pertaining to the School of Conservation composed a major source of information. Newspaper articles added to the material studied. Whenever possible, this study was based on written primary sources. Since the author had worked for the School of Conservation for several years, she tried to record the history and contributions of the School of Conservation with objectivity.

The study was organized to present an historical case study of the School of Conservation by organizing the material topically and chronologically.

Interviews were held, either in person or through correspondence, with professionals in the field of outdoor education who were involved with the acquisition of the school and the development of its programs.

Limitations of the Study

As in all historical studies, this study was limited to available information. Many of the files containing information about the early programs had been destroyed, due to several changes in the agency responsible for the School of Conservation, and only certain reports remained. The author had limited access to professionals involved in the early stages of development.

CHAPTER II

THE HISTORY, PHILOSOPHY, AND PURPOSE OF OUTDOOR EDUCATION

A comprehensive review of the literature failed to reveal any completed studies dealing with the historical development and contributions of the New Jersey School of Conservation. However, a number of studies have been conducted that cover the historical development of camping and/or outdoor education. The social and educational impacts of camping and outdoor education have also been researched. Also, outstanding "pioneers" in the field of outdoor education have been studied.

In compiling the history of the outdoor education movement, the author researched numerous dissertations in order to gain a broader perspective of the field. A noticeable pattern emerged that the author utilized to develop her research which is presented later in this chapter. In reviewing materials that have been written over a period of fifty years, the evolution of the field with emphasis on school camping, the nature study movement, outdoor education, conservation education, and environmental education, is evident.

Dissertations written between 1920 and 1950 focused on the values of organized camps as they relate to educational

principles. The first dissertation on the value of camping as it relates to education was written by Elwell (1925). His dissertation, "The Summer Camp: A New Factor in Education", indicated that the public schools have started to show an interest in how the summer camp could influence the goals and objectives of education. He emphasized that his camp program was based on educational principles and was not entertainment oriented. Arnold (1928) wrote a similar dissertation, "The Educational Possibilities of the Summer Camp Program".

In 1930, another significant dissertation was completed which helped to support the importance of school camping. Sharp's famous study, Education and the Summer Camp - An Experiment, the first to introduce the concept of outdoor education.

In the 1950's, researchers began a shift in emphasis to the operation and administration of school camp programs. Three studies that are examples of this change in emphasis are: Pepper (1952), "A Study of School Camping with Special Emphasis on Program, Objectives, Curriculum, Administration and Evaluation"; Rhoades (1954), "A Close View of the 1952-53 Camping Program of the Verona School, Battle Creek, Michigan, as a Guide to the Future"; (1954)

Sherrer (1956), A Guide for Use in Planning Outdoor Facilities.

By the 1960's, the terms outdoor education and conservation education had replaced school camping in almost all the dissertations written.

Several studies completed during the 1960's focused on the reasons for developing an outdoor education program. In 1965, Weiner completed his study, Developing a Rationale for Outdoor Education. Charles Lewis (1968) studied the factors that helped to influence the development of outdoor education.

Other studies written during the 60's focused on the organization and administration of outdoor education programs. Sato (1962), A Guide for the Organization and Administration of an Outdoor Education Program in a Camp Setting for a Metropolitan Public School System, and Schafer (1965), An Administrative Guide for Initiating Resident Outdoor Education in the Public Schools, are examples.

The term, conservation education, was also used in a number of studies conducted during the 60's. Several of the studies reviewed show a move towards a term that would emerge in the 70's, environmental education.

A dissertation written by Stapp in 1963, Developing a Conservation Education Program for the Ann Arbor Public School

System and Integrating it into the Existing Curriculum (K-12), indicates that shift in emphasis. During the 70's, Stapp would become a leading proponent for environmental education. Part of this new consciousness was the result of Stuart Udall. His philosophy is documented in a dissertation written by Leunes (1977), The Conservation Philosophy of Stuart Udall, 1961-1968.

As the focus of outdoor education changed during the 60's towards a new environmental consciousness, the focus of dissertations written during the 70's also changed accordingly. In reviewing the dissertations written during the 70's, the author found only a few that used the term "outdoor education", and the term "school camping" had almost become obsolete. Only one study was found to still use the term, Moore's 1977 dissertation, Resident School Camping: A Descriptive Analysis.

The focus was now on the value and impact of environmental education within the school system and how to incorporate environmental education into the curriculum. Several dissertations that highlight this change are: Storm (1976), Philosophical Perspectives on Environmental Education; Walser (1973), Environmental Education, K-12: A Resource Guide for Teachers; Magnoli (1976), The Development of a Conceptual Model for Construction of a Multidisciplinary

K-12 Environmental Education Program; Lucas (1972), Environmental Education: Conceptual Issues and Curriculum Implications; and Loret (1976), A Rationale and Model for a Comprehensive Interdisciplinary Curriculum in Environmental Education for Grades K-12.

What Stapp had initiated in 1963 was having its impact in the 70's. Attention was now on the role of the school in providing environmental education. Only three dissertations were found that looked at the role of resident centers; Becker (1977), Sim (1975), and Markovits (1977).

It was mentioned earlier that the nature study movement helped to influence outdoor education. The significance of the movement can be found in a dissertation written by Olmstead (1967), The Nature Study Movement in American Education.

The conservation movement, during the late 1800's and early 1900's also helped to influence the development of outdoor education. It was, in part, the growing awareness and support of the government for conservation that school camping had its early beginnings. The movement received its name from Gifford Pinchot. His contributions were researched by Pinkett (1953), "Gifford Pinchot and the Early Conservation Movement in the U.S.".

Dissertations that investigated 'pioneers' in the field of camping and outdoor education were also reviewed.

Williams (1976) dissertation focused on the life and contributions of Julian Smith. The life of E. Laurence Palmer and his contributions to nature, conservation, and science education was studied by Bellisario (1969). The contributions of Sharp were indirectly studied by Piercy (1978), who researched the influence of Sharp on the lives and professional careers of educators and youth leaders; and Huntley (1977), "Extending Education Through Camping, 1978: A Study Approximating L.B. Sharp's Outdoor Education Research in 1947".

Numerous textbooks were reviewed. Those that offer the most pertinent data to this study include, Donaldson and Georing, Perspectives on Outdoor Education....Readings, (1972). Hammerman and Hammerman, Outdoor Education, A Book of Readings, was found to be an extremely valuable resource. It provided approximately 90 articles written by leading authorities in the field. One of the earliest articles included in the book was written in 1943 by Partridge.

Other books reviewed were, Fifty Years of Resident Outdoor Education: 1930-1980, ed. by Hammerman. The Smith, Carlson, Master, and Donaldson classic, Outdoor Education. The Handbook of Nature Study, by Comstock, provided valuable insight into the philosophy of the nature study movement.

Vinal's text, Nature Recreation, provided insight into his philosophy which significantly influenced the nature study movement and the thinking of Sharp.

Even though the focus is more in keeping with organized camping, Camping Magazine, has published numerous articles through the years dealing with the historical development of outdoor education. The Journal of Outdoor Education, published by Lorado Taft Field Campus, provided valuable articles dealing with environmental education. The Journal of Environmental Education was also a valuable resource.

Information was also obtained from, ERIC, Information Analysis Center for Science, Mathematics, and Environmental Education. "Outdoor Education, A Selected Bibliography", is an example of material that is available.

Influence of Early Philosophers

Learning from nature has had significant educational value which, in turn, had a direct bearing on the development of the individual. Many early philosophers advocated direct learning. Comenuis (1592-1670) emphasized the need for children to have first hand experiences in nature.

> As far as possible men are to be taught to become wise, not by books, but by the heavens, the earth, oaks and beaches, that is, they must learn how to examine things themselves and not the testimony and observation of others about the things. (qtd. in Donaldson and Swan 6)

Rousseau (1712-1778) advocated the study of nature and the freedom of the child to explore and discover the natural environment. In his book, Emile, he emphasized that:

> Life is not just breathing; it is action, the functioning of organs, senses, faculties, every part of us that gives the consciousness of existence. The man who gets most out of life is not the one who has lived the longest, but the one who has felt life most deeply. (qtd. in Boyd 15)

In his revolutionary text, Social Contract, he held that education is life and not a preparation for it and that the best education is by means of the senses through direct experience (Ulanoff 109).

Pestalozzi (1746-1827) at his farm school emphasized the importance of first hand experiences.

> Lead your child out into nature, teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom, let him be taught by nature rather than by you. Let him fully realize that she is the real teacher and that you, with your art, do nothing more than walk quietly at her side. Should a bird sing or an insect hum on a leaf, at once stop your walk; bird and insect are teaching him; you may be silent. (qtd. in Ulanoff 109)

Pestalozzi also put tremendous emphasis on the importance of observation.

> Observation is the absolute basis of all knowledge. The first object then, in education, must be to lead a child to observe with accuracy; the second, to express with correctness the results of his observation. (qtd. in Donaldson and Swan 6)

Pestalozzi felt that school should not become a place where a child's interests and energies were stifled. They had to be stimulated. Teachers have to encourage "expansion from within" (Heafford 77).

In their text, Philosophy of Outdoor Education, Freeberg and Taylor present extensive research into the historical background of Outdoor Education. They trace the early history of Outdoor Education and camping and relate it to the educational philosophies of Pestalozzi, Froebel, Herbert and others. Based upon their research, they state:

> The world's greatest philosophers and educators are continually cautioning school teachers in all countries that first-hand experience and direct experiences with nature and real life situations are most essential to understanding and improving texts and literature. The outdoor education method is more urgently needed in today's schools in the United States because of the obvious lack of opportunities provided modern day youngsters for direct learning experiences of any kind. (177)

Camping Education

The first camping education experience occurred in 1823 at the Round Hill School Camp in Northampton, Massachusetts (Ford 21).

The program was developed and run by Joseph Cogsweell and George Bancroft who offered activities and lessons in botany, geology, outdoor cooking, and shelter construction. In the proposal written for their program, they emphasized the value and importance of observation.

> ...and certainly in the pleasant days of Spring and Autumn, so far from compelling them to remain at home, we would encourage them to go abroad and learn to feel the beauty of creation and the benevolence of its Author. Short journies, whether on foot or by other means of conveyance, might quicken their powers of observation, and by refreshing and strengthening their bodies, prepare their minds for more profitable application. (qtd. in Ford 21)

In 1861, the first organized camp was established by Frederick William Gunn. Gunn was the schoolmaster of the Gunnery School in Washington, Connecticut, where he provided his entire student body with several overnight and 2-3 day living experiences in the out-of-doors. The program consisted of a regular school curriculum mixed with outdoor education activities.

Nature Study Movement

The roots of the nature study movement are traced backed to the philosophies of Comenius, Rouseau, and Pestalozzi. Their ideals were introduced to the United States by Agassiz (1807-1873) whose philosophy stressed the importance of observation; "study nature, not books" (qtd. in Donaldson and Swan 7).

The beginning of the nature study movement in 1884 laid a foundation for what would follow...outdoor education. Liberty Hyde Bailey, Professor of Agriculture at Cornell University, emphasized the importance of nature study and the ideals of Agassiz in his book, The Nature Study Idea. Bailey considered nature study to be a process, with a purpose to educate the child in terms of his environment so that his life may be richer (qtd. in Comstock viii). According to Bailey, Nature Study:

> ...trains the eye to see and comprehend the common things in life, thereby establishing a sympathy with everything it is... In the early years we are not to teach nature as a science, we are not to teach it primarily for method or drill: we are to teach it for loving. (qtd. in Comstock viii)

Bailey was given the responsibility of teaching and preparing lessons in nature study with the goal of better preparing the children of New York state in farming and agriculture. The need was the result of the agricultural depression of 1891-1893 (Comstock ix).

In order to accomplish this task, it was felt that the first step was to help the teacher through simply written leaflets. The Cornell Rural Leaflets were therefore inspired by the writings of Palmer, Comstock, Spencer and Miller.

Comstock is best known for her text, Handbook of Nature Study, written in 1911. Comstock presents many of the early Cornell leaflets, rewritten, along with new ones, in order to present a uniform plan to nature study. According to Comstock:

> Nature study is, despite all discussions and perversions, a study of nature; it consists of simple, truthful observations that may, like beads on a string, finally be threaded upon the understanding and thus held together as a harmonious and logical whole. Therefore, the object of the nature study teacher should be to cultivate in the children powers of accurate observation and to build up within them understanding. (1)

Comstock conceived of nature study as an aesthetic experience that allowed for spontaneity and the "opening of eyes to the individuality, the ingenuity, the personality of each of the unnoticed life forms about us" (vii).

Comstock felt that nature study should provide for the child:

1. practical and helpful knowledge, so that he might protect himself against natural disasters.
2. cultivate the child's imagination
3. cultivate in the child a love of the beautiful
4. give the child a sense of companionship with the out-of-doors and an abiding love of nature. (1)

Based upon these principles the teacher is then directed as to how to guide the child.

It was through the efforts of individuals like Bailey, Palmer, and Comstock that the American Nature Study Society was established in 1908 (Donaldson and Swan 7).

Contributions of William Gould Vinal

In 1940, William Vinal brought a new emphasis to the nature study movement. As our society was becoming more industrialized, Vinal felt that nature study could be utilized in order to maintain a consciousness of what we had:

> with the development of industrialism and the concentration of population in cities, there disappeared both the need and the place for daily intimacy with out-of-doors. In some schools, nature study degenerated into an ambitious

> accumulation of facts chained to
> the pickled and desicated biology
> of the past. (Vinal vii)

Vinal continually re-emphasized the need not to lose sight of what history and nature have taught us and what they can tell us about the future.

> It is true we no longer need to learn
> the signs of the zodiac, nor is it
> necessary to hew logs and thatch the
> roof. But, we still live and move
> and have our beings in a world of
> nature, and upon our ever increasing
> understanding of its functioning
> depends on our progress. (Vinal viii)

In his book, Nature Recreation, Vinal outlines his educational philosophy of nature play. He compares the learning experiences of animals in an effort to survive to that of children who will be making decisions that will impact the future of our environment. Some of the points he emphasizes in his text are:

> We are children of the forest,
> The lower forms of animal life
> never attend school,
> Man is the first animal to have a
> thumb rule of nature,
> Nature play is a serious occupation
> of childhood,
> Nature play in youth is fundamental
> for nature recreation in later
> life,
> The street child needs nature guidance. (3)

Many of Vinal's ideals where implemented into the program

at The Nature Lore School on Cape Cod (Ford 39).
The school was founded and directed by Vinal. It was the goal of the school to prepare nature leaders for camps and schools.

The philosophy of Vinal influenced the thinking of Sharp, during the 1940's when Vinal worked with him at National Camp, Vinal taught Sharp about outdoor teaching methodology.

Other accomplishments are: he served as president of the Camp Director's Association of America (now ACA), was involved in the establishment of the New Jersey School of Conservation, and also served as President of the American Nature Study Society.

Conservation Movement

A term that is no longer used extensively, is Conservation Education, "because it denotes a more limited concept and content" (Ford 17). The influence of the movement had historical impact because it helped to awaken national interest in our environment at the government level.

The term and the movement were founded by Gifford Pinchot. The meaning of conservation is very basic, as viewed by Pinchot, it meant "the greatest good to the greatest number for the longest period of time" (Wesser 200). He advocated the concept of conservation as opposed to preservation.

