

OUTDOOR EDUCATION IN THE TOPEKA PUBLIC SCHOOLS

by

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CHAPTER I

INTRODUCTION

Outdoor education has been a way of learning from the earliest times and in recent years has become a means of curriculum enrichment for many schools. Outdoor education has the possibilities of creating a totally new learning atmosphere in the classroom and in so doing can open the doors of the classroom to new and exciting learning experiences.

Purpose

The purpose of this report is to explain outdoor education as a means of curriculum enrichment and to present the outdoor education program in the Topeka Public School System, Topeka, Kansas.

Method of Study

The information for this study was collected from the author's involvement in the outdoor education program in the Topeka Public Schools. Also, information was gleaned from books written by authorities in the field of

outdoor education and curriculum enrichment. Mr. C. L. Kellogg and Mr. Don French were also responsible for information concerning outdoor education, particularly with reference to the program in Public Schools of Topeka, Kansas.

CHAPTER II

HISTORY OF OUTDOOR EDUCATION

Outdoor education is as old as man's education but can be as new as today. It is a means of curriculum enrichment which can give the learner a direct experience and therefore greater understanding.

L. B. Sharp, Executive Director of Outdoor Education Association, Inc., Carbondale, Illinois, described the principal thesis which underlies the implications of outdoor education for the curriculum as follows:

That which can best be learned inside the classroom should be learned there, 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.¹

One of the first programs in outdoor education was conducted in Michigan in 1940 when some teachers took their pupils to a camp to teach them by direct observation and experience. Since then many school districts in all the states have developed some type of outdoor education programs, and

¹L. B. Sharp. "Basic Considerations in Outdoor and Camping Education," Outdoor Education: A Book of Readings (Minneapolis, Minn.: Burgess Publishing Company, 1968).

many teachers in all school districts are using forms of outdoor education in teaching every day.

The two major influences in American education that had significant implications for outdoor education were industrialization and the newer views on learning. Two of the seven cardinal objectives of education, health and wise use of leisure were important influences on the early beginnings of outdoor education. Another incident which affected the growth of outdoor education was the public concern about physical fitness following World War I. The rejection from military service due to lack of fitness and large numbers of physical defects was responsible for much attention to health and physical education. As a result, more emphasis was placed on the teaching of health and physical education in the public schools. Also physical education departments were started in colleges and universities. Most of the earlier efforts in outdoor education and camping can be traced to health, physical education, and recreation departments in colleges, universities, and state departments of education.²

²Julian W. Smith, Reynold E. Carlson, George W. Donaldson, and Hugh B. Masters. Outdoor Education (Englewood Cliffs, N. J.; Prentice-Hall, Inc., 1963), pp. 18-19.

Outdoor education is not an additional subject, it is a way of learning. Outdoor education is an interdisciplinary field, cutting across many curricular areas. It possesses no subject matter of its own. Instead, its major contributions are ways of learning. Eight characteristics distinguish outdoor education, all of them in the realm of methodology in expediting the learning process.

1. Direct experience. Probably the key characteristic of outdoor education is the direct exposure of learning experiences. Without depreciating the values of vicarious experiences--lectures, books, visual aids--outdoor education holds that many learnings are best achieved when the materials of learning are experienced directly.

2. Discovery, exploration, adventure. Although students in the outdoors may never make a truly original discovery, the excitement of exploring can be theirs. Good teaching in the outdoors will seek to employ the methods of science, working from the specific to the general.

3. Sensory learning. Good outdoor teaching will employ every applicable sense to the learning experience. The feel and the smell of rich soil adds depth to the learner's appreciation; the sound of birds singing adds new perspective.

4. Activities natural to childhood and youth. Because outdoor activities are lively, exciting, even thrilling, they have an inherent appeal for youngsters. None of the gimmicks of artificial motivation are needed.

5. Intense interest. Interest is high when learners are totally involved in learning experiences. Because of the natural appeal of the outdoors to most children and youth, it is a relatively simple matter to secure total involvement and intense interest.

6. Reality. Problems in the outdoors are real to the learners. They are not problems of words, pictures, charts, or diagrams. An eroded hillside is stark reality. The colors in a real sunrise have only been approximated by artists and photographers. Such reality abounds in the outdoors.

7. Problems in context. Problems encountered by learners in the outdoors exist in a real setting. In many instances, the setting is as significant as the problem itself. A problem of soil erosion in a little-used wilderness area suggests certain treatment. The same issue in a city park or a camp site requires a quite different solution. The context makes the difference.