The idea was supported by President Theodore Roosevelt

who adopted the idea and made it a part of his administration. Pinchot served as the Chief of the Division of Forestry, later named the U.S. Forest Service, in the Department of Agriculture under Roosevelt.

Other accomplishments by Pinchot were: he founded the National Conservation Association, founded the School of Forestry at Yale where he served on the faculty, and was the Governor of Pennsylvania from 1923-1927 (Wesser 304).

Influence of John Dewey

The influence of Dewey on early leaders of outdoor education cannot be overlooked and therefore deserves to be mentioned. Dewey's philosophy helped to mold the ideals of Sharp who was a student of Dewey's at Columbia.

As a pragmatist, Dewey supported the practice of utilizing field trips, problem solving, and the community as part of the educational experience. He felt that the school yard, community, and natural areas naturally aroused the interest of the child and "the educator's part in the enterprise of education is to furnish the environment which stimulates responses and directs the learner's cause" (Dewey, Democracy and Education 212). He fought for educational programs that would bring youngsters in contact with reality (Hammerman and Hammerman 13).

Dewey's philosophy of education is best outlined in the many articles and books that he wrote. In 1897, Dewey presented the following thoughts in an article entitled, "My Pedagogic Creed";

> ...the only true education comes through the stimulation of the child's powers
> ...education is a process of living and not a preparation for future living
> ...the school must represent present life - life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground. (qtd. in Archambault 427-439)

Influence of W.H. Kilpatrick

The educational philosophy of Kilpatrick strongly supports the idea of active participation by the student where one would truly be able to experience what it means to live. The educational implications for outdoor education are highlighted in an article written by Kilpatrick in 1942 for Camping Magazine:

> The camp provides real living, and so brings learning far and away better than does the older type of school. Hour by hour, a camp is often more educative than school because in it the children can better live what they are to learn... ...Before a thing can be learned, it has first to be lived. If it is a feeling, I can't learn it until I have felt it. If it is a thought, I can't learn it until I first think it. If it is a skilled movement, I cannot learn it until I make the first movement. I learn only and exactly what I live. (14)

Contributions of L.B. Sharp

In his doctoral dissertation, Hammerman states that prior to the 1930's:

> Early developments in Outdoor Education were, for the most part, isolated experiences carried on nearly as much in the name of recreation as for the purposes of education. The stage was gradually being set, however, for what would ultimately become a clearly defined movement in education; and, in fact, affect teacher education itself. (Hammerman xviii)

The opening of National Camp in 1940 was the introduction of the first outdoor education training center for leaders, which focused new attention on the movement. Actually, the groundwork had been begun a number of years before when Sharp, in 1925, was made executive director of Life Camps and pioneered the concept of decentralized camping.

Many of the changes that Sharp implemented while Director of Life Camps are documented in his doctoral dissertation Education and Summer Camp (1930). According to Sharp:

> camping is a series of purposefully related experiences in real life situations and is therefore an educational process. (36)

Sharp sought to utilize the aims of education in order that he might be able to convey the importance of camping related experiences. Sharp stated in his dissertation:

> Camp life affords a most favorable setting for educational goals to be accomplished, as the activities embodying them are carried on in real life situations. (42)

Sharp placed emphasis on pioneer living, such as firebuilding, outdoor cooking, and the construction of temporary shelters.

During the 1930's, Sharp began to realize that the true benefits of camping should not be isolated to a few weeks each summer, but should be and could be applied year round within the public school system. He called this problem an "educational waste" (Sharp, The Public School Camp 28).

In order to establish the values of outdoor education as part of the regular school curriculum, a study was conducted in 1947 by the Board of Education, New York City, in cooperation with Life Camps, and with the aid of the Lindolf Camp Committee. The study, Extending Education Through Camping, sought to determine if: "educational camping was an effective medium for meeting the objectives of education" and, if "camping education should be integrated into the school curriculum" by "extending pupil's experiences by living together democratically" (Introduction). The study helped to provide a sound foundation in supporting outdoor education as a valuable educational experience.

It was out of a need to prepare teachers in outdoor education and camping that National Camp was established. The staff at National Camp was made up of leading people within the field. Vinal, Palmer, Calson, Partridge, Harlow, and Metcalf were a few of the first leaders associated with National Camp.

The learning experiences for the students involved extensive outdoor education activities. Students were also required to identify and explore a specific problem related to implementing outdoor education in their community. The problems were then presented in the text, National Camp Problems (Ford 32).

An important part of National Camp was the demonstration camp for children. It provided an atmosphere where teachers, school administrators, and college students could observe children camping in tents, in a situation "where theory and practice go hand in hand" (Ullanoff 118).

National Camp offered summer workshops for teachers to receive graduate credit through New York University. In addition to courses offered to college students, National Camp also offered numerous workshops and clinics through 1953.

Sharp was also influential in the establishment of other education training centers. In 1949, as a result of the work of Sharp and Partridge, the New Jersey State School of Conservation was established on the site of an existing Civilian Conservation Corps facility. The new school was located only 8 miles from National Camp. Partridge, who was the administrative force behind National Camp, served as the first director of the school (SOC News Winter/Spring 1979 9) It was required that all students attending a state college in New Jersey spend one week at the School of Conservation.

Rosenbrook, Director of Teacher Education and Certification for the New Jersey State Department of Education, in an article, "The Place of the New Jersey State School of Conservation in the Outdoor Education Movement", mentions the influence of Sharp:

> I think it should be said that if it were not for L.B. Sharp, this program would not exist...L.B. Sharp ran life camps a number of years ago over across the river, not too far from our present location. And, a lot of bright young people came to learn about outdoor education from him. Among them were several people from N.J., notably DeAlton Partridge, the President of Montclair State College, and Ed Ambry, who is director of field services over there. (Rosenbrook 1)

Due to his influence, in 1964, the School of Conservation dedicated its library to the memory of Sharp.

Sharp's influence on the field is best remembered by a statement made in an article "Outside the Classroom".

> That which ought and can best be taught inside the schoolrooms should be taught, and that which can best be learned through experiences dealing directly with nature materials and life situations outside the school should there be learned. (363)

This simple statement formed from his own experiences, and exposure to men like Dewey, helped to bring new attention to outdoor education.

Contributions of Julian Smith

At the time that National Camp was being established in 1940, another program that would impact outdoor education was developing in Michigan. The movement initially took root under grants provided by the W.K. Kellogg Foundation which is "credited with having provided leadership through the development of this concept of school camping" (Ford 42).

The Kellogg Foundation had originally founded three camps in 1930: Pine Lake Camp, St. Mary's Camp, and Clear Lake Camp. The purpose of the program was to provide service to under-priviledged children.

In 1940, the Kellogg Foundation made available the Clear Lake Camp to three schools: Lakeview of Battle Creek, Decatur, and Ostego. It is believed that this was the first extensive program on a year-round basis that incorporated camping into the school curriculum (Ford 42). "Students were sent from the three schools, grades 4-12, each spending 2 weeks at camp" (Williams 44).

Smith, principal of Lakeview, worked closely with Hugh Masters, director of camp programs for the Kellogg Foundation, to develop curriculum for Clear Lake Camp. In developing the program, Smith felt that;

the things we could do out there

> (at the camp) we could do better than we could do in the school building. At Clear Lake we tried to compliment and supplement the things that we had been doing in the school. (qtd. in Williams 47)

The true success of the program, Smith felt, was due to the abilities of the leaders involved. Many of the staff members at Clear Lake went on to become outstanding leaders at other camps and programs throughout the United States (Williams 48). George Donaldson, who developed the Tyler School Camp, was one of the early staff members. The Tyler School Camp, in Tyler, Texas, served as a model facility servicing an entire community. Another staff member, Ed Pumula, developed the state of California into a leader in outdoor education (Williams 48). Donald Hammerman, another member, is considered to be a leading authority and writer in the field of outdoor education.

Many of the early teachers at Clear Lake were also influenced by Sharp. During July 1945, the Kellogg Foundation paid for several teachers to attend a workshop at National Camp (Ford 44). Donaldson, prior to working for Clear Lake, took school groups from the Lanning Demonstration School in New Jersey to National Camp.

During the 40's and early 50's, Smith's contributions to outdoor education were felt throughout the United States, and

especially in Michigan. He was involved in coordinating numerous workshops and conferences on community school camping, teacher education, and the establishment of a work/learn camp program for high school dropouts.

From 1945-1953, Smith served as Assistant Supervisor of the Camping and Outdoor Education Project of the Department of Public Instruction, Michigan. In 1953, Smith joined the faculty of Michigan State College as an Associate Professor of Education. From 1955-1975, while still on the faculty at Michigan State College, Smith served as the Director of the newly formed Outdoor Education Project of the American Association for Health, Physical Education, and Recreation.

Smith is best remembered for the text, Outdoor Education, which he co-authored with Carlson, Masters, and Donaldson. The text has been used by numerous organizations, school departments, recreation departments, community organizations, camps and outdoor education centers looking to develop outdoor education programs.

The text focuses on Smith's philosophy of outdoor education and how it can be adapted to meet the needs of various groups. According to Smith, "outdoor education means learning in and for the outdoors" (Smith 20). Like Sharp, Smith felt that learning in the outdoors provided an opportunity for problem solving and that it:

> ...offers an opportunity for direct experiences leading to a greater appreciation, a clearer interpretation, and a wise use of the natural environment in achieving the purposes of education. (20)

He called this phase of outdoor education "appreciation arts" (20).

Smith expanded his definition to also include education for the outdoors. This part of Smith's definition incorporated outdoor recreation and physical education into outdoor education, with emphasis on archery, fishing, hunting, and boating. According to Smith:

> the skills, attitudes, and appreciations necessary for the intelligent use of the outdoors are integral parts of a good educational program and constitute an important phase of outdoor education. (22)

The teaching of these skills was carefully integrated with other subjects of the school curriculum.

Smith took advantage of the growing awareness and importance of adventure based programs and linked its value and importance to outdoor education. In an article, written in 1972, Smith talked about a "newer emphasis in outdoor education...developments are illustrated by survival-type programs, expeditions to wilderness areas and outpost camping.." (Smith, As We See It 1).

In his dissertation, Hammerman stated that Smith "contributed more to the expression and dissemination of the school camping and outdoor education idea than any other single person" (81). As a result of his work that incorporated Outdoor Education into the Michigan Public Schools, the Michigan State Legislature enacted Act 170 permitting school districts to own and operate their own Outdoor Education centers (Elliot and Smith 64). In a speech given in 1966 at Bradford Woods, Kirk stated that: "As a result of Smith's efforts, the State of Michigan became recognized as a leader in the field of Outdoor Education" (Kirk Outdoor Education: Yesterday, Today, and Tomorrow).

Outdoor Education Project

The Outdoor Education Project was established in 1955 under the supervision of the American Alliance of Health, Physical Education, and Recreation. Smith felt that the project was "the only national educational effort devoted solely to Outdoor Education in its broadest aspects" (Hammerman, Fifty Years...36). The project was supported, in part, by various sporting goods' manufacturers.

The project focused on three areas:

1. teacher and leadership preparation, which received the greatest attention;
2. publications, which were distributed through AAHPER;

3. interpretation, which involved the development of 5 national conferences in outdoor education from 1958-1974 (Hammerman, Fifty Years...31)

The project "was the forerunner to many significant events, such as the Report of the Outdoor Recreation Resources Review Commission, the creation of the Bureau of Outdoor Recreation, and the Land and Water Conservation Fund Act" (Smith, A Decade of Progress 3).

As a result of the work accomplished by the Outdoor Education Project, Smith felt that "it was an important source of leadership and influence in this era in which it serves and contributes to the ultimate objective of improving the quality of living in our times" (Smith, A Decade of Progress 4).

In 1964, in an effort to bring together education, conservation, and recreation into one organization, the Council on Outdoor Education and Camping was established by the American Alliance of Health, Physical Education, and Recreation.

Principles, Goals, and Objectives of Outdoor Education

In order to fully support and understand the importance of incorporating outdoor education into the school curriculum, the principles, goals, and objectives of outdoor education need to be examined. "The only rationale upon which justification

for outdoor education can be maintained is the fact that it helps to fulfill, in a way that 'indoor instruction' cannot, the aims of education" (Hammerman & Hammerman 46).

The following principles help to assure the nature and validity of outdoor education.

1. Outdoor education is a method or process utilizing the outdoors.

2. Outdoor education is not a separate discipline, it has no subject matter of its own.

3. Direct experiences in the outdoors are essential to the understanding of one's environment and, thus, to general education.

4. Useful outdoor experiences may be as brief as a few minutes or as long as several days or weeks.

5. A comprehensive outdoor education program provides direct experiences in the outdoors for all children at all grade levels.

6. Outdoor education involves the learner, emphasizes the exploratory approach, and utilizes multisensory experiences.

7. Outdoor experiences should be an integral part of modern education.

8. Outdoor education can be utilized to develop the understanding and skills necessary for the wise use of leisure time. (Smith, Carlson, Masters, Donaldson 28)

The goals of outdoor education are often seen as being inseparable from the goals of general education. In 1971, a task force of the Council of Outdoor Education and Camping, of the American Association of Health, Physical Education and

Recreation, identified how educational goals could be accomplished in an outdoor setting. Several of the goals developed were:

GOAL

To develop the full potential of the individual

To promote the development of social relations and individual responsibility

To promote the development of civic responsibility

MEANS IN THE OUTDOORS

through optimum exposure to and involvement with the natural environment

through group living experiences, particularly in resident outdoor education, where there are unique opportunities for student-teacher planning and participation in the camp community

through active participation and problem-solving situations in the community, the improvement of the physical environment, and the development of good human relationships through cooperative projects and activities.(Smith, Carlson, Masters, Donaldson 30)

Many of the goals developed by the task force were similar to a listing of aims proposed by the Educational Policies Commission in 1938. These included: 1) self realization, 2) human relationships, 3) economic efficiency, and 4) civic responsibility.

A general discussion of the objectives of outdoor education and education are presented by Gabrielson and Holtzer.

They state that:

> Probably the two most significant sets of educational goals are those established by the National Education Association's Commission on Reorganization of Secondary Schools in 1918 and the NEA's Educational Policies Commission's 1938 statement of objectives. These goals have been a guide to outdoor education programming since the beginning of the movement. Properly planned and conducted outdoor education programs make a contribution to each of the seven cardinal objectives promulgated in 1918: 1) health, 2) command of fundamental processes, 3) worthy home membership, 4) vocation, 5) citizenship, 6) worthy use of leisure time, and 7) ethical character. (Gabrielson & Holtzer 13)

Preparation of Teachers in Outdoor Education

It became evident that as outdoor education flourished within the schools that there was a need to prepare teachers to meet the demand for quality programs. This need was understood by Sharp who sought to train teachers at National Camp. It was also a factor that lead to the development of the New Jersey School of Conservation.

Smith felt that in order to provide outdoor education "colleges and universities will need to intensify their efforts in pre-service and in-service training. More actual and direct experiences in the outdoors will be needed, along with methods and techniques adapted to teaching in informal situations" (Hammerman & Hammerman 40). Smith felt that this could be accomplished by providing for training that included: 1) an

understanding of human beings and how they learn; 2) the ability to interpret the outdoors as a climate for learning; and 3) the necessary skills and techniques to teach and guide in an informal setting (Hammerman & Hammerman 40).

In his dissertation, An Administrative Guide for Initiating Resident Outdoor Education in the Public Schools, Schafer points out the need for an outdoor education specialist to become a part of the staff at the school. Rillo, in his dissertation, A Preliminary Definition of the Role of the Outdoor Education Coordinator in Representative Public School Outdoor Education Programs, looked at the role of the Outdoor Education Coordinator within the school system. The coordinator's function would be to work with the teachers within the school system and to administer the outdoor education program. It was felt that this would enable the program to become a part of the total school curriculum.

In, Outdoor Education: A Synthesis, Donaldson and Georing stated that "the predominant factor discouraging teachers from utilizing the outdoors is a feeling of not being prepared adequately for this type of teaching" (10). Part of this insecurity was due to the failure of colleges and universities to adequately expose outdoor education activities that could be incorporated within the school curriculum.

In his dissertation, Analysis of the Factors Which Influence Teachers in the Utilization of Outdoor Instructional Activities, Hug found that there was a lack of curriculum materials in outdoor education which had discouraged teachers from incorporating outdoor education into the classroom.

This lack has been filled in recent years with curriculum development projects like Biological Sciences Curriculum Study (BSCS), Elementary Science Study (ESS), and the National Environmental Education program (NEED) which was developed by the National Park Service. Many school systems have also developed their own programs that are directly tied to the environmental needs of the school and the community.

College Sponsored Centers in Outdoor Education

Presently, numerous colleges and universities sponsor outdoor education centers and programs. Several, due to their historical influence, are worth mentioning.

In 1950, Sargent Camp - Boston University, was established through the efforts of the Dean of Sargent College, George Makechnie, and his assistant, Jean Young. Leslie Clark, who previously worked for Clear Lake, served as the first director of the camp. The schools of Newton, Massachusetts were the first to attend the new camp (Smith, Carlson, Masters, Donaldson 107).

Also, in 1950, Southern Illinois University entered into a cooperative program with the Crab Orchard Wildlife Refuge and developed 6,000 acres at Little Grassy Lake into an outdoor laboratory. The programs offered included: Outward Bound experiences, conservation workshops for high school students, day use and resident programs, experimental programs for mentally and physically disabled children.

In 1952, Indiana University developed the 2,300 acre Bradford Estate into a center for outdoor education, camping, and recreational leadership training. It is known for Camp Riley which is a completely accessible model camp facility servicing disabled children. Bradford Woods is also the home for the National Headquarters of the American Camping Association.

In 1954, Northern Illinois University founded the Lorado Taft Field Campus. It is here that the Department of Outdoor Teacher Education is located. Students from various departments at the school are required to participate in a series of resident practicum experiences.

The New Jersey School of Conservation, which is the focus of this study, was the first college center to be developed in 1949. It is dedicated to:

1) providing educational experiences for students and teachers;

2) the training of future teachers in service and in the use of the outdoors for educational purposes;

3) conducting a demonstration children's camp utilizing conservation education as the main program feature.

Environmental Education

The societal pressures of the 60's, increased awareness of air pollution, water pollution, noise pollution, landscape pollution, over population and energy demands formed a new concept of education -- environmental education.

The consciousness of America was being aroused by the writings of authors like: Udall, The Quiet Crisis; Carson, Silent Spring, in which she writes of the poisoning of our earth. Ten years earlier, another author warned us of the impending environmental crisis. In the book, The Sand County Almanac, Leopold introduces the concept of a 'land ethic':

> ...The 'key-log' which must be moved to release the evolutionary process for a land ethic is simply this: quit thinking about decent land-use as soley an economic problem. Examine each question in terms of what is ethically and aesthetically right, as well as what is economically expedient. A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community, it is wrong when it does otherwise. (224)

Leopold warns not to become "conquerors of the land community", but to be a "member and citizen of it" (204).

During this time, there were those individuals who felt that there was a changing emphasis in the Outdoor Education programs of the 1950's to a more conservation emphasis in the 1960's. Dr. John Kirk, in a speech given upon receiving the 1974 Taft Award, "Outdoor Education, Conservation Education: A Quantum Jump," mentions that:

> the thrust in most outdoor centers then became attitude formation in conservation, the intent being to assist students to see and better understand the significance and importance of proper land management. (Kirk 4)

Kirk emphasizes that the external pressures of society forced "the philosophical components of outdoor education and conservation education on a collision course; and in the later 1960's, there was a blending which resulted in the field of environmental education" (Kirk 5).

A leading supporter of environmental education, Stapp, supports the principle that "environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, and is motivated to work toward its solution." (Stapp 3). Environmental education adds a new dimension to outdoor education, in that, "it focuses on the causes of the environmental crisis, rather than just the symptoms" (Stapp 4). Students participating in environmental education programs should, as a result, realize the need to use our natural

resources more efficiently than they have been used to date.

Not all involved in outdoor education agree with the new focus of environmental education. Smith supported the fact that outdoor education accomplishes what environmental education has been designed to do (Williams 149). He felt that adding a new name to the field would only confuse what had already been accomplished.

The one principle that the field does agree on is: environmental education should not be taught as a separate curriculum, but it should be incorporated into every course from K-12. The end result would then be an 'enlightened citizen' motivated towards maintaining and improving our natural environment.

Three major events occurred in 1970 that represented the nation's concern for the environment. They were: Earth Day (April 22, 1970), the first report of the Council on Environmental Quality (August, 1970), and the passage of the National Environmental Education Act (October, 1970).

The Environmental Education Act stipulates that:

> Environmental education is an integrated process which deals with man's interrelationship with his natural and man-made surroundings, including the relation of population growth, pollution, resource allocation and depletion, conservation, technology, and urban and rural planning to the total human environment. Environmental education is a study of the factors

> influencing ecosystems, mental and physical growth, living and working conditions, decaying cities, and population pressures. Environmental education is intended to promote among citizens the awareness and understanding of the environment, our relationship to it, and the concern and responsible action necessary to assure our survival and to improve the quality of life.

In 1972, a report developed in cooperation with the National Education Association and the National Park Service supports the importance of resident programs as an approach to environmental education:

> A one-week resident educational environment centered camp for fifth and sixth graders is becoming a regular part of many school curriculums. These resident camps started out originally in school camping and outdoor education programs. Many of these programs still maintain the name outdoor education, but much of what has been incorporated into them today is called environmental education ...The change in terminology from outdoor education seems to be symbolic of the subtle change in emphasis from a focus on the natural environment to a broader consideration of man's total environment, including population, pollution, transportation, etc. (Hammerman, Fifty Years...10)

This change in emphasis is one that has occurred at the School of Conservation and will be researched by the author.

The transition from conservation education to environmental education was the subject of the first issue of the Journal of Environmental Education. In the article, "On Environmental Studies", Schoenfeld compared conservation

education (CE) with environmental education (EE). Several of the points he developed are:

> Local (CE) versus Global (EE). Environmental education recognizes that environmental problems do not respect man-made boundaries between communities, states, or nations, nor can they be treated as if they do. Because of the urgency of the situation, EE must reach all ages immediately - including those who can affect the political process now. (1-4)

The importance of environmental education is emotionally portrayed by Goldsmith, Stevenson, and Fuller. In their text, Blueprint for Survival, they introduce the concept "Spaceship Earth".

> Our little Spaceship Earth whirls on through the fleeing stars of night. Except for sunlight, her fuel and supplies are all on board. There's no going back for more, and there's no getting off to go some better place. Spaceship Earth is off the pad, and we're the crew. The only crew she's got. (qtd. in Tanner 15)

The authors emphasize that a change is desperately needed and that we cannot continue to be bystanders who are largely unaware of the problems, and scarcely understand them.

An attempt to bring world wide attention to the environmental crisis occurred in October 1975 in Belgrade, Yugoslavia. The conference organized by UNESCO, under the leadership of Stapp, developed the Belgrade Charter.

The intent of this document was to serve as a basis for environmental education programs world wide. Two years later, UNESCO organized the Intergovernmental Conference on Environmental Education, which was held in Tbilisi, USSR.

CHAPTER 3

THE FORMATIVE YEARS

The earliest mention of an outdoor education program for the six state teachers colleges of New Jersey was first expressed by Robert Morrison, State Director of Teacher Education for New Jersey, during a conference held at National Camp in July 1941 (Rillo, Reflections). Here we can pinpoint the date and the first conceptual building block leading to the establishment of the New Jersey School of Conservation (Rillo, Reflections). It was agreed that the proposal should be submitted for discussion at the next meeting of the college presidents to be held on November 19, 1941 (Rillo, Reflections).

At the November 19th meeting, the college presidents agreed to sponsor the institute. Morrison summarized the proposed agreement in a letter of November 26th as follows:

1. Each college will select a quota of six

students for enrollment in the institute. Each student will pay a total of $30.00 to National Camp. If any college does not have six students willing to enroll, a portion of its quota may be assigned to other colleges. In other words, each college guarantees a minimum of $180.00 for the Camping Institute Project.

2. It is understood that each teachers college will select one faculty member to accompany the students and to serve on the camping institute. It is understood that National Camp will pay $50.00 to each of these six faculty members serving the institute.

3. Each student successfully completing the Camping Institute will receive 2 semester hours credit in Camping Education (Rillo, Reflections).

The Camping Institute was conducted July 17-27, 1942. The staff included Sharp, Vinal, Partridge (Associate Director of National Camp and Professor of Education at Montclair State College), Goodrich, and Gunn.

According to Partridge, in an article "Teacher Education Outdoors", the purpose of the institute was to furnish prospective teachers with a much needed experience background as a basis for teaching and to demonstrate the use of the outdoors in the education of youth (153).

Based upon the success of the institute, "a group of far

sighted New Jersey educators and conservationists envisioned a field campus for the six state teachers' colleges: Glassboro, Jersey City, Montclair, Newark, Paterson, and Trenton" (Schierloh 4).

After considering several locations in the State, it was felt that the Skellinger Group Camp, constructed by the Civilian Conservation Corps, would be a suitable site. The site consisted of 35 acres surrounding Lake Wapalanne in Stokes State Forest.

Acquiring the site was not an easy task; there were also a number of other groups interested in the site.

> Dr. Partridge, L.B. Sharp of Life Camps, Jules Marron and Senator Alfred Littel went to the state capital to persuade the Department of Conservation and Economic Development to turn over the group camp to Montclair State College. They were accompanied by Luther Lindenmuth, principal Forester for the state of New Jersey, and Dr. Morrison, Assistant Commissioner for Higher Education in New Jersey. The bulldozers and other heavy equipment were ready to raze the facility because of the many pressures placed on the Department of Conservation and Economic Development by such groups as Boy Scouts, Girl Scouts, and others. Rather than choose among so many groups, the Department decided to tear everything down and leave Long House, a former CCC recreation building, as an interpretive information building. (Rillo, Reflections)

Due to their efforts, in the Spring of 1949, the New Jersey State Board of Education, with the approval of Governor Alfred Driscoll, formally established the New Jersey School of

Conservation at the Skillinger Group Camp Site. The buildings and the land which were under the jurisdiction of the State Department of Conservation and Economic Development, were leased to the New Jersey Department of Education, which had jurisdiction over the state colleges (Kirk, Facets and Faces 1). The direction of the School of Conservation was the responsibility of the Dean of Instruction at Montclair State College, DeAlton Partridge (Annual Report 1949-1950. 5).

A demonstration children's summer camp, known as Camp Wapalanne, was also established to train college students to be teachers in the fields of Outdoor Recreation, Outdoor Education, Conservation and Field Science.

When the School of Conservation was established, $6,000.00 was appropriated annually to get the school started. The money was not finally approved by the legislature until early May, 1949, and was not actually available until July 1st (Annual Report 1948-1949. 21). This policy would continue until July 1, 1951 when the Director of the Budget would rule that the school would receive only those funds which it collected for tuition and other services, making it a self-supporting agency (Kirk, Facets and Faces 1).

Summer of 1949

The facilities at the School of Conservation had not been used for several years. Therefore, there were a number of

details to be arranged and a countless number of physical jobs to be completed. With money not yet available from the state it was necessary to organize work groups of students on weekend trips. Students were given room and board and funds for food was advanced personally by Partridge (Annual Report 1948-1949. 21).

As a student at Panzer College, Rillo was one of the first students to participate in the work weekends at the School of Conservation. Reflecting upon that time, Rillo shared the following information, at the 40th Anniversary Conference of the New Jersey School of Conservation held on June 9-11, 1989.

> ....it was an assignment that I accepted when Dr. Margaret C. Brown, President of Panzer School of Physical Education and Hygiene (then an independent school and now a part of Montclair State College), asked for volunteers to spend a work weekend at the Stokes State Forest site of the School of Conservation. This is what we found when we arrived in the spring of 1949: a relatively unused ten-year-old group camp and surrounding CCC support buildings, such as barracks buildings, dining hall, recreation building, shower houses, garages, officer cabins, and storage buildings; there were still artifacts of the CCC occupancy in the form of gasoline cans, ammunition boxes, medical and hospital supplies, crates of WWI army surplus tools, coffee mugs, plates, etc.
>
> In Long House, the recreation building, I remember a stage and the remnants of an old boxing ring giving evidence that this was a popular recreation activity in the CCC program. The dam, which created the lake, was built by the young men stationed here.

> We cleaned out ten years worth of accumulated debris from cabins and other buildings. The leaves were piled up to the top of the fireplace in Big Timbers, the dining facility. We carried beds, cut open unused trails, and performed a host of other chores. Later, we were to return to participate in Panzer Camp, a required ten-day training session for all Panzer College students during their freshman or sophmore year.
>
> Panzer College, located in East Orange, New Jersey, had been using another camp for a number of years to provide a camp setting in which all students could learn aquatic skills leading to certification, first aid certification, outdoor living skills, crafts, and camp leadership skills. When Dr. Brown learned of the availability of the State School of Conservation site from DeAlton Partridge, she was eager to explore the possibility for the Panzer Camp Experience.

Because of the limited time available for promotion and publicity it seemed wise to limit the number of offerings during the first session at the School of Conservation. Following is a list of courses that were held during the summer of 1949 with the number of students and faculty that participated in each course (Annual Report 1948-1949. 21).

June 5-17, Camp Leadership Institute

> This course was primarily for physical education majors and included intensive instruction in swimming, diving, water sports, boating, canoeing, safety, camp leadership, folk dancing, and recreational activities. Registration for this institute was through Panzer College.

Attendance -	Faculty	12
	Students	85
	Total	97

June 20 - July 1, Conservation Education Institute

This course was offered primarily for the undergraduates of the State Teachers Colleges. Experiences during the eleven days included field explorations, conservation projects, evening programs, and field studies in science. Two points of senior level credit were allowed for this course.

Attendance -	Faculty	6
	Students	51
	Total	57

July 5 - 23, Field Studies in Science
Conservation Education

This three week session was primarily for teachers-in-service. The course was made up almost entirely of field experiences in science and conservation. Outside experts came to the camp to conduct special projects in tree diseases, fungi, geology, etc.

Attendance -	Students	23

September 1 - 10, Conservation Education Institute

This course, similar to the one in June, was organized for students of Fairleigh-Dickinson College. However, students from the various State Teachers Colleges also attended.

Attendance -	Faculty	2
	Students	21
	Guests	12
	Total	35

Due to the success of the first summer, the following recommendations were presented by Partridge in the 1948-1949 Annual Report (22).

1. A field experience at Lake Wapalanne should be required of certain major fields in the State Teachers College

curricula. Science majors should certainly have field science. Physical education majors and minors should have an aquatics course, and social studies majors could all benefit from the course in conservation education.