8. Learners most active. It is almost a truism in educational theory that purposeful activity educates. The outdoors provides many real challenges to such activity. Fortunately, the challenges are of such character as to stimulate the learner not just the teacher. Learners become truly active in the learning process.³

With the characteristics and the definition of outdoor education in mind, we will proceed to further explain how outdoor education contributes to the curriculum to add realism and understanding to the classroom learning.

1. Increases the power of observation. The use of all the senses is important in the learning process. The outdoors provides a wealth of opportunities to see, hear, touch, taste, and smell. The classroom and the outdoor experience must be linked together. Much of the effectiveness of outdoor education will depend on the development of attitudes, activities, and response to stimuli, which should be cooperatively planned by the teacher and students.

³Ibid

2. Stimulates interest and improves the quality of experience. The outdoors, with its lore and attractions, serve to develop new interests and extend those which have already been partially developed. The quality of the experience is enhanced by the realism of the outdoor setting and is developed at the level of the child's experience.

3. Provides materials for learning. The outdoors, as one of the important community resources for learning, is nature's best equipped laboratory. It has a multitude of living and colorful materials which are conducive to direct experience. It is important in outdoor education that the physical world is not taken apart, but that the child sees nature **first** in its wholeness.

4. Provides opportunities to acquire outdoor skills. The acquisition of outdoor skills and interests for lifelong participation are among the most important and unique contributions of outdoor education. This contribution to learning is within the broader area of creative living, which has often been called education for the wise use of leisure.

5. Extends the classroom beyond the four walls. Going outside the classroom, whether on the school site, to the park, or to the camp is a logical and natural way to make more complete use of community resources. It may be the first step in utilizing the broader environment which surrounds the learner.

6. Offers opportunities for exploration and research. The outdoor laboratory is conducive to exploration and research if the teacher, in the role of guide and learner herself, can participate in the outdoor experiences and refrain from telling the students the answers. There is no place in the school curriculum where real adventure and exploration can take place more effectively. Outdoor education should be an exciting adventure that will utilize instruction through discussion and individual research.

7. Helps verbalizing and communication. The permissiveness and naturalness of the outdoor environment, with careful preparation and teaching, provides unique

opportunities for children to communicate, react, and verbalize their experiences.

8. Helps supply knowledge and adds mastery. In all too many instances the classroom does not go beyond abstractions. Many community resources, including the outdoors, not only increase the opportunities for concrete learning but help change abstractions into meaningful life situations.

9. Helps extend the teacher. Educational experiences in outdoor settings offer new and effective opportunities for teaching. Instead of dealing with fixed content in books, the outdoors has an infinite variety of learnings and methods of learning.

10. Encourages social living. Some types of outdoor educational experiences offer significant opportunities to develop better human relationships. Outdoor education offers some of the best situations for good student-teacher relationships and helps develop the concepts of social living that occur when students work and plan together.⁴

The foregoing has described how outdoor education can affect the learner. Based on the principle that some things are learned more effectively through direct experience, many of the objectives of education can be obtained and enhanced through the skillful use of the natural environment.

In the following pages, consideration will be given as to how curriculum experiences can be devised to bring outdoor education into its best use in the learning process, through the use of the outdoor areas and facilities that

⁴Ibid

are available.

The variety of outdoor learning experiences is limitless. Only the creativity of the teacher and students limits the possibility. Outdoor experiences may vary from field trips, to explorations, to area studies, to practical projects. They may involve not only going outside but also bringing into the classroom the materials that will help enrich the indoor learning. Outdoor education can take place anytime and hopefully will do so often. Even with oversized classrooms and problem children, outdoor education can take place.

One way to begin a successful outdoor education program is to make the first experiences short, simple, and interesting. Just as in any new learning experience, start gradually and increase the scope. For example, a few minutes outside the classroom door getting oriented as to the direction of true north, or looking for leaves to make art projects, or sketching clouds may get the class started successfully. Again, the important thing in the first experiences ~~is~~ to make them brief, timely, and purposeful. Each helps the child to learn successfully, because he can maintain his interest, a key to good discipline, can have a part in its planning, and he can see the meaning in the activity.

To suggest some possibilities as to how a teacher might start an outdoor education program, two sample sequences follow. These are only samples, not blueprints to be followed exactly. The teacher must decide what to select and how to plan to be most effective for his group.

The chart (pages 11 to 14) lists a sampling of activities that might be carried out in different types of outdoor areas. The teacher will need to be the judge as to the amount of experience his group needs in any one place before venturing farther afield.

Many of a group's outdoor education activities for an entire year could grow from interests originating from a single experience. A teacher might take his group outdoors so that many children could simultaneously practice estimating and measuring distances. This one experience could lead to a variety of other activities such as those listed on pages 15 to 18.