2. It is quite evident from the first year of operation that the direction of the School of Conservation is a task which will require the part-time service of one person during the winter months and full-time for the months of May, June, July, August, and September.

3. Brochures and publicity materials on the program at Lake Wapalanne should be prepared before Christmas and released to the teachers of New Jersey.

Course Offerings

Acting upon the recommendations of the previous year, Partridge spent a large portion of his time promoting and directing the School of Conservation, in addition to his other duties as Dean of Instruction at Montclair State College.

His responsibilities included the development of the educational program, the general business operation, the development of budgets, the promotion of enrollment, the supervision and maintenance of the physical plant, the selection of staff, and the buying of supplies (Annual Report 1949-1950. 12).

In order to promote the School of Conservation, in particular, Camp Wapalanne, a one-reel colored motion picture was edited from scenes taken during the summer. Titles were prepared and edited into the film, and it was shown before garden clubs, school groups, and other interested associations (Annual Report 1949-1950. 13).

In addition to the photographic material that was prepared, a general folder describing the School of Conservation was developed, and 10,000 copies were printed. (Appendix A & B) The folders were distributed throughout the state to superintendants, principals, teachers, and alumni of Montclair State College (Annual Report 1949-1950. 13).

Personal appearances were made by Partridge at schools, garden clubs, and PTA associations. A School of Conservation breakfast was also held in Atlantic City in connection with the meeting of the New Jersey Education Association.

The summer course offerings expanded to include a wide range of courses for the summer of 1950. The 1949-1950 college catalog listed the following 2 semester hour courses (11-12).

Pre-Summer Session: June 19-29 (primarily for undergraduates)

Integration 440 - Camping Education
Integration 441 - Conservation Education
Physical Education 410 - Water Safety and First Aid

Summer Session: July 5-23 (primarily for teachers in service, senior, and graduate students)

Integration 441 - Conservation Education
Science 405C - Field Studies in Science

Summer Session: July 26 - August 13

Integration 441 - Conservation Education
Integration 478 - Elementary School Science
Science 405C - Field Studies in Science

Summer Session: August 18 - 28

Science 411 - Problems in Field Studies in Science
Social Studies 477 - Rural Sociology

Summer Session: August 30 - September 9

Integration 441 - Conservation Education
Science 405C - Field Studies in Science

A variety of special institutes and weekend conferences were also held from May through September. According to Partridge, in the 1949-1950 Annual Report, the outstanding new experience during the summer was the Rural Sociology course which was attended by 31 students. The group was made up largely of teachers in service who had been teaching in the metropolitan New Jersey area. During the ten-day period, the group, among other things, visited dairy farms, a milk cooperative, a county freeholders' meeting, a settlement house in a mining town, a church auction, and a fireman's clambake. Speakers who visited the camp to discuss rural problems included a state senator, two state assemblymen, local

businessmen, county agents, the county superintendent of schools, county welfare workers, an expert on local history, a veterinarian, and local youth leaders (11).

The value and importance of a rural sociology course was reinforced in a statement made by Morrison in 1957:

> A fundamental premise in establishing the School of Conservation is the belief that an understanding of rural life problems is essential for all citizens and that teachers cannot possibly lead boys and girls to such an understanding unless they have first-hand contact with problems which are faced by farmers in providing milk, meats, grains, wool, hides, fruits, eggs, vegetables, and other products so essential in the life of New Jersey citizens. (qtd. in Schierloh 5)

Many of the courses were listed in the college catalog as "Integration" courses. Brennan, in the forward to the text Facets and Faces of Environmental Education, edited by Kirk, remembers taking Integration 440-441 and that "Captain Bill Vinal called the class 'The Integrators'". Brennan felt "that the course was not the important thing. What was important was the experience of living and learning in the natural environment, of learning how to explore unknown environments" (v).

The President of Montclair State College, Sprague, made special mention of the success of the School of Conservation in the 1949-1950 Annual Report (3).

> SOC, held at Lake Wapalanne in Stokes State Forest, has gone into its 2nd year under the leadership of Dean Partridge. Partridge with the help of Dr. Morrison, has made a splendid success of this enterprise. Total attendance has amounted to over 800 participants.

During the summers of 1952-1957, a variety of undergraduate and graduate courses were added to the courses already offered at the School of Conservation. The Montclair State Teachers College Bulletin, 1952, listed the following new courses (17-20).

> Integration 443 - Practicum in Camping Education
> Integration 444 - Practicum in Conservation Education
> Integration 480 - Field Science for Elementary Teachers
> Art 415 - School Arts and Crafts with Native Materials
> Science 413 - Field Studies in Science-Physical
> Science 417 - Science Problems in Conservation
> Science 412 - Field Studies in Science-Biological
> Science 414 - Conservation of Plants and Animals
> Mathematics 411 - Field Mathematics
> Geography 420 - Field Geography and Conservation
> Music 424 - Survey of Composition for Wind Instruments
> Phys Ed 313 - Methods of Teaching Folk and Square Dancing

The 1953 College Bulletin listed the following new courses (20-21):

> Biology 203 - Introduction to Field Biology
> Social Studies 494 - Social, Economic, and Geographic Implications of Conservation
> Science 415 - Conservation of Soil and Water
> Science 416 - Problems in Conservation
> Science 417 - Science Problems in Conservation
> Health Education 412 - Home Hygiene and Care of the Sick

New courses in the 1954 College Bulletin included (22-23):

> Science 420 - Water Supply and Conservation Problems
> Social Studies 482 - Conservation and Rural Life

In the 1956 College Bulletin, the term Outdoor Education was added to the Integration 440 course and now became, Camping and Outdoor Education, and the Industrial Arts Department added a course, Industrial Arts 443 - The Use of Basic Industrial Materials in Industry (23).

DeAlton Partridge

The history and impact of the School of Conservation can not be fully analyzed without an understanding of the first director and founder of the school.

Partridge, Dean of Instruction at Montclair State College, had a strong background in teacher training and worked closely with Sharp as Associate Director of Life Camps. Sharp and Partridge co-authored, "Some Historical Backgrounds of Camping", an article written for, The Bulletin of the National Association of Secondary School Principals, April 1947. That particular issue dealt exclusively with Camping and Outdoor Education and was edited by Sharp and Partridge. It was his association with Sharp that motivated him to seek a center where he could apply what he had learned.

> Partridge is one of a significant number of educators who profited from the National Camp experience and who were to put these

> experiences to good use elsewhere. He was dedicated to applying Life Camp concepts, methods and objectives to an Outdoor Education center that would serve the youth, pre-service teachers, and educators of New Jersey. (Schierloh 4)

In the article, "Teacher Education Outdoors", Partridge challenges the American education system with the following statement:

> If those who write the national policies of American Education mean what they say, then camping and work experiences will be an integral part of public education in the years that lie ahead...but these things cannot happen unless teachers and administrators are adequately trained to conduct such a program. (151)

In the same article, Partridge cites a study that was conducted on teachers in training. The results indicated that many teachers are often extremely limited in the extent of their first-hand knowledge about the very things they are expected to teach. Partridge thus concluded:

> Teaching in the classroom based upon such an experience background is unfair to the youth of America. Teachers and school administrators are needed who can use the real environment about them as educational material and who have an appreciation themselves for the active, interesting and educational environment in the community. (151)

It is with this type of understanding and dedication that Partridge hoped to prepare future teachers who would attend the School of Conservation.

Camp Wapalanne

The children's camp, Camp Wapalanne, first got under way during the summer of 1950. "Operating on its own limited budget, the school directors found it necessary to take in child campers during the midsummer months as a means of raising income to support what they considered the real function of the school" (Brennan 4). Teachers interested in counseling could earn up to four college credits during the summer, working as counselors for children ages 11-18 (College Bulletin 1955, 23). The counselors would teach principles and practices of conservation which they had just learned in their courses to their campers (Brennan 4).

The first summer that Camp Wapalanne was opened, attendance exceeded all expections. In the 1949-1950 Annual Report, Partridge commented on its success:

> ...The task of setting up and operating a children's camp is a considerable enterprise. Those who have been through the process will testify that it is a great task to recruit campers for a new camp. This is true even in institutional camps since the camp has no existing clientele and no reputation upon which to rely. Thus, in promoting a new camp one meets a natural hesitancy on the part of parents who like to feel secure in the thought that their children will be well cared for during the period they are in camp.
> Ordinarily a camp would expect to have a very small attendance the first year, perhaps 10 or 12 campers, and from this beginning

> build up a clientele to the point where the camp would be a paying proposition.
>
> Camp Wapalanne, first announced late in the fall of 1949, has been promoted extensively and successfully. It was anticipated and a tentative budget provided for recruiting at least 20 campers for each of three sessions. Actually the camp registrations far exceeded this number and resulted in 30 campers per period.
>
> It is felt that the recruiting problem for the children's camp for the coming year will be quite simple since the value received at the camp is exceptional, and the campers who have been there will go home satisfied and enthusiastic about the camp. (12)

Matthew Brennan, who worked as a counselor at Camp Wapalanne, felt that conservation was not a subject that could be taught to a child. "You can expose them to it, but the growth of the idea is something that must come from within (5)." He told the following story to illustrate this evolution in development and philosophy:

> The school director called me one August day years ago (Summer 1954), and asked if I could come to the children's camp for the few remaining days of the summer season. A counselor had given up in despair and gone home. I had just finished a six weeks' workshop and was all set to sit out the remainder of the summer, but I was never one to pass up a chance to spend a few days in the woods, and therefore I accepted. I arrived in camp the following day, met my group of eight boys, and took them up along the brook for a log planning session. It was soon quite apparent why their counselor had quit. We had just settled on a couple of logs when one of the lads said, 'Say, are we going to go to Snook's farm tomorrow as the program

says? We don't want to go there. We've been there for the last two years and know all about his contours, farm pond, multiflora rose fences, and farm forest. Can't we do something else?' So I asked the logical question, 'What do you want to do?' I had expected to hear baseball, but was pleased when they answered in a chorus, 'Fish'. 'Fine,' I said, 'let's go and get some bait.'

We fished morning, afternoon, and evening for three days, and some of the staff who were following a planned program were critical. I defended my fishing with the group. I pointed out that you cannot force conservation education, or any education for that matter, on youth of any age, and that I had been able to teach these boys more about conservation in those three days than they had learned all summer, simply because conservation, as it applies to fish, had become terribly important in their lives. For the boys and I had discussed the reasons for all the small panfish they had caught; the scarcity of the big ones; the lack of a population balance in the lake; the succession of plants along the shore and the floating vegetation which provided cover for these small fish to hide from their natural predators. They learned about the relationships between water temperatures and species, and they recorded bottom temperatures as they fished in an attempt to map the lake for likely fishing places, especially the cold spots which marked springs where the trout might be living. We caught a thirty-five pound Snapping Turtle and debated whether he was good or bad for the lake (a debate incidentally, in which the whole camp participated). It was decided to kill him and make soup with the meat, and this was done. Perhaps the decision was wrong, but real learning came out of the discussion. During those three days the word conservation was never mentioned. (6)

A New Director

It had become evident by the end of the 1949-1950 school year that the responsibility of directing the School of Conservation should be taken over by someone who had adequate time to develop the project rather than the Dean of Instruction.

The transition was made easy when Partridge was appointed President of Montclair State College on June 1, 1951 and Edward Ambry was added to the Montclair staff as Director of the School of Conservation (Annual Report 1950-1951 1).

"Dr. Ambry was a former school superintendent and educational psychologist. He and his wife, Marge, had been leaders of a small camp at National Camp with Sharp" (Rillo, Reflections).

Dr. Ambry served simultaneously as the Director of the School of Conservation and the Director of Extension Services at Montclair State College. During his time as Director, 1951-1957, he initiated the rehabilitation of the School of Conservation, achieved expanded use during the winter months and continued to focus on curriculum enrighment and teacher preparation.

Jersey City State Teachers College was the first state

school to begin sending students during the winter months. A club was formed on campus, Wapalanne Club, which sponsored a Winter Science Study Course during November and December (Annual Report 1952-1953, 3).

According to the 1952-1953 Annual Report, the programs at the School of Conservation continued to show increased enrollment. The number served during 1952-1953 was approximately 1500 (6).

Since the School of Conservation now operated almost entirely on funds collected for tuition, almost all of what was earned went into the maintenance of the facility. The 1952-1953 Annual Report lists the following changes, additions, and improvements that were made.

1. New shower house built. This improvement allows for more activities on the west campus.
2. Complete renovation of staff building on west campus.
3. New foundation under west campus recreation building.
4. New foundation under main section of sleeping quarters.
5. All buildings on East Campus were weather-proofed.
6. Renovation of Pine Lodge.
7. Reconditioning of Supervisors of Maintenance's living quarters. (4)

Sophomore Outdoor Education Program

The School of Conservation was not truly a cooperative effort among the six state colleges until 1957 (Kirk, Facets and Faces 2).

> About this time, an idea was born largely as a result of the early teacher-student institutes at National Camp. Partridge, Sharp, Ambry, and Morrison were the major catalysts who spearheaded the innovative concept of a program of pre-service outdoor teacher education which would enable every sophmore, regardless of major, at the six state colleges to have one week's experience at the School of Conservation. The first rationale behind the concept was that if pre-service teachers were exposed to the potential of outdoor education in their respective disciplines, then they would be more likely to infuse it into their own teaching. The second rationale would be to generate in each college student a sense of stewardship for the natural environment and to become literate about its importance to our survival as a species. This program was mandated for all college students at all of the six state colleges. The students were assessed five dollars a semester for eight semesters or a total of 40 dollars to be applied toward their participation in this program. (Rillo, Reflections)

The idea of a program for teachers was shared with Brennan when he sat with Morrison at a campfire on the shore of Lake Wapalanne. Morrison stated, "I look forward to the day when every teacher in the state of New Jersey will spend a week at the School of Conservation, living and learning in the out-of-doors" (qtd. in Kirk, Facets and Faces v).

In May of 1957, a five-day pilot program was conducted involving ten sophmores and one faculty member from each of the six state college. The program proved to be so meaningful that the Council of College Presidents recommended that the program be mandated for all of New Jersey's teacher training students at the Sophmore level. The State Board of Education approved the requirement for all students beginning in the academic year 1961-1962 (Annual Report 1958-1959 3).

Even though evaluations by students and faculty were favorable, many problems that needed to be resolved also existed. To work at solving these problems it was recommended that a faculty committee be appointed to study the effective utilization of this experience so that "maximum educational value may result" (Annual Report 1958-1959 3).

One of the problems presented by the mandate was that many of the professors felt it was a waste of time and energy because they were required to go with their classes to the School of Conservation (Rillo, Reflections). "What the designers of the program failed to realize was that orientation to and preparation for the program were necessary" (Rillo, Reflections).

Additional problems were expressed, by the Dean of the College, in the 1959-1960 Annual Report:

> This program represents a large investment of student and instructional time. Sending the students by majors minimizes this loss somewhat; however, it will still be necessary to cancel many classes and students who have not followed a completely block program will miss attendance at other classes.
>
> Furthermore, the classes of staff members who accompany the groups must necessarily be cancelled, carried on by other members of the department, or substitutes engaged to cover the classes.
>
> A more complete evaluation of gains over losses is needed before this program is considered to be an accepted part of the education of teachers who will serve particularly in academic subjects in high schools which possibly may not have a comparable program for its students. (5)

The program was officially launched in May 1961 with the entire sophomore class participating. Despite the enthusiasm among the students for the program, the recruitment of faculty to accompany the students and to supplement the camp staff for leadership in the program presented problems (Annual Report 1960-1961 3).

Despite the opposition, there were those faculty members who supported the program and felt it was significant. Rillo remembered one Montclair faculty member who shared many of the ideals expressed by Sharp:

> Larry Conrad, professor of English, had been to one of the early institutes at National Camp. He was convinced that his discipline of English literature could be enriched through outdoor education. He was especially interested in how the transcendentalism movement could be better

> assimilated if the students were immersed in the natural environment. He advocated studies of works of Emerson, Thoreau, Fuller, and Whitman in the very environment which served as a wellspring for such creativity. (Reflections)

Conrad was also a contributor to the April 1947 issue of, The Bulletin of the National Association of Secondary School Principals, edited by Sharp and Partridge. In his article, "The Teacher Out-of-Doors", he supports the importance of preparing teachers during their college years.

> The unifying principle in the whole process of teacher education may well be found in a single camp session. Here, truly, the relationship of all the subject-matter fields may be seen; the elements vital to sound teaching method may be found and approved; and an educational philosophy teaching philosophy may be formed in the presence of simplicity, reality, and the seriousness of the real problems of youth. More and more attention is swinging in the profession of teaching, to the importance of this one completely natural element in the building of leadership qualities in a teacher. (38)

Conrad blames the slow growth and acceptance of Outdoor Education on the lack of suitable teachers:

> It is a fact still that many teachers are better behind a desk than anywhere else and that in teacher education we have not yet managed to any appreciable extent to involve our candidates in experiences which would enrich their lives and give them something genuinely big to communicate. (36)

As a close friend and associate of Sharp, Conrad delivered the address at the dedication of the L.B. Sharp Memorial Library at the School of Conservation in May of 1964.

There were some faculty members, at first opposed to teaching at the School of Conservation, who became converts. Rivera-Rivera, who taught Spanish at Montclair State College was one reluctant convert. Rillo recalled the following incident involving Rivera:

> I can recall her saying, 'why should I go to the woods? I teach Spanish, not Science! She resisted strongly and compromised only when it was suggested we do the whole experience in Spanish. The second day she came running up to me and asked that someone go down to Montclair for a big Spanish-English dictionary. When asked why someone should go all the way down to the college to get a dictionary, she replied, 'even I don't know all the words we need to know here. This is wonderful. (Reflections)

The program offered to the sophomores while they were attending the School of Conservation was designed to meet specific needs of the group in attendance. For example, if there were literature, art, or music education majors in attendance, then the program would stress the aesthetic aspects of the forest community. With elementary education majors, the emphasis was on techniques or methods of integrating attitude formation in conservation into all the various subjects of the elementary school curriculum. With physical education majors,

the emphasis was on the acquisition of outdoor recreation skills and a development of positive attitudes regarding the use of forest lands while participating in recreation activities.

With the increased number of participants, due to the pilot program that was now underway, it became necessary that the School of Conservation become a 12 month operation, with a full-time director. During this transitional time, 1957-1958, Lindemuth, Principal Forester of the State of New Jersey and Superintendent of Stokes Forest and an associate of Sharp, was appointed Director of the school in addition to his other duties.

> After one year, it became evident that that joint responsibilities as Principal Forester for the state and Director of the school were far too demanding for one person both physically and administratively. To solve the problem, the administration of the School of Conservation was transferred to the office of the Director of Teacher Education and certification in the Division of Higher Education, New Jersey Department of Education. (Kirk, Facets and Faces 5).

In 1958, Emmanuelson was appointed as the school's first full-time director. Emmanuelson emphasized curriculum enrichment through conservation and focused on natural resource management. Emmanuelson, who had previously worked for Sharp at National Camp, adopted Sharp's decentralized approach to camp programming and administration using tepee's and outpost units.

Elementary School Program

During the 50's, public schools played a very small role in the programs offered at the School of Conservation. The school programs were five days long and the groups were allowed to participate for a period of 2 years. It was expected that at the end of the two year period the schools and teachers would be ready to move on to another facility where they could design and run their own program.

Summary and Analysis

The New Jersey School of Conservation was among the first programs, starting in 1949, to prepare education majors to teach in the out-of-doors. We can actually trace Partridge's involvement in outdoor teacher education to his involvement at National Camp (Rillo, Reflections).

The 50's had been identified as the "curriculum phase" of the outdoor education movement and the School of Conservation helped to guide the movement in that direction (Kirk, Quantum Theory 1). During the 50's, college courses conducted at the School of Conservation attempted to use the outdoor field experience to enhance the subject matter of its undergraduate courses and graduate courses. Courses were offered based on faculty interest and availability, but no consistent philosophy seems to exist between the variety of

courses offered by several different departments.

To pinpoint a philosophy underlying the program offered at the School of Conservation during this time is difficult due to the different agendas of groups involved. The influence of Sharp was strongly felt, in part, due to his association with the first four directors of the School of Conservation, who had all worked with him at National Camp. An often quoted statement by Sharp, "That which can best be learned in the out-of-doors through direct experience, dealing with native materials and life situations should there be learned," best highlights the direction of the School of Conservation during its formative years. Emphasis was also placed on the conservation of rural resources. Brennan recalled that one of the finest discussions of conservation in all its aspects he ever heard was in a Rural Sociology:

> The students were discussing with the inhabitants of a valley, soon to be flooded by a great reservoir, the feelings of those few affected people who were being asked to give up their land and homes so that millions of people who lived miles away and had never seen their beautiful valley, could be assured of an adequate water supply. (7)

During the late 40's and early 50's, most teacher training institutions placed little emphasis on education for the use of natural resources (Assoc. of Sch. Adm. 204).

The Sophomore Outdoor Education Program was considered one of the first programs to be required by a teacher training institute (Brennan 6). It is possible, that, as the organization of the program was refined, the program may have matured to the more specific use of the environment in teaching. Unfortunately, the vigorous initiation of the program was not followed by faculty support, despite student enjoyment of the program. Attempts were made to form faculty committees to help in the planning process, but there is no indication that they were ever introduced to the concept of outdoor teaching prior to having attended the School of Conservation. Only Conrad appeared to have previous experience.

During the late fifties and early sixties, under the leadership of Emmanuelson, the philosophy held at the School of Conservation began to make a gradual transition. Those involved in outdoor education began to focus more on the development of attitudes relating to the proper utilization of natural areas (Kirk Quantum Theory, 10).

This change in focus was brought, in part, by a renewed social awareness of man's abuse of our natural resources and a new interest in natural areas and natural resource management.

Contributing to the body of teachers and guest speakers during this time, were some of the pioneers of the field;

Vinal, now recognized by some as the Father of Nature Recreation; Smith, founder of the famous Battle Creek Outdoor Education Center; (Moosewood Bill) Harlow; Brennan, Chief Scientist for the Antarctic Expedition during the International Geophysical Year in 1957; and, of course Sharp.

It appears that part of the success of the School of Conservation was due to a positive working relationship with the Department of Conservation and Economic Development. Lindenmuth was not only involved in the founding of the school, but, he also served as a liaison between the school and the Department of Conservation, and later served as the Director of the School.

CHAPTER 4

A NEW ERA

In September of 1963, the School of Conservation's present director, John Kirk, was appointed as the 5th director. It is during the early part of Kirk's tenure that we see a dramatic shift in philosophy held from previous years and in the design of the programs offered. The new philosophical focus stressed "the development of a reverence for life through an ecological investigation of the interdependence of living things and the formation of a land ethic which tends to demonstrate man's temporary stewardship of the land" (Kirk, Facets and Faces 8).

From 1963-1967, the college and school programs continued to increase to accommodate over 4,000 college students and 2,000 public school students in 1967 (Kirk, Facets and Faces 7). In 1965 and 1966 several of the colleges changed the participant requirement from the sophomore to the junior year. It was hoped that this change would make the five day experience more relevant, since much of what was learned could be applied towards the student teaching experiences and the school curriculum (Kirk, Facets and Faces 8).

In 1967, legislation was approved by the New Jersey State Legislature, forming the State Department of Higher Education. This change created a change in emphasis within the state colleges. The colleges changed from focusing solely on teacher preparation to professional education. With this change, four of the six state colleges decided to drop the Outdoor Education requirement. Only Trenton State and Glassboro State remained active in the program.

Public School Program

Due to the withdrawal of the college programs, emphasis was placed on increasing the number of elementary and secondary schools attending the School of Conservation. The program increased substantially even surpassing the number of college students served at its peak (Kirk, Interview).

This change in emphasis, from college to school groups, forced the School of Conservation to redefine and evaluate its goals and purposes. Schierloh, Assistant Director of the School of Conservation, explained the change as:

> ...a move toward a broader view - to a conviction that what happens to students in a resident field experience should be more than a superficial awareness of nature, or a fleeting experience in rural resource education, or the enhancement of traditional subject material through use of an outdoor setting.

> The students in a resident field setting should perceive the natural environment as an integral part of their overall living environment and begin to learn ways of better understanding, respecting, and improving that living environment for themselves and for others around them. (7)

Goals and Objectives

The goals and objectives for the public school programs were documented in 1967 by Russell, Coordinator of School Programs for the School of Conservation.

1. To sensitize the child to a natural environment through first-hand environmental exposure by which an awareness and an understanding of our natural resources as they relate to society and to the environment are created.

2. To develop an appreciation for a clean, aesthetic environment through direct exposure to such an environment.

3. To increase the child's capacity for observation and learning as he becomes more sensitive to his environment.

4. To develop an ecological awareness through the study of the interrelationships of all living organisms to their environment on which political, social and economic concepts can be built.

5. To develop desirable attitudes which serve to guide behavior toward resources through direct purposeful activities in the out-of-doors.

6. To develop a sense of responsibility towards natural resources and future generations by recognizing the need for preserving open spaces and natural areas for future use.

7. To provide outdoor recreational experiences by which a child may develop skills for use in leisure time.

8. To provide an opportunity to social living and group interaction which extends far beyond what is experienced in the classroom.

9. To increase the range of communication between teachers and students.

10. To help a child become a better, more useful citizen, active in community affairs and well-informed on various issues. (1)

Community Surveys

The community is one of the areas that the School of Conservation recognizes as a vital environmental learning environment whether it is a rural, suburban, or urban area.

The relevance of a resident experience is often a major criticism of opponents to Environmental Education. Therefore, in order to make the School of Conservation experience relevant to the students, community (Appendix C) surveys are conducted by the School of Conservation staff.

The survey is designed to accumulate specific information on the population and socio-economic cross-section of the community. The community is also researched as to its relationship to certain resources: i.e., air quality, water, soils, vegetation, open space, industrial and residential development, sewage and waste disposal (Schierloh 8). The School of Conservation faculty receives a report on each

community and adapts their field instruction so that it can relate to what the students know.

This practice helps to support a basic premise of the School of Conservation philosophy; "the one world concept, that whatever we do, learn and experience in a resident field setting should be linked inextricably to other environments and events on a local, state, national, and global scale" (Schierloh 7).

Four Major Curriculum Areas

An important part of the school's philosophy is the understanding that in order for a student to fully understand his or her environment the major components of the public school curriculum must be incorporated into the outdoor experience (Schierloh 7). Therefore, social studies, natural and physical sciences, outdoor pursuits, and humanities, are the four key program areas offered at the School of Conservation. There is a staff person, with faculty status at Montclair State College, who is responsible for each curriculum program area.

Within the four curriculum areas there are a wide number of sessions and topics offered. All sessions are carried out with an environmental interpretation. The cognitive and

supportive information and materials for all sessions become secondary to the environmental theme toward which they are focused. No session is allowed to become an end in itself (Schierloh 7). A section of a presentation, taken from a lesson plan to teach wilderness survival, will help to convey this concept. In teaching wilderness survival the session does not only focus on the basic survival components: food, water and shelter, as they relate to the wilderness, but, it will also take into account "civilized" survival. For example, the amount of water required for wilderness survival is minimal, since major use is direct consumption, approximately a half gallon to a gallon of water per day. Compared to "civilized" survival the amount of water increases, approximately sixty to one hundred gallons per day.

In order to avoid limiting a student's perception of the environment, the School of Conservation requires that each student must be exposed to at least one session in each of the four curriculum areas during their stay at the school. The "General Session Description Sheet", made available to school groups, list the following sessions to choose from: Art in Nature, Communication Skills, Creative Writing, Developing Perceptual Skills, Forest Resources and Papermaking, Lapidary, and Music. Within the area of the Natural and Physical Sciences: Astronomy, Beaver Pond Community Study, Climatology,

Environmental Math, Forest Ecology, Geology Walk Through Time, Stream Geo-Ecology, Tillman's Ravine Natural Area, Water Ecology, Wildlife Ecology, and Winter Ecology. Selection of activities within the area of Social Studies would include: American Craft Heritage Skills, Blacksmithing, Cemetery Investigation, Early American Woodworking, Historical Reconstruction, Home Life in Colonial Days, Indian Lore, Social Studies, and Stone Wall Study. The fourth curriculum area, Outdoor Pursuits, includes the following sessions: Camping Skills, Climbing Wall, Orienteering, Outdoor Photography, Rock Climbing, Wilderness Survival, and Action Socialization Experiences.

The activity, Action Socialization Experience, also known as ASE's, involves a series of problem solving situations which stimulates immediate active participation. The different situations force small groups of students, ten to fifteen in a group, to cooperatively decide on a solution to a carefully designed problem and then carry out their plan of action as quickly and efficiently as possible. As a result, the student's self-confidence and pride is bolstered on the immediate and hopefully successful completion of the task. All students are required to participate in the Action Socialization Experiences on the first day they arrive. The purpose is to develop a positive relationship within the

group that will be carried over into the rest of the activities in which the students participate. Therefore the School of Conservation staff asks that the groups remain the same during the entire visit.

Teacher Training Workshops

In order for a resident program to be successful, it is important that the classroom teacher receive the necessary exposure to the environment that will enable them to teach in an outdoor setting.

Even though the college program declined during the late sixties, the School of Conservation continued to provide for pre-service and in-service teacher education. The School of Conservation was one of the first state and national institutions to offer academically accredited weekend workshop training sessions for teachers (Schierloh 8).

Three teacher training workshops are held during the year. Each workshop will focus on one or two of the curriculum areas. For example, one teacher training workshop offers a variety of courses in the Humanities and the Natural Sciences.

The School of Conservation continues to offer summer field courses in order to prepare teachers for teaching in the natural, school, and community environment. The courses have changed considerably over the years. The 1988 summer course

catalog listed the following courses: Administration and Supervision of Environmental Field Study, American Heritage Skills, Environmental Impact of Recreation on Natural Areas, Outdoor Teaching Sites for Environmental Education, and Society and the Natural Environment. Brennan, who taught at the School of Conservation during the fifties, still returns each summer to teach the course, Society and the Natural Environment.

Experienced Teacher Fellowship Program

During the summers of 1968, 1969, and 1970, an innovative federally funded program under Title V of the Higher Education Act of 1965, was developed. A graduate program was developed that would lead to a Master of Arts degree in Outdoor Education and Conservation.

The teacher fellowship program in Outdoor Education and Conservation was designed to assist schools or school districts in obtaining qualified leaders in outdoor education. It was expected that upon completion of their graduate work the teachers would return to their public school systems to develop and coordinate outdoor education and conservation education programs, (Kirk, Facets and Faces 8).