A trip check list which may be used when planning a field trip with a class (Appendix A) may be used in whole or in part to fit the situation.

Place	Primary Class Activities	Intermediate Class Activities
Just outside the school building	Gather acorn caps or pebbles to use as counters in number work	Find out the effect of heavy foot traffic on ground cover
	Collect leaves for comparison of size, shape, and color	Study shadow length and direction
	Gather leaves to use in leaf prints	Compare temperatures in sun and shade, on bare ground and in grass
	Look at snowflakes on a piece of dark cloth	Classify the insects found under the exit light at night
On the school grounds	Sketch cloud shapes	Measure the child's own pace (length of step)
	Listen to some poetry read outdoors	Lay out areas and study perimeters
	Tell imaginative stories about clouds	Study plant characteristics in sunny and in shady sections
	Feel the wind and study its effects	Practice calculating the heights of trees
	Listen to the birds sing	Study a square foot or a cubic foot of soil
	Draw a sketch of the song pattern of birds	

Place	Primary Class Activities	Intermediate Class Activities
On the school grounds (continued)	Inspect a tree to study its size and shape	Sketch in the outdoors
	Set up a bird feeding station	Make a map of the school grounds
	Note tracks around a puddle	Set up a nature trail
	Play shadow tag	Learn to use a "tree key" (a reference giving information about trees)
	Measure shadows	
	Compare the effect of rain on bare and on grass-covered soil	
Within a block or two of school	Look for birds and bird nests	Choose a tree for monthly study
	Make a clue chart for a few trees or flowers	Make a tree census
	Gather seeds for a seed mosaic	Watch tree-cutting
	Visit a child's pet	Prepare a neighborhood map showing the outstanding natural features
	Listen to and try to identify neighborhood sounds	Study storm effects
		Look for plantings that beautify homes

Place	Primary Class Activities	Intermediate Class Activities
Within a larger neighborhood	See food growing and learn what parts of vegetables are eaten	Use the park to study wild flowers
	Look for garden animals that help the gardener	Carry out a conservation project
	Look for colors that harmonize	Survey community's natural resources
	Compare the sizes, branching, and space needs of plants	Study local historical background in the older section of the cemetery
	Collect natural materials for rhythm instruments	Calculate the width of a river and the speed of the current
Outside the immediate neighborhood	Visit a farm to gain a background of farm information	Collect natural materials for crafts
	Learn to identify the animals	Visit a conservation area
	Find out the animals' needs for food, shelter, and care	Visit a farm where conservation practices are being followed
		Visit a woodlot to observe selective cutting

Place	Primary Class Activities	Intermediate Class Activities
Outside the immediate neighborhood (continued)	Learn how the wind helps and hinders the farmer	Make a census of plants in a pasture or wooded area
	Learn how a farmer uses machines	Spend a well-planned day in an outdoor setting
	Take notes for material for a tree diary or a calendar of tree events	Spend several days in a resident setting for outdoor education
	Gather leaves, seeds, and fruit for arts and crafts	Use references to learn uses of various trees, why leaves change color and fall
	Sketch trees with crayons	Design and construct seed mosaics, or table decorations of leaves
	Study an abandoned nest	Make leaf prints
		Display tree sketches
		Make a chart of the materials found in a bird's nest ⁵

⁵John W. Hug and Phyllis J. Wilson. Curriculum Enrichment Outdoors (New York: Harper & Row, Publishers, 1965), pp. 17-19.

Season	Outdoor Experiences	Related Classroom Activities
Fall	Measure paces of the children Pace distances on the school ground Compare the lengths of the blocks children travel to school Compare perimeters of the same area in a variety of shapes Measure heights of trees by several methods Compare heights of trees Talk with older residents to learn the history of the trees Use "tree keys" to identify trees Select a tree to study for a year	Make graphs showing the heights of trees, a comparison of the number of trees of various kinds, or a comparison of the number of children having certain pace lengths Learn to spell the names of the trees Write letters thanking older residents for information Make written records of the historical information, the material learned about a selected tree, or a calendar of tree events

Season	Outdoor Experiences	Related Classroom Activities
Winter	Sketch tree silhouettes with charcoal Study leaf and bud scars. Compare the different kinds Look for evidence of visitors to trees Examine and try to identify tracks around trees Follow other tracks and try to read the story they tell Observe storm damage to trees Study temperature around a tree and in open areas Collect discarded evergreens for use in crafts	Make cut-paper snow scenes using silhouettes of trees Make a chart of leaf and bud scars Start a tree calendar and diary Use puppets to tell the story of a tree's visitors Start a classroom wood collection from fallen branches Make jewelry from polished wood Keep a line graph of the comparative temperatures of the same place for one week or more Write an imaginative story of the history a tree might have seen Study references to learn more about animals in winter