The cooperating institutions for this venture were: the School of Conservation, Glassboro State College, Trenton State College and Montclair State College. The program was headed by

Rillo.

The program was designed to be a 34 hour program where each student would receive a minimum of twelve semester hours in Outdoor Education and Conservation, twelve semester hours in Natural Sciences, and ten semester hours in Social Science and professional education.

A stipend of $2,400 and $500 for each dependent for the full twelve month program was awarded to each of the twenty-five fellows. The program continued for three years and produced seventy-five teachers.

International Dimension

An important part of the philosophy held at the School of Conservation is the international dimension of environmental education. This concept supports the "one-world" concept, that what we learn about our environment within a resident experience has carry-over implications that should affect the world.

In 1963, the school affiliated with Antioch College, Yellow Springs, Ohio, in a program where faculty members from other countries spent three to six months at the School of Conservation as visiting instructors. Twelve countries participated in this program from 1963-1965 (Kirk, Facets and Faces 9).

In 1969, a faculty exchange program with the Metropolitan Toronto and Region Conservation Authority in the province of Ontario, Canada, was initiated. This program, which continued until 1974 provided the opportunity for some twelve to fifteen faculty members representing both institutions to exchange teaching positions for two-three week periods of time during the Spring of each year (Schierloh 8). Due to demands on faculty, placed by the expansion of programs at both centers, the program was suspended in 1974 (Kirk, Facets and Faces 9).

In April, 1972, the School of Conservation and the Osaka Prefectual Youth Outdoor Activities Center in Osaka, Japan, were proclaimed sister centers. Shinshiro Ebashi, who had taught at the School of Conservation during the 1967-1968 academic year, as a Distinguished Visiting Professor, was instrumental in the negotiations. Since 1972, several Japanese students, recommended by Ebashi, have taught at the School of Conservation or worked as counselors at Camp Wapalanne.

Since 1973, the School of Conservation has attempted to incorporate at least one foreign national into its Graduate Teaching Fellowship and Internship program (Schierloh 8). Approximately, "200 students and teachers, representing 15 countries, have participated in programs at the School of Conservation" (Schierloh 8).

Summary

Under the direction of Kirk, the philosophy of the School of Conservation began to change. During the sixties, the shift from cognitive to affective areas of learning focused on attitude formation in the conservation of natural resources. In the seventies, aspects of the biophysical environment became an important part of the field program as well as focus on the interaction and interdependence of the natural world and man-made world.

The college program continued to increase to approximately four thousand during the 1966-1967 academic year with another two thousand elementary school children (Kirk, Facets and Faces 7). In 1967, four of the six state colleges eliminated the requirement for sophomores to attend the School of Conservation. With this change, greater emphasis was placed on developing the public school program. Within a few years the public school program had grown at an exceptional rate, making the School of Conservation one of the largest field centers in the world.

In developing a philosophy, the staff at the School of Conservation designed a program to include four areas of the curriculum: Humanities, Social Studies, Outdoor Pursuits, and the Natural and Physical Sciences. Lessons are supplemented by information gathered about the community from which visiting students reside.

CHAPTER 5

EPILOG

The researcher, having had extensive experience with the school, is aware of present conditions. At this time the school remains one of the leading college institutions providing resident outdoor education experiences.

In July, 1972, the Board of Higher Education transferred the administrative responsibility of the School of Conservation back to Montclair State College. The School of Conservation was housed in the School of Professional Arts and Sciences. "The purpose of the transfer was to provide an opportunity for additional courses to be developed for the graduate program in Environmental Studies which had recently been established at the college" (Kirk, Facets and Faces 12).

In September 1973, the association with Montclair State College provided for the implementation of a Graduate Teaching Fellowship Program. The program provides for three graduate students each year, who are enrolled in the Environmental Studies Program. The students live and work at the School of Conservation and travel to Montclair State College to attend classes. It is expected the number of fellowships will increase (Kirk, Interview). In 1978, an undergraduate intern program was initiated for students in Montclair's Recreation Professions Department.

An innovative college course in Historical Reconstruction was initiated during the summer of 1973. The project was conceived by Kirk and headed by Goodall, Industrial Education and Technology instructor at the college. After hearing that a 160 year old Carriage House would be destroyed to make way for a proposed dam project, Kirk sought the permission to have the building dismantled and moved to the School of Conservation. The carriage house is now being used to teach blacksmithing and woodworking.

The following summer, 1974, students involved in the course dismantled an 1800 log cabin and moved it to the school. Today, it is used to teach American Craft Heritage skills. In order to maintain historical integrity, the students learned and implemented many of the same construction methods used 100 years ago. Due to the success and publicity of this course, the students now reconstruct buildings for the National Park Service (Kirk, Interview).

On June 14, 1976, the School of Conservation was designated as a National Environmental Study Area. Everhardt, Director of the national Park Service, stated in his letter to Kirk:

> ...I am formally designating the Montclair State College, New Jersey School of Conservation as a National Environmental Study Area. The NESA program of the National Park Service provides for the identification of environmental study areas with exemplary programs in environmental education that are actively used by schools and other groups. Each NESA serves as a resource base for students to explore and learn about the environment and their relationship and responsibility to it. We believe these programs can make a significant contribution in developing in the young participants a personal sensitivity and commitment toward environmental quality (SOC News Spring 1976, 3).

In September of 1980, the School of Conservation was faced with the possibility of being forced to close its doors. This threat was the result of the inability of Montclair State College to provide the $50,000.00 subsidy it had been giving the School of Conservation since 1974. Prior to 1974, the School of Conservation had been receiving a $50,000.00 state subsidy yearly. Aside from the subsidy, the School of Conservation was self-supporting.

In September, 1980, the Chancellor of Higher Education announced that unless the School of Conservation could be made self-supporting, it would have to close as of June 30, 1981 (Kirk, Interview).

The only course of action that could be taken by the School of Conservation was to launch a massive campaign to introduce state legislation that would save the School of Conservation. The two state legislators who represent the

district in which the School of Conservation is located agreed to sponsor a bill. Senator Dumont presented a bill in the State Senate, and Assemblyman Littell introduced a companion bill in the State Assembly. Littel's father, Senator Alfred Littel along with Sharp and Partridge, was instrumental in establishing the School of Conservation in 1949. The bill passed through both houses with unanimous support; 31-0 in the Senate, and 78-0 in the Assembly (SOC News Summer 1981, 4).

The peril of the school was covered by 47 newspapers, including a feature article in the New York Times, nine radio stations, and New Jersey Public Television (Schierloh 9). Approximately 20,000 letters were written to legislators, government officials, and the governor (Schierloh 9).

On May 18, 1981, Governor Brenden Byrne signed into law Senate Bill 1602 (Appendix D) which established the New Jersey School of Conservation in "perpetuity" as an environmental field campus.

With the passage of Bill 1602, the School of Conservation will be able to continue its service to educate people about their environment. The school today stands as the largest resident center for environmental field study in the western hemisphere, encompassing 240 acres, and has the distinction of serving approximately 10,000 students and teachers a year, as well as serving the widest range of educational interests, beginning with eight year olds at grade

three and running through doctoral students (Kirk, Interview).

There was no attempt made to measure the success of the program offered at the elementary level until 1979 when the School of Conservation administered a survey (Appendix E) to 4,000 sixth grade students. The test, a Likert Scale pre/post test, was developed to determine if the programs, offered to participants at the School of Conservation, caused a measurable change in the participant's environmental attitude. Results indicated that a significant attitudinal change, on the .01 and .05 levels does occur after program participation at the School of Conservation (SOC News Fall/Winter 1979, 8). The test was made up of 35 questions that were placed into the following categories; Philosophy, Choice, Science, Social Studies, Socialization, Language Arts, Weather, Future Project.

The summer camp program for children, eight to fifteen years old, is no longer operating. The camp ceased operation in 1985 due to lack of enrollment (Kirk, Interview).

A recent dimension to the services offered by the School of Conservation has been the development of curriculum material for use in the classroom, on the school grounds, in the community, and in natural areas. School of Conservation personnel conduct in-service programs to assist school districts in implementing K-12 environmental education programs (Kirk, Interview).

CHAPTER 6

WONDERINGS

At the completion of the study the researcher still has a number of unanswered questions and persistent thoughts. After analyzing the history and programs of the School of Conservation, I was left with an insight into the human resources and sacrifices necessary to make a resident field center succeed, prosper, and endure. The task has challenged me to question the inability of American higher education to commit itself to teacher preparation in outdoor education.

Growth Rings

In analyzing the history of the activities offered at the School of Conservation, several important growth phases or rings in the evolutionary process of environmental education were defined. The rings are similar to the growth rings on a tree. Each year shows a different amount of growth based on certain environmental conditions of that particular year. The growth of the School of Conservation is similar in that each ring, due to numerous conditions (social, environmental, and educational) have all contributed to what is now known as environmental education.

The rings, as they relate to the School of Conservation, were nature education, outdoor education, conservation

education, and ultimately environmental education.

During the nature education phase, activities consisted of simple taxonomic exercises. Emphasis was placed on learning about features of the natural world. Nature education did not develop an understanding on the part of students about how they were connected to the environment they were learning about. An example of an activity would simply be the identification of trees using twig keys.

The next phase of the movement, outdoor education, placed emphasis on utilizing the outdoor environment to enhance learning skills. This phase also expanded upon the concept on "inter-curriculum", the method of incorporating all phases of the curriculum into the learning experience. An example of an activity would be, "Adopt a Tree". A student selects a tree, studies it, writes about it, draws it, and in the process, has incorporated a number of learning skills into the activity.

The student, during this phase, is beginning to develop important environmental skills, but the student has not learned how to utilize these skills in such a fashion that develops environmental awareness that motivates the student to action.

The conservation phase of the evolutionary process begins to introduce the need to develop a conscious awareness about the importance of the environment. During this phase, the students involved in the program at the School of

Conservation were not only taught about natural resources, but developed an understanding about their relationship to these resources. They learned that natural resources were beneficial to all living things, but they had not yet learned how they had an impact on these resources. The concept of "conservation" as it relates to one's own community, was not taught.

Finally, environmental education, as it is now taught at the School of Conservation, teaches the student to realize how they are linked to their environment through complex inter-relationships of living and non-living things. They learn that they have to be held "accountable" for the impact of their activities and life-styles on the environment. An activity that conveys this concept would be to discuss oxygen production by trees and then incorporate an understanding for the impact of deforestation without a plan for replanting. When the School of Conservation introduced the idea of incorporating the use of community surveys into the teaching of an activity, it was done so that students could see the relationship between what they were learning at the School of Conservation to what was currently happening in their own community. This helped to reinforce the relevance of the resident experience.

Due to the need to justify the cost expenditure to provide an outdoor resident experience for elementary children

and the ideal of developing an environmentally literate citizen, I wonder if we have not lost the value of the "teachable moment" to a well organized and defined program format. This is different from the college program offered during the fifties that were based on the individual agenda of the instructor. Partridge supports the ideal of the teachable moment in the following statement from the article "Teacher Education Outdoors".

> In the very process of living outdoors, the students have extensive physical exercise, find recreation, and learn plenty through incidental instruction on the spot rather than through formalized classes. (153)

Programs cannot become too structured or routine at the cost of losing the value of the "teachable moment". A fault with many centers and instructors is that they tend to teach the same activity so many times to different groups of children they lose the value and excitement of the moment.

Breaking New Trails

In analyzing the organization and administration of the School of Conservation, I was left with the conclusion that the past and present director(s) have had to try to break through a forest of obstacles in order to educate the people of New Jersey about their environment.

It became apparent early on in my investigation that due

to the amount of attention that was required for the organization and administration of the facility during the early years, that little attention could be given to developing a sound philosophy or prepare faculty at the college to participate in the program. For any new program to receive the support of the faculty it is especially important that the faculty has been prepared for and involved in the process of outdoor education. The fact that the concept of teachers taking children to an outdoor environment was still a relatively new concept, it would seem likely that the faculty had little prior exposure to the possibilities of teaching in the out-of-doors. Attitudes of the faculty, therefore, apparently hampered the growth of the pilot program during the time the program was in operation.

During the first eight years of operation, the School of Conservation operated from May to September of each year. Therefore, the directors of the school during this time, Partridge and Ambry, had to share the responsibility of running the school with a full-time position on the college campus. The amount of responsibility required to do both jobs probably had a negative affect on the growth of the school.

Partridge's move to be President of Montclair State College may have slowed the growth of the program since he appeared to be the motivating force. Even though the new Dean

of Instruction, replacing Partridge, did not have responsibility for the School of Conservation, indirectly it could have had a negative impact in that it appears he did not wholeheartedly support the program. He appeared to be concerned over logistics, faculty feedback, and class disruptions. It was not until 1963 that a full-time director solely responsible for the operation of the school was hired.

Outdoor education can never become an integral part of the curriculum until teachers are introduced to the possibilities. I question whether the colleges involved in the Sophomore outdoor education program seriously asked themselves the following questions:

1. Do we fully recognize the teaching possibilities in the out-of-doors?
2. Do we believe in the effectiveness of direct experience as an education medium?
3. Do we provide insight into ways in which outdoor education may make unique contributions to achieving curriculum objectives?
4. Do we support excellence in real problems as the center for teaching and learning? If so, do we practice it?

It is apparent that there were those who strongly supported and believed in these ideals. It would seem likely that if Partridge did not hold the position he held at Montclair State College, and if he had not worked with Sharp,

the School of Conservation might not exist today.

It is also apparent, and unfortunate, that college elementary education majors in New Jersey received more exposure to outdoor education twenty years ago than they do today. This is perhaps where the program has failed the most. In one of the most densely populated states in our country, a state facing serious environmental problems, the higher education system has failed to adequately prepare its teachers to educate children about the environment.

The slowness of schools of education to offer preservice programs or courses in Outdoor Education needs to be researched. It is apparent that state requirements for certification of teachers cannot be changed that quickly. It is also apparent that there are numerous social issues that compete with outdoor education; i.e., AIDS education, drug education. Exactly who should be certified also needs to be addressed.

The fact that teachers have not been prepared in outdoor education is wrongly justified by the fact that many schools send students to a resident center for outdoor education. The majority of resident outdoor education programs in this country are designed for sixth grade students. Many administrators and teachers will pass off this one experience as having met the need to educate their students about the environment. This is

true of several groups that attend the School of Conservation. Yet, it is likely, most educators would admit that one experience at a resident facility does not create an environmentally aware individual, unless that experience is supported by a program conducted back in the school.

At one time, the faculty at the School of Conservation presented a proposal that supported the need for three resident experiences. It was felt that an attempt needs to be made to reach the student at least three times during his school years with a resident program. It appears that the most that can be hoped for from the sixth grade experience is to develop within the child an awareness and understanding of and an appreciation for the natural environment.

The next visit, possibly eighth grade, should emphasize the relationship an individual has with his environment and how that relationship impacts the natural environment.

The third phase would be designed for high school students. During this phase, students would learn how to identify various environmental problems and try to identify solutions to these problems.

This ideal is obviously costly and difficult to justify for most school districts. The resident program outlined here can only be effective if it is run in conjunction with a sound school program that stresses environmental education in all

classes. In order to better prepare teachers to carry on outdoor education experiences on their school grounds the School of Conservation now provides in-service teacher training workshops to numerous school districts. The workshops are conducted on the school grounds. The programs are designed to train teachers how to incorporate the utilization of the school grounds in the teaching of outdoor education. It is hoped that by participating in the program teachers will provide follow-up experiences for their students after returning from the School of Conservation. The ability to provide this service has only been made possible by the fact that the number of teaching fellows at the School of Conservation has increased. This allows the faculty the opportunity to work within the school districts. Caution needs to be taken so that the programs offered at the School of Conservation do not suffer as a result.