Season	Outdoor Experiences	Related Classroom Activities
Spring	Cultivate around a tree Look for varieties of life in the soil Watch for swelling buds Observe how leaves are arranged in buds Observe flowers of trees and how they change to seeds or fruit Observe the insects that visit a tree Compute the length of the new growth at the ends of tree branches Discover whether the tree is taller than it was earlier Tell original stories in the shade of a tree Watch nest building by a pair of birds	Take some buds indoors and "force" their development Continue the tree calendar and dairy Use tree flowers in designs Study references to learn more about insect and bird visitors Study the value of trees in preventing erosion Plan a program for tree planting Invite city or school officials to attend the tree planting; practice introduction of officials Find and learn appropriate nature songs and poems Write a newspaper article about Labor Day

Season	Outdoor Experience	Related Classroom Activities
Spring (continued)	Observe the birds raise their family	
	Look for evidences of heavy rain	
	Plant a tree or shrub on Arbor Day ⁶	

CHAPTER III

OUTDOOR EDUCATION PROGRAM IN

TOPEKA PUBLIC SCHOOLS

The outdoor education program in Topeka, Kansas, was started during the summer of 1966 by C. L. "Tuffy" Kellogg, who is the consultant of elementary physical education for the Topeka Public Schools. The first summer the program was voluntary and the activities strictly recreational. The program was made up of 20 sixth graders from the east and west sides of town and also from the parochial schools. These 20 kids would meet each afternoon for one week and participate in different activities each day. The activities were as follows:

1st day - Walk or hike to a place the kids wanted to see

2nd day - Ride bicycles to a place the kids wanted to see

3rd day - Go swimming

4th day - Water activities at Lake Shawnee

5th day - Tumbling and gymnastics

The program lasted for six weeks with the same 20 kids each week.

During the school year of 1966-1967, the Topeka Public Schools received money under the Title I program to expand the outdoor education program. A camp site was acquired by Mr. Kellogg and Dr. Quentin Groves, director of health, physical education, safety and athletics, after many, many hours of searching and many miles of walking. The camp is named after Dr. Groves and is called "Camp Q". The camp site is on a yearly lease from the State Park Department. Appendix B is a map giving directions on how to get to the camp and also a map of the camp.

During the school year, sixth grade classes would go to the camp for one day. The activities consisted of work experience, which was building foot bridges across ditches, constructing check dams to stop erosion, and painting signs to mark the camp; arts and crafts, which consisted of making a rope out of twine and yarn, making carvings out of wood, and making charcoal drawings; boating and canoeing, which was taking the kids into the boat or canoe and teaching them to row or paddle; music, which consisted of singing songs around a campfire or after dinner was eaten. Dinner for a while caused some concern in that some mothers felt it was necessary to have a hot lunch to serve the kids. Several different approaches were considered, including bringing the hot lunch from school or having some mothers cook the meals at

the camp, but because of the time and trouble involved the policy of bringing a sack lunch was continued. This type of lunch not only has proven more enjoyable but helps in the teaching of keeping the camp clean.

The summer program of 1966-1967 received money under a Title III grant. This program included sixth, seventh, eighth, and ninth grades and was conducted for four hours every afternoon for six weeks. The kids were divided into equal groups and participated in one activity per afternoon.

The Junior League of Topeka, Incorporated, has since 1968 been paying for bus transportation to the camp and providing volunteers to help in all areas of the program. The funds to operate the summer program come from a combination of general funds and Title I funds. During the school year the general fund is used to supply personnel and supplies and the Junior League pays for transportation.

A typical day at Camp Q begins before the class actually arrives at the site. Since outdoor education can involve all areas of the curriculum, an attempt is made to get classroom teachers to use certain areas of the curriculum in preparing the class to go to the camp. An example of this

may be to have each student write a letter to his parents asking permission to go to the camp. In the area of social studies, the history of the land and people around Camp O and Lake Perry may be studied. In math the assignment might be to figure out what time to leave the school if,

- a. it is 15 miles to camp;
- b. can travel 30 m.p.h.;
- c. walk down trail, 15 minutes;
- d. flag ceremony and organization, 15 minutes;
- e. want to start at 10:00.

The pre-field trip assignments will depend upon the individual teacher as to what is done and what is discussed.

The outdoor education schedule is set up so one sixth grade class from each of two schools goes on the same day. Usually one school is from the east side of town and one from the west side. The reason for this will be explained later in the paper. The students are divided into three groups and are also paired off with a buddy. This is done before they get on the bus. The bus is driven to the camp by Mr. Kellogg. The bus ride to the camp is something which must be heard to believe. Usually, a few students from one school will start to sing and then a few from the other school will sing a different song. This usually goes on for ~~five~~ or six songs. Eventually, both schools will sing a

song both know and then a big part of the day is a success, that is, both schools doing something together. Not all the kids sing, but many times all 60 or 65 join in. All in all, the bus ride is very enjoyable and gets the kids acquainted and prepared for an informal outdoor classroom setting.

The first stop on the way to Camp Q is at Calhoun Bluffs. The Bluffs are no more than a cut in a hill to build a highway, but it is filled with fossils. The kids are instructed to try and find fossils and to ask questions if they have any. There is usually one boy or girl who knows all about fossils and has a rock collection. For this person it is a real chance to tell others about something in which he is very knowledgeable. For him the day may be a success because he was asked about something by a fellow student. The children can take the small fossils with them and are encouraged to study about them and to have mother and father stop and search for fossils with them. The part of the trip again gets the kids to intermingling with each other, plus it provides an opportunity for them to become more aware of the surroundings as they travel to the camp.

The bus is parked on the road about one-half mile

from the main camp and each child walks up the trail through the trees and brush. After everyone is at the main camp, the students designated to raise the flag do so, and the flag salute is recited. The next procedure is to organize the three groups and discuss the rules of the camp. The rules are simple, listen and do what you are instructed to do. The three groups then go with the leaders to their assigned areas and the day's activities begin.

At this point, an explanation of who the leaders are should be given. The Topeka Public Schools has an elementary physical education program consisting of 14 instructors for 34 schools, of which Mr. Kellogg is consultant. Each physical education teacher is in charge of at least two and sometimes three schools. Mr. Kellogg is director of the outdoor education program also, and at least one and sometimes two elementary physical education teachers, usually those from the schools involved, are leaders for the various activities. If there are any student teachers in either elementary physical education or in the classrooms involved, they are also included in the program. Student teachers coming to Topeka get a teaching experience which is not available at other school systems. The other leaders are volunteers from the Junior League of Topeka, Incorporated,

and the classroom teachers. Mrs. Barbara Stanley, a former classroom teacher, is the leader for the science trail, and also coordinator of League volunteers.

The activities on a typical day last for one hour and fifteen minutes. There are four different main activities: boating and canoeing, archery, arts and crafts, and science trail. These will be explained in the following.

Boating and canoeing consists of instruction in the areas of boating and water safety and then giving each student a chance to row the boat or help paddle the canoe. There is always a leader in the boat and canoe, and everyone must wear a life jacket.

There are several reasons why boating and canoeing are included in the program. The first is that, because Kansas has many lakes and ponds, more and more people are going to the water for part of their leisure time activities. Another reason is because it gives each student a chance to experience a feeling of success. Whenever one of the kids can row the boat or help paddle the canoe, then this for many is a rewarding experience. Also, for many it provides a new experience and hopefully a fun one.

The next activity to be discussed is archery. The kids receive instruction on how to shoot a bow and arrow and the safety procedures to follow. The activity is a

good one in that it is a highly successful one. If a student who has never shot a bow, or has shot only a little, can hit even the edge of the target, then he has gained some success, and if he can hit a bull's eye, then the experience can be a real boost to his self-confidence.

The manner in which the arrows are retrieved is also a good learning experience for the kids. The rule on finding arrows is everyone must hunt for arrows until all are found. Since the arrows are sometimes hard to find, one student may not have all his arrows, but because of the rule the kids hopefully learn a little about helping another person, maybe someone they don't even know.

In the area of arts and crafts, the kids make such things as a rope out of twine, string and yarn, walking sticks out of willow twigs, a necklace out of yarn and a round piece of wood, or whatever their imagination can devise out of the materials on hand. The educational values of this activity lie in the fact that the kids are making the articles by themselves with their own hands, and they are being creative. A kid gets a lot of pride from saying, "I made it," and this part of the program is for that reason.

The science trail is the only so-called academic

activity in the camp activities. Many students say they won't like the science trail because it is science and they don't like science, but many of these same "kids" will tell you they enjoyed the science trail after they've been over it. The trail leads past an old haunted barn, to a waterfall, to a frog pond, and finally to a monorail or cable crossing. As the kids walk the trail, anything of interest is shown, told, or questions asked about it. There are many "teachable moments" in this activity.