A program that has suffered recently is the Teacher Training Workshops offered three times a year at the School of Conservation. The School of Conservation requires that the school teachers teach sixty percent of the classes at the School of Conservation. Therefore, the workshops are designed to expose the teachers to the courses that the students will be taking. Participation in the workshops has declined dramatically over the past few years. Workshops held during the seventies and early eighties serviced approximately 100

individuals at each workshop. The past few years there has been a sharp decline in attendance, at times threatening the cancellation of a workshop.

The reasons for the decline need to be studied. Has the school reached a saturation point in reaching teachers? Is there a marked decline in interest about the environment on the part of teachers? It is important that the School of Conservation makes every effort to determine the cause for the decline. Failure to do so indicates a shortcoming on the part of the School of Conservation and roadblock to the process of evolution of the program. The School of Conservation is making changes within the workshop offerings in an attempt to reach new teachers and to bring back past participants. Decline in participation can possibly be attributed to other programs that have replaced the importance placed on environmental education, i.e., AIDS Education.

When analyzing the courses that were offered at the School of Conservation during the fifties, I was left wondering why the Rural Sociology course was no longer offered. It appears that this particular course was actually a forerunner to environmental education. Today, more than ever before, we can truly learn the importance of environmental education by simply visiting our rural areas, the very rural areas that are quickly becoming suburbs in an attempt to make space for a

quickly expanding population.

Another area of concern was the closing of Camp Wapalanne. The changing nature of the summer camp needs to be studied. In the past few years, numerous camps have had to close their doors while others are turning campers away. Camp Wapalanne has been an important part of the history of the school and it underlies the value and importance of a demonstration camp. The school should seriously look at changing the traditional activities that had been offered in the past. Many of the environmental concepts taught at Camp Wapalanne can still be taught through a different approach. The incorporation of adventure and risk activities have proven to be very popular and obviously offer an ideal opportunity for the teaching of environmental concepts. The inclusion of computor programs simulating environmental programs and solutions could also prove to be very popular. Ultimately the goal of reaching campers and teaching them about the importance of their environment will be achieved. The process that is used needs to be constantly evaluated in an everchanging society. Summer internships could be arranged with Montclair State College that allows Recreation and Education majors to work as camp counselors. This will allow the School of Conservation to direct money and attention on developing programs. Shortening the length of the sessions from two-four

week sessions, to four-two week sessions would provide more options for potential campers.

The summer would also be an ideal time to conduct and provide stress challenge programs for corporate executives. Close proximity to New York City would make the School of Conservation extremely attractive.

The relationship that exists between the School of Conservation and Montclair State College appears to lack substance and has prevented the School of Conservation from reaching its full potential. This problem is magnified by the distance between the two facilities which are located approximately sixty miles apart. Therefore, problems that arise are partially the result of lack of communication and administrators on the campus at Montclair not fully aware of what takes place at the School of Conservation.

Even though the School of Conservation is operated by Montclair State College, the college does not require elementary education students to attend the School of Conservation. Despite the fact that the School of Conservation is recognized internationally, the Environmental Studies program within the graduate program is not controlled by the School of Conservation. Faculty at the School of Conservation team teach only one course offered on campus. The only other college courses that are taught by the School of Conservation

faculty are offered during the summer at the School of Conservation, but they are not a required part of the curriculum. These are just two examples of some of the problems that have created friction between the two institutions.

In an attempt to resolve some of these problems the faculty at the School of Conservation need to take a more active role within the college community. Many students and faculty on the Montclair campus are not aware that the School of Conservation exists. Efforts need to be made to encourage the utilization of the School of Conservation by Montclair State College. Freshman orientation programs, internships or student teaching experiences for elementary education majors, a faculty weekend at the School of Conservation, are just a few examples of how the school could be utilized by Montclair State College. At the same time the School of Conservation could attempt to renew its relationship with the other state colleges within New Jersey. The School of Conservation should make every effort to re-introduce a program to train elementary education teachers in the area of environmental education and to return to some of the basic principles upon which the school was established.

A positive relationship needs to be developed between the School of Conservation and the Environmental Studies

Department housed on the Montclair campus. Personal philosophies and attitudes need to be put aside so that the goals and objectives of both programs may be accomplished. To do so could possibly pave the way for a unique offering of graduate studies in the field of environmental education and perpetuate the mission of the School of Conservation and Montclair State College.

Recently, Montclair State College has begun to increase services to the School of Conservation. The college has provided a number of computors that will allow the increased development of teaching materials to be utilized by school groups. The additional computors have also allowed the business office to increase its productivity.

"One World" Concept

The School of Conservation was one of the first American institutions to incorporate the international statutes of the Belgrade Charter into its program philosophy (Schierloh 4).

The Belgrade Charter was adopted at the U.N.E.S.C.O. Environmental Education Workshop, held in Belgrade, Yugoslavia, in October, 1975. It was intended to serve as a basis for environmental education world-wide over the next decade. The charter states that even though governments and policymakers can order changes, and that new approaches to development can

begin to improve the world's condition - these are no more than short term solutions unless the youth of the world receive a new kind of education (2).

"The goal of environmental education," as stated in the Belgrade Charter, "is to develop a world population which is aware of, and concerned about, the environment and its associated problems..." (3). It is accomplished by creating within the individual the "knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions to current problems, and the prevention of new ones" (3). The programs offered at the School of Conservation have evolved over the years to a point that coincides with the goals and objectives of the Belgrade Charter.

A plaque that hangs over the fireplace in the dining hall at the school gives the best indication of what the school has tried to accomplish over the past forty years:

> If you are thinking a year ahead, sow a seed;
> If you are thinking 10 years ahead, plant a tree;
> If you are thinking 100 years ahead, educate the people.
>
> Kuan Tsu, 3rd Century B.C.

APPENDIX A

1950 Brochure - Camp Wapalanne in the Kittatinnies

CAMP WAPALANNE

in the

Kittatinnies

FOR PUBLIC SCHOOL PUPILS IN
THE 6th, 7th, and 8th GRADES

Operated by
The New Jersey State
Department of Education

With the Cooperation of
the State Department of
Conservation and Economic Development

Camp Location
STOKES STATE FOREST, NEW JERSEY

Leadership

Camp Wapalanne offers unusually competent leadership for the campers who attend. Because of the relation of the camp to the various State Teachers Colleges and the New Jersey State School of Conservation, it is possible to select and train counselors very carefully with the program of the camp definitely in mind.

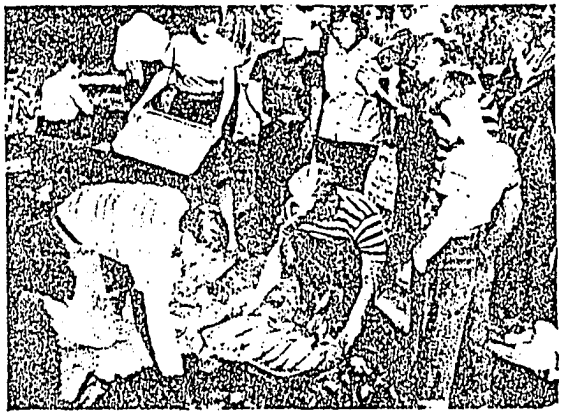
The camp is administered by those who have had extensive experience in camping and education. Many who serve on the staff of the School of Conservation and who will assist in the leadership of the camp are nationally recognized leaders in their field. Visiting staff members to the camp include the Chief of the State Bureau of Forests, the State Fire Warden, the Supervisor of Public Relations for the Department of Conservation and Economic Development, the Assistant State Geologist, and others. Indeed, it can be seriously said that few camping programs can have the advantages of experience and background represented by those who are cooperating in the School of Conservation and Camp Wapalanne.

Facilities

The physical facilities at Lake Wapalanne are unusually good. Few camps, private or institutional, can boast of buildings or equipment as good. The living cabins are designed to accommodate eight campers and one counselor. The cabins are equipped with spring beds and airfoam mattresses.

The main camp buildings include a Dining Hall, Staff Lodge, Administration Building, two recreation buildings, and an infirmary. Four of these buildings have fireplaces. A bathhouse provides hot and cold showers and washing facilities at all times.

Lake Wapalanne is completely spring-fed. Swimming, boating, canoeing, and fishing are included in the water sports. The shore of the lake provides beautiful spots for picnics and cook-outs.



Corn roasted in the ground.

View from Sunrise Mountain

Would you like to —

Camp in a forest area of more than 20,000 acres —

Hike along the Appalachian Trail —

Explore a brook to its sourse — a bubbling spring —

Swim every day in a spring-fed lake —

Learn how to handle a boat and a canoe —

Meet state foresters and others who are experts on trees and their growth.

Discover how man is related to all other living things —

Sing, dance, fish, and sleep under the stars —

If you would like to do all of these things and many more, then you will be interested in Camp Wapalanne, the Children's Conservation Camp in the Stokes State Forest.

Camp Wapalanne is conducted by the Department of Education of the State of New Jersey. The operation of the camp is under the immediate supervision of the New Jersey State Teachers College at Montclair with the co-operation of other Teachers Colleges in the State. The program of activities at the camp is planned as a series of educational experiences designed to provide real enjoyment and to furnish the camper with an understanding of our natural resources and man's relation to them.

The experiences which each camper will have include among others —

Lake exploration to discover the kinds of plant and animal life that inhabit a New Jersey lake and the ways in which these forms of life depend upon each other.

A hike along the Appalachian Trail to Sunrise Mountain to gain a view of Stokes Forest and Sussex County.

A trip to beautiful Tillman's Ravine.

Cook-outs and picnic suppers.

Evening camp-fires, folk dancing, singing, stunts, and movies.

Lake Wapalanne is famous for its food. The kitchen is equipped with the mechanical facilities that make the preparation and serving of good, clean food possible. Besides the quality of the food great care is taken to serve the food in a pleasant way. Many of the meals are prepared and served outdoors giving the campers ample opportunity to participate and learn.

Location

Camp Wapalanne is located in the Stokes State Forest about nine miles west of Branchville, Sussex County, New Jersey. Surrounded by more than 20,000 acres of wooded land Lake Wapalanne is, nevertheless, accessible by hard surface roads. On the East is the main ridge of the Kittatinny Mountains, and to the West is the Delaware River and the Pocono Mountains. The wooded areas about the camp offer a variety of wildlife for study and enjoyment.

Health and Safety

The health and safety of campers are well provided for at Camp Wapalanne. A camp nurse is in attendance at all times in a well-equipped infirmary. The water supply comes from a flowing well — tested regularly. Other sanitation provisions are well above minimum health standards.

Address Inquiries to

NEW JERSEY STATE SCHOOL
OF CONSERVATION

STATE TEACHERS COLLEGE
Montclair, New Jersey

Camp Address

BRANCHVILLE, N. J.

APPENDIX B

1950 Brochure - N.J. State School of Conservation

NEW JERSEY STATE SCHOOL OF CONSERVATION

STOKES STATE FOREST

AN INTERESTING AND PROFITABLE SUMMER

Teachers, prospective teachers, camp counselors, nature specialists, and playground directors who wish to plan a profitable and enjoyable summer will welcome the opportunity to participate in the summer program offered at the New Jersey State School of Conservation at Lake Wapalanne, Stokes State Forest, Sussex County. This unusual school, operated by the State Department of Education in cooperation with the Department of Conservation and Economic Development offers the following advantages:

Short sessions carrying graduate or undergraduate credit in the New Jersey State Teachers Colleges

Practical and interesting courses utilizing the rich resources of a state forest and surrounding area

Instructors who are recognized as specialists of outstanding competence

Unusually good facilities to provide for the physical comfort of students

A location in the Kittatinny Mountains, 1000 feet above sea level

A fresh water lake for swimming, boating, and fishing

Excellent food.

WHAT THOSE WHO HAVE BEEN THERE SAY

"The course in conservation helped me to gain an understanding of our loss through soil erosion, forest fires, and careless use of timber. It will help me vitalize my teaching next year."

"I have learned many things in science. The course is packed with wonderful experiences. All through school and college I had a minimum of science courses. I never fully realized what I had missed until now. All teachers regardless of their specialty could profit by taking courses at the School of Conservation."

"I appreciated my contacts with the State specialists in soils, wild-life, forestry, and nature lore. I did not know such people were employed by New Jersey to help save our natural resources."

"The trips to Sunrise Mountain and Tillman's Ravine gave me a new concept of our State's beauty and majesty."

CAMP FOR CHILDREN

In addition to the courses offered to teachers and prospective teachers the New Jersey State School of Conservation operates Camp Wapalanne, a demonstration camp for children. This camp, limited to a small number of children, offers unusual advantages to the campers who attend. Specialists from the staff of the School of Conservation assist in the educational program and help to give the campers rich experiences in conservation education and nature lore. A special folder describing Camp Wapalanne is available upon request.

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F. I. DEWALD, Chief, Bureau of State Forests

L. M. LINDEMUTH, Deputy Chief, Bureau of State Forests

J. W. MARRON, Public Relations Superintendent, Division of Fish and Game

JOHN ROSENGREN, Head of Department of Science, State Teachers College, Jersey City, N. J.

W. J. SPIPEL, State Fire Warden

H. R. SLAYBACK, Extension Soil Conservationist, State of New Jersey

HAZEL M. WACKER, Associate Professor of Physical Education, Panzer College of Physical Education and Hygiene, East Orange, N. J.

Send for an Application Today

New Jersey State School of Conservation —

LOCATION

Lake Wapalanne is located in Stokes State Forest about nine miles west of Branchville, N. J. It is surrounded completely by the Stokes State Forest which is adjacent to High Point Park. These wooded areas comprise twenty-five thousand acres of woods, streams and mountains. To the East is the Kittatinny Ridge along which runs the Appalachian Trail. To the west is the Delaware River and the Pocono Mountains.

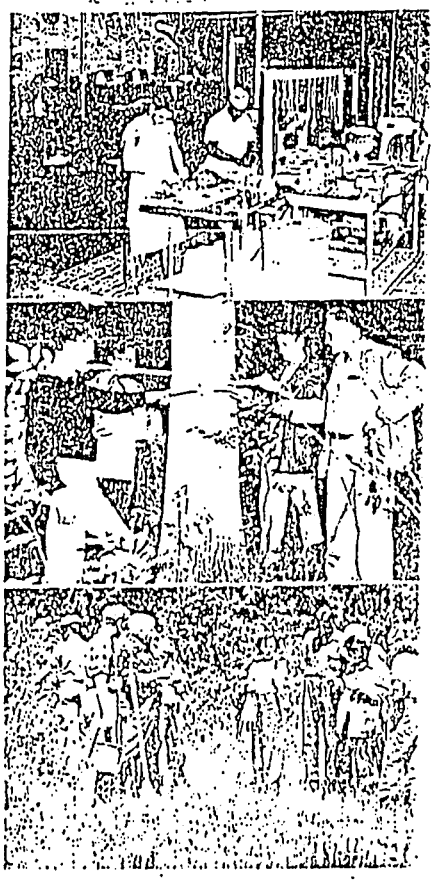
STUDY AND RESEARCH

The program at the School of Conservation stresses field study as of paramount importance. The program and facilities provide an opportunity for intensive and serious research. An adequate library on conservation and field science is available at the school to supplement the field study. Special equipment in the form of microscopes, hand lenses, compasses, maps, and charts makes it possible for the student to pursue research in a wide variety of conservation and science projects.