The cable crossing helps to make the science trail a success. The cable crossing is a cable strung between two trees across a cove in the pond. The cable is about 80 feet long and the water is about three feet deep. The kids hold on to a monorail and sail across the open space. The first time across is a real challenge for some kids. It takes a certain amount of courage to go across and for the uncertain student this can really be a boost to his ego and self-confidence. Although none are forced to go, most everyone will try it.

The lunch at noon is another experience that is enjoyable for everyone. Except for an occasional can of pop being sprayed at someone, things slow down a bit. Papers, cans, and all litter are the responsibility of the

of the students and it is their job to keep the camp clean. After dinner, about one-half hour is taken for dividing the students into groups of about 10 and assigning to them various activities. One group may take the temperature of the water at the spring and the two ponds and compare them, another may find as many different leaves as possible, and another may learn to use a compass. There are times when the students can go where they wish just so long as it is within boundaries which are set around the camp.

After the day at the camp is over, the kids walk back to the bus. The next stop is Rees' Fruit Farm to get an apple cider slush. Mr. Kellogg, until last year, bought all the cider slushes for the kids in both the school and summer programs. He still buys the summer kids a cider slush, but because of the large number in the school program, each student brings a dime to pay for his own.

After the stop at Rees' it is on to Topeka and back to their school.

The school program has changed from its beginning in 1966-1967. It has gone from all paid help to a mixture and has involved the classroom teacher much more. More curriculum enrichment activities have been added, and different age groups have been taken. Next year, the school program

will include fourth graders instead of sixth graders. Also, different activities have been used to discover which ones the kids prefer the most.

The school program has been a worthwhile experience to many kids in Topeka, and hopefully it has provided a little success for all involved.

The summer program starts the second week in June and lasts for six weeks. Public and parochial schools and also one orphanage are involved during the summer. The summer program is different from the school program in that it begins at 12:30 and lasts until 4:30 every afternoon of the week. There are 20 kids each from three different schools and they go each day for one week. The activities are the same as in the school program except each group stays with the same activity all afternoon. Since there are four activities, the fifth day is devoted to a tour of Lake Perry and swimming at the beach.

There are four professional instructors in the summer program, four National Youth Corps workers, plus volunteer students who have been to the camp before. The summer program is much less hurried because of more time and it is a much more relaxed atmosphere than the school program.

Starting this year, 1971, fourth graders instead of sixth graders are involved in the summer program, the reason

being that sixth graders went during the school year and next year's sixth graders will be involved in the new environmental education program. The kids involved in the summer program are from the low income areas of town, and hopefully this provides them with an opportunity they might not otherwise have.

During the summer program, an outdoor education evaluation form is given to the students to fill out according to their capability. Usually the evaluation is given on Friday after all the activities are completed. An evaluation form with the totals for each question is set out in Appendix C. This evaluation was given to the sixth graders who participated in the program last year. This year a similar type of evaluation is being given plus an additional evaluation form for the parents to fill out. It is in this way the program is planned to provide for the interests of the kids as one of the main goals.

The main objectives of the outdoor education program are to promote human relations, provide new experiences, and develop an appreciation of the outdoors.

The way the first goal is achieved is by bringing the east and west side of town together, and by doing things which are fun together. When three kids are in a

canoe, it makes no difference to them if one is black, one is white, and one is brown, because they are having fun. When the kids are swimming, they are having too much fun together to worry about the color of the person next to them. Some may ask if this is the way to teach human relations. The best way to answer is to read a letter which was written by a little black girl to a little white girl from another school. The white girl was the only accident victim at Camp Q out of about 5000 boys and girls who have been there. On the cable crossing she hit the ground too hard and broke her ankle. The black girl asked to write a letter to the other girl and in it expresses one hope of the program.

Dear Vickie,

I was over shooting bow and arrows when I heard the bad news. I'm sorry you miss the rest of the day. I want to tell you that you are the first white girl I ever had much fun with as you. I hope I could see you again soon. I caught 8 frogs when you left. You was the best friend I enjoyed at Lake Q. I'll be seeing you. Get Well Soon

by

Marion Carter

Copy of the original letter is set out in Appendix D.

The next goal, that of providing new experiences, is achieved well in the area of boating and canoeing, archery, and just being in the outdoors at a camp such as Camp Q. The responsibility of keeping the camp clean, of seeing

frogs in a pond, of maybe using the outdoor restroom, of drinking from a water cooler using a paper cup, of going across the cable, all of these to many kids are new experiences and offer not only excitement but a challenge to many young lives. It is hoped because of these experiences the kids have grown a little, and not only understand others but themselves better because of them.

The third goal is to develop an appreciation of the outdoors. It is stressed that for others to enjoy the camp, those who are there must leave it as they found it. The kids help to keep the camp clean by not throwing drinking cups down and by picking up litter someone else might have left. Also, the trails and all areas of the camp are marked with the name of the elementary school in the title, such as State Street Slope or Lundgren Lake. Because the students not only help clean up the camp and because there is some part of the camp named after their school, hopefully they will appreciate Camp Q and hopefully they will realize there are many other fine outdoor areas which will remain that way only if they do their part to help preserve them.

The camp has provided many boys and girls with new experiences and challenges which otherwise may not have been possible, and it has provided many kids hours of fun. If

the camp can instill only a few attitudes, attitudes such as learning can be fun, being with others can be fun, or even that awareness of one's self can result from interaction with nature, then the camp is doing what it is trying to do - develop better youth for a better country.

CHAPTER IV

FUTURE OF TOPEKA OUTDOOR EDUCATION PROGRAM

The future for outdoor education in Topeka, Kansas, U.S.D. #501, is very promising. During the school year of 1970-1971, Mr. Kellogg and Dr. Groves applies for an environmental education program grant under the Title III program. There were 13 cities in the United States to get a federal grant and Topeka was selected as one of the sites. The program is unique in that the money which usually, under a title program, is given to the state to distribute will come directly to Topeka from Washington.

The Environmental Education Demonstration Project, as it will be called, will be staffed with a program coordinator, a program specialist in each of the following: elementary, secondary, and handicapped, a para-professional and other assistants. The program will involve all sixth grade classes, both public and parochial. It will also include the special education classes and the physically handicapped from the Capper Foundation in Topeka. Grades

eight through twelve science classes will also be included.

The program will be financed for three years with a budget of \$117,354 the first year, \$106,000 the second, and \$100,000 the third year. With this money, plans are being made to purchase two buses, a 60 passenger and a 32 passenger, buy a panel truck to house laboratory equipment which will be accumulated as the program progresses, buy supplies, and pay staff members' salaries.

The program will consist of a complete unit of instruction starting with a pre-field trip study, taking the field trip, and ending with a follow-up of the trip. The elementary classes will still consist of a one-day field trip. The secondary science classes will be four or five half-day field trips centered around a large unit with each field trip centered around a smaller module within the total unit.

The basic goal of the program is to develop an intellectual interest, awareness, and appreciation of environmental education as it applies to increased population, pollution and balance of nature.

The program will be one of strict accountability. There will be evaluations of each field trip plus a monthly evaluation of the entire program by an outside evaluator.

There will also be a project auditor, who will submit quarterly reports to validate the monthly evaluations.

The program will prepare teachers better by conducting inservice training of how to use environmental education as a means of curriculum enrichment. Complete units of instruction including audio-visual aids and resources will be devised for teachers to use.

There will be community involvement in the environmental education project also. Already established is a council of 40 members ranging from elementary and secondary to teachers, administrators, and parents, who will plan and suggest procedures and activities for the project.

As for the outdoor education program, plans are being made to keep the program involving, instead of sixth graders, fourth and fifth graders. As of now outdoor education in Topeka is going to be a helpful part of curriculum enrichment, and with people such as Mr. C. L. Kellogg, Dr. Quentin Groves and Mr. Don French, the school children in Topeka have much to look forward to in the way of opening the doors of the classroom to outdoor experiences.

CHAPTER V

SUMMARY

The purpose of this report was to explain outdoor education as a means of curriculum enrichment, give suggested outlines to follow in setting up a program, and to explain the outdoor education program in Topeka, Kansas.

Literature on the subject of outdoor education, interviews with those in charge of the Topeka program, and the writer's actual experiences were the sources of information.

The Topeka Public Schools Outdoor Education Program was presented and described in detail.

The report deals first with the definition of outdoor education and the history of the outdoor education movement. It next deals with some suggested outlines and guide lines a teacher might follow in setting up a program for the first time or as a means of curriculum enrichment. There is also a field trip check list which is very helpful in planning an outdoor education excursion.

The report explains the outdoor education program in Topeka, Kansas. It deals with the history of the camp starting with the program set up by C. L. Kellogg and of the present programs under the guidance of the same man. It also tells of the new Environmental Education Program under the direction of Don French. The report describes the organization of the program from who staffs the program to how it is financed. Also, the activities which are conducted during the school and summer programs are discussed in detail.