SPECIAL TRIPS

In addition to the field explorations in the immediate vicinity of the camp to study flora and fauna of the area a number of more extended trips are organized. Under the guidance of specialists visits are made to see examples of soil erosion, conservation farming, planned wood-lots, geological formations, and wildlife conservation projects. Students also have an opportunity to view the quiet beauty of Tillman's Ravine, to hike along the Appalachian Trail, and to look down upon three states from High Point.

SPEND AN ENJOYABLE
AND PROFITABLE SUMMER IN THE KITTATINNIES



es State Forest

Operated cooperatively by State Department of Education and Department of Conservation and Economic Development

EVENING PROGRAMS

Evening programs are largely recreational in nature, but they are packed with useful resource materials for teachers and leaders of youth. A variety of motion pictures is presented dealing with conservation and nature study. Evening cook-outs demonstrate various methods of cooking out-doors. Folk dancing and informal games are also included in the evening offerings. Through these and other experiences the student becomes familiar with a wide assortment of techniques to use with young people.

FACILITIES

The facilities at Lake Wapalanne are unusually good. Students will be housed in cabins scattered through the camp area. Each cabin will accommodate nine students. Steel cots and mattresses are provided by the camp. Students will furnish their own pillows, bedding, linen, and towels.

In addition to the sleeping cabins the camp buildings include a dining hall and kitchen, administration building, infirmary, staff headquarters, activities building, latrines, and a bathhouse. The buildings are all of fine camp architecture and well constructed.

Lake Wapalanne offers opportunities for water sports, swimming, diving, boating, canoeing, and fishing.

ADDITIONAL INFORMATION

Additional information about the New Jersey State School of Conservation including a color motion picture, Kodachrome slides, and details about the offerings for next season may be had without cost by writing to the Director, State School of Conservation, New Jersey State Teachers College at Montclair, N. J.

Address all inquiries to
STATE TEACHERS COLLEGE, MONTCLAIR, N. J.

CONSERVATION EDUCATION TODAY

The conservation of human and material resources is of vital importance to America. Without a comprehensive and practical program of conservation supported by the people our nation cannot hope to retain the position of world leadership it has today. Indeed, unless effective methods of conservation are generally practiced, it will be impossible to maintain the present standard of living in this country.

Conservation is basically a problem of education. If soil, water, forests, and wild life are to be preserved and used wisely, then people generally must appreciate the importance of these things and know exactly what can be done about them. It is the responsibility of the schools to see that the youth of our nation have the necessary knowledge about conservation.

Teachers in all levels of public education are more and more frequently called upon to teach some phase of conservation. Far too many teachers do not have the knowledge, experience, or attitude to deal with the subject of conservation adequately.

At Lake Wapalanne prospective teachers and teachers already in service can gain a firsthand acquaintance with the materials and methods for teaching conservation and related subjects in the schools of New Jersey. Those who participate will come away with a basic understanding of the problems related to the conservation and use of soil, forests, wild life, and water in the state. This will be supplemented with a rich background of nature education, recreational methods, and visual education materials. The courses offered at the camp will be extensively supplemented by field trips, motion pictures, slide films, and free and inexpensive teaching aids.

PLEASE POST THIS ANNOUNCEMENT

APPENDIX C

Community Survey

Appendix C

MONTCLAIR STATE COLLEGE
NEW JERSEY SCHOOL OF CONSERVATION
Branchville, New Jersey

COMMUNITY NATURAL RESOURCE SURVEY GUIDELINES

The following outline may be used as a guide for making a community natural resource survey relevant to programs in environmental education:

A. Location/Geography of Community

1. Township and county which community is part of.
2. Areas/municipalities bounded by community on all sides.
3. Proximity of community to metropolitan areas.
4. Primary "natural" geographic features of community (hills, valleys, rivers, lakes, etc.).

B. History of Community

1. Reasons for settlement as related to resource availability.
2. Significant historical events as related to resources.

C. Size of Community

1. Geographic size
   a. Land and water acreages

2. Population
   a. Current population/population density
   b. Early populations
   c. Major growth periods
   d. Population stability, seasonal fluctuations, etc.
   e. Proposed population growth

D. Major Industries

1. Industries located within the community
2. Major products produced by community (past and present)
3. Environmental effects of industries and products on the community

E. Land-Use/Zoning

1. Outline of master plan for community development
2. Nature of planning/zoning board(s)
3. Type of zoned areas and their respective acreages (i.e., industrial, commercial, residential, agricultural, recreational, flood plain, etc.)
4. Zoning regulations which limit removal of vegetation or prohibit objectionable noise, gas, odor, vibrations, dust, effluent, etc.
5. Acquisition of "natural area" lands (Green Acres, etc.)
6. Important committees, boards, commissions as they relate to resource decisions

F. Transportation Systems/Facilities

1. Major vehicular modes of transportation
   a. Mass transit facilities
2. Major transportation arteries/access points (i.e., highways, railroads, water ports, airports, etc.)
   a. Highway development - past and projected (i.e., overall length, pattern, acreage consumed by highway right-of-way, etc.)

G. Water Resources/Use/Treatment

1. Type sources and respective population each supports
2. Name of public utilities who collect, store, distribute and treat water for community use
3. Water-holding/storage capabilities of community
4. Pre-use treatment of water by public utilities
5. Post-use treatment of water by industrial consumers
6. Largest commercial/industrial consumers of water in community
7. Per capita use of water in community

H. Energy Sources/Use

1. Electrical sources of energy
   a. Origin of electrical power for community
   b. Amount of electricity generated for use by community
   c. Per capita use of electricity for community

2. Non-electrical energy sources (degree of use by community, etc.)

I. Waste Disposal System(s)

1. Solid waste disposal systems (i.e., incineration, landfills, export of waste materials, recycling of materials)
2. Sewage disposal systems
   a. Type/effectiveness of sewage treatment
   b. Destination of effluent
   c. Recycling of treatment by-products

J. Outdoor Recreation Resources

1. Types of community outdoor recreational resource areas (i.e., playfields, parks, forests, lakes, rivers, streams, bicycle paths, etc.)

Recommended Sources of Information for Community Natural Resource Survey

A. Community Municipal Building
B. Public Library (town, county, college, etc.)
C. Local Historical Society
D. Museums
E. Water Utility
F. Power/Heating Utilities
G. State Department of Geology/U.S. Bureau of Geologic Survey
H. Sewage/Solid Waste Disposal Utilities
I. Municipal Conservation or Environmental Commission
J. Local Citizens (in special cases where they might prove to render valuable information, and the information can be validated)
K. Environmental Action Groups
L. Conservation Associations
M. Park and Recreation Department
N. State and Government Agencies

APPENDIX D

1980 Senate Bill 1602

P. L. 1981, CHAPTER 148, *approved May 18, 1981*

1980 Senate No. 1602 (*Second Official Copy Reprint*)

AN ACT concerning education **[and]** **,** supplementing Title 18A of the New Jersey Statutes ***and making an appropriation***.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. The 240 acre tract of land known as the New Jersey School of Conservation, located in Stokes State Forest, Sussex county, New Jersey, together with all the buildings thereon, and under the management and control of the Division of Parks, Forestry and Recreation in the Department of Environmental Protection, shall be used in perpetuity as a school for environmental field study under the direction of the Board of Trustees of Montclair State College.

2. The Board of Trustees of Montclair State College shall expend such sum or sums of money as may be included in any annual appropriations act for the expenses necessary for the educational program of the New Jersey School of Conservation, including the maintenance of the buildings and grounds necessary for that program.

3. The State Board of Higher Education shall include in its annual request for appropriations, submitted to the Governor pursuant to N. J. S. 18A:3-14, a request for such sums as may be necessary to maintain the New Jersey School of Conservation. **Such funding shall be separate from and in addition to the regular formula support provided to Montclair State College and shall not limit the funding provided to higher education as a sector.***

4. There is appropriated $40,000.00 for the purposes of this act.

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted in the law.

C 148-2

[4.] ***5.*** The Division of Parks, Forestry and Recreation in the Department of Environmental Protection shall retain responsibility for the care, management and preservation of the Stokes State Forest reserve as provided for other State forest reserves by P. L. 1966, c. 54, section 2 (C. 13:1B-15.101).

[5.] ***6.*** This act shall take effect **[on July 1, 1981]** ***immediately***.

APPENDIX E

Sixth Grade Survey

APPENDIX E

Montclair State College
NEW JERSEY SCHOOL OF CONSERVATION
Branchville, New Jersey

1. I can help to improve the quality of life on earth.
2. Choosing the classes at the School of Conservation doesn't interest me.
3. If you are not lost, it is nice to be in a forest.
4. Writing about nature is boring.
5. Forests are all the same and I don't care about going to one.
6. I enjoy writing about nature.
7. When I am older I would like to work in a natural area.
8. It is a good idea for classmates to work together in a group.
9. When the weather is bad you can enjoy classes outside if you are dressed properly.
10. Nothing gets done when a whole group has to work together.
11. A hike in the woods is fun.
12. Right now I can think of three ways to save electricity in my house.
13. All dead trees in a forest are ugly and should be cut down.
14. Learning about water by actually studying a lake or stream is something I would like to do.
15. I love to look at the stars and learn about them.
16. I would like to learn about how the Indians lived.
17. I think I would get along better with my teachers in classes out-of-doors.

18. You have to go to a place like the School of Conservation to learn about the environment.

19. Doing things the way people did in the old days is fun.

20. I would enjoy being with my teachers at the School of Conservation.

21. One person can't help to make the earth a better place to live.

22. I think I could start a club that would go places to learn more about wildlife.

23. Going for a hike in the woods doesn't interest me.

24. I think I could learn about the environment in our school neighborhood.

25. If the weather is bad, I don't want to go outdoors for classes at the School of Conservation.

26. Making things by hand as people did long ago is not worth the time.

27. I would like to help plan my classes at the School of Conservation.

28. The Indians lived too long ago to learn anything about them.

29. There is plenty of electricity, it isn't necessary to save it.

30. I don't think making laws to protect wildlife will do any good.

31. Working in a natural area when I am older doesn't interest me.

32. I do not want to learn about stars.

33. It is dangerous to walk in the woods because of the wildlife.

34. Everything that is alive on the earth has a good reason to be here.

35. I like to play indoors more than out-of-doors.

APPENDIX F

New York Times Article - October 5, 1980

Outdoor School in Survival Test

By ANTHONY DE PALMA

BRANCHVILLE

THIS 17 years as director of the New Jersey School of Conservation have been an emotional yo-yo for Prof. John J. Kirk. From the thrill of traveling around the world lecturing about the school and helping to establish similar ones in Mexico, Ireland, Japan and other countries, he has returned to New Jersey to find that even students at Montclair State College, which sponsors the school, have never heard of it.

The New Jersey School of Conservation is the largest environmental field center in the United States and, says Professor Kirk, the fifth largest in the world, surpassed only by four huge centers in Japan. Every year, more than 10,000 students, from third-graders to doctoral candidates, come to its 240 acres deep in Stokes State Forest in Sussex County to learn about something New Jersey has precious little of.

"What we try to do here basically is attitude formation," says Professor Kirk, who holds a doctorate in environmental studies from the University of Michigan and is considered a leader in the field of environmental education. "If a child wants to climb the mountain, we want him to know that he has to make sure the mountain is still going to be there."

Since the school opened in 1949, more than 250,000 students and teachers from four states and at least 26 foreign countries have camped there and learned about the role they can play in saving the environment. Most of the 160 elementary and secondary schools scheduled to send students there this year are in New Jersey, paying $32 to $52 a pupil for courses that run for two and a half, four or five days.

Those fees do not cover operating costs. With a yearly budget of $515,000, the school — which gets no state funds — faces an almost certain deficit of $70,000 this year. Professor Kirk says he has been running in the red since 1976. Elliot I. Mininberg, vice president of administration and finance at Montclair

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State, says that the college has been covering the deficit and will pick up at least $55,000 of this year's projected loss. But he worries about the future.

"I don't see how we can continue operation at the School of Conservation beyond the end of the fiscal year we are now in," said Mr. Mininberg. He believes that Professor Kirk has managed the school's finances as adeptly as anyone could have, but warns that, without some sort of subsidy, the school will have to close and "withdraw its services."

What New Jersey stands to lose if the school goes under is more than another summer camp on a pretty lake in the Kittatinny Mountains. It is an unusual combination of opportunities for students and teachers alike to study the natural sciences, the humanities, outdoor survival and American heritage.

Combined with familiar Outward Bound confidence-building exercises, the school offers sensitive training, a full range of sciences — geology, water ecology, forest ecology and meteorology — and plenty of traditional handicrafts, such as blacksmithing and woodworking.

Field mathematics is learned through calculating a tree's height by measuring its circumference and the length of its shadow; the purity of a stream is tested by collecting living organisms.

Harvey N. Altman, vice principal of Memorial Junior School in Whippany, has taken his entire incoming sixth grade to the outdoor school in each of the last nine years.

"I find that when they come back from Stokes, the children have learned to listen better," he said. "Out there in the woods, I'm telling them how to get back to camp or how to get food. I'll only tell them once, so they had better listen."

Mr. Altman says teachers use the experience all year as a focus for classroom assignments in literature, math, science, history and even cooking.

The students themselves seem charged by the adventure.

Vinny Mirandi, an 11-year-old who had never spent a night outdoors, said he would most remember hiking to a beaver dam and talking about why the beavers lived there. George Heinold, also 11, liked the survival training course best because now he knows that he can eat acorns if he has to.

Although the children say they have not yet had many chances to use what they learned, "except to explain what happened there to mom and dad," they know that cleaning up and protecting the environment is important. Mr. Altman says they start turning words into deeds right in the school building, where there are few problems with graffiti or litter.

The 190 Whippany sixth-graders almost did not get to Stokes this year because the local Board of Education, hit hard by inflation and budget caps, could not afford to send them. However parents agreed to pay for meals and lodging, and the school board picked up all other expenses.

Money has been a problem from the start. When the state first took over the camp in 1949, only a few summer courses were held. From 1957 to 1967, the school was supported by activities fees from six state colleges, which required every student to spend at least a week in the woods there.

When four of the colleges stopped sending students in 1967, Professor Kirk, who became director in 1963, faced bankruptcy. He revamped the activities to suit elementary-school children, went from school to school recruiting students and enlisted a new staff, including instructors from abroad.

A $50,000 subsidy from the state helped to get the school through until 1976. Since then, yearly deficits have ranged from $25,000 to $90,000.

Montclair State, whose main campus is 58 miles away, has been closely tied to the school ever since De Alton Partridge, the college's director of graduate studies, took charge as its first director in 1949. Today, college officials are trying various tacks —so far without luck — to pry loose state funds for the school.

Professor Kirk feels that New Jersey, the most densely populated state in the country, most needs a strong conservation movement. Others must believe that, too, because the school's calendar is booked for the 1980 school year, even the cold winter months. Last year, 600 students had to be turned away.

"I am astonished," Professor Kirk said, "that a program as unique as this, in a state that needs it as much as New Jersey does, is always walking a tightrope and faces oblivion for want of $70,000." ■

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