The final phase of the report deals with the goals of the program in Topeka, Kansas, and explains how these goals are being attained. The future expectations of both the outdoor education program and the Environmental Education Program are also described.

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A special thanks to Mr. C. L. "Tuffy" Kellogg and Mr. Don French. Mr. Kellogg is a leader in the field of outdoor education and the writer is happy to be working with him.

APPENDIX A

TRIP CHECK LIST

TRIP CHECK LIST

DESTINATION

Where to go?
Distance and location
Time
Will it fulfill objectives?

TRANSPORTATION

Car Pool
Bus
Bicycle
Hike

Car Checklist

Insurance
Number of cars needed
Telephone numbers of drivers
Re-check with drivers night before trip for change of plans
Check to see if driver will stay entire trip as volunteer helper

Bus Checklist

Driver
Passenger load
Will driver leave and return or stay during the trip?
Make sure driver knows proper directions.
Fill out necessary forms to secure bus transportation

PERMISSION FORMS

Principal permission
School Board permission
Parental permission
Visiting permit from hosts, company, _____

VOLUNTEERS, AIDES, GUIDES

Meet and outline objectives

- A. Purpose of trip
- B. Rules
- C. Safety
- D. Individual duties
- E. Specific group assignments
- F. Emergency procedures
- G. Where to meet
- H. Restroom procedures
- I. Behavioral problems
- J. Location and directions
 1. If feasible go to destination with volunteers prior to class trip for briefing of lay-out and procedures
- K. Become aware of weaknesses and strengths of workers

TEACHER BRIEFING ON LOCATION

Contact person in charge to gather information of area

- A. Maps
- B. Restrictions
- C. Safety precautions
- D. Location of restrooms
- E. Location of telephones
- F. Location of water
- G. Availability of guides
- H. Eating area
- I. Special equipment needed
- J. Suggested classroom preparation

EQUIPMENT NEEDED

- A. First aid kit
- B. Food
 - 1. Cooking
 - a. Cooking utensils
 - b. Firewood (proper techniques of starting and putting out fire to trip)
 - c. Storage of foods that need to be refrigerated, iced--eating utensils--knives, forks, plates, cups, plates, Disposable Nondisposable (clean-up procedure). Use plastic containers
 - 2. Non-cooked
 - a. Use foods that will not spoil
 - b. Can opener
 - c. Bottle opener
 - d. Use plastic
 - e. Special drinks for lunch or other meals
 - f. Collection of monies for special foods purchases
- C. Water
- D. Soap
- E. Paper towels
- F. Extra clothing for children
- G. Specimen and observing equipment
 - 1. Cameras
 - 2. Tape recorders
 - 3. Binoculars
 - 4. Snakefork
 - 5. Insect containers
 - 6. Specimen boxes
 - 7. Knives
 - 8. Ax
 - 9. Shovel
 - 10. Seine
 - 11. Plaster
 - 12. Buckets
 - 13. Fishing equipment
 - 14. Magnifying glasses
 - 15. Other, rope, sketching paper-pencils
- H. Live saving and water safety equipment

MISCELLANEOUS

- A. Teacher-duty relief
- B. Notify lunchroom if not eating
- C. Collection of monies
- D. Number of children
- E. Age of children
- F. Emergency telephone numbers for each child and volunteer
- G. Knowledge of allergic or other health hazards
- H. Weather conditions and procedures
- I. Last minute check with place you are to visit--day of/day before

CLASSROOM PREPARATION

- A. Discussion of objectives
- B. Research of all aspects of subjects
- C. Scientific methods (Math, Geology, Social Studies, maps, or other subjects)
- D. Use of equipment
- E. Rules
- F. Safety precautions
- G. Groupings
- H. Clean-up procedures
- I. Accident procedures
- J. Getting lost procedures
- K. Collections
- L. Eating procedures
- M. Restroom procedures
- N. Getting acquainted with volunteers
- O. Ecological problems
- P. Water safety rules --- First aid
- Q. Transportation procedures
- R. Manners -- eating, riding in transportation, visiting
- S. Other

EVALUATION AND FOLLOW-UP

- A. Thank you notes
- B. Discussion of observances
- C. Mounting specimens
- D. Discussion of problems encountered on trip--what could be done to make trip more profitable
- E. Follow-up in own environment what has been learned
- F. On going activities (new interests, what did they learn, etc.)
- G. Teacher evaluation
 - 1. Were objectives met?
 - 2. Are there new awarenesses?
 - 3. What were the limitations?
 - 4. What can now be done to further develop their experiences?
 - 5. How did it affect the individual child?
 - 6. Was the planning effective for students, volunteers, & teachers?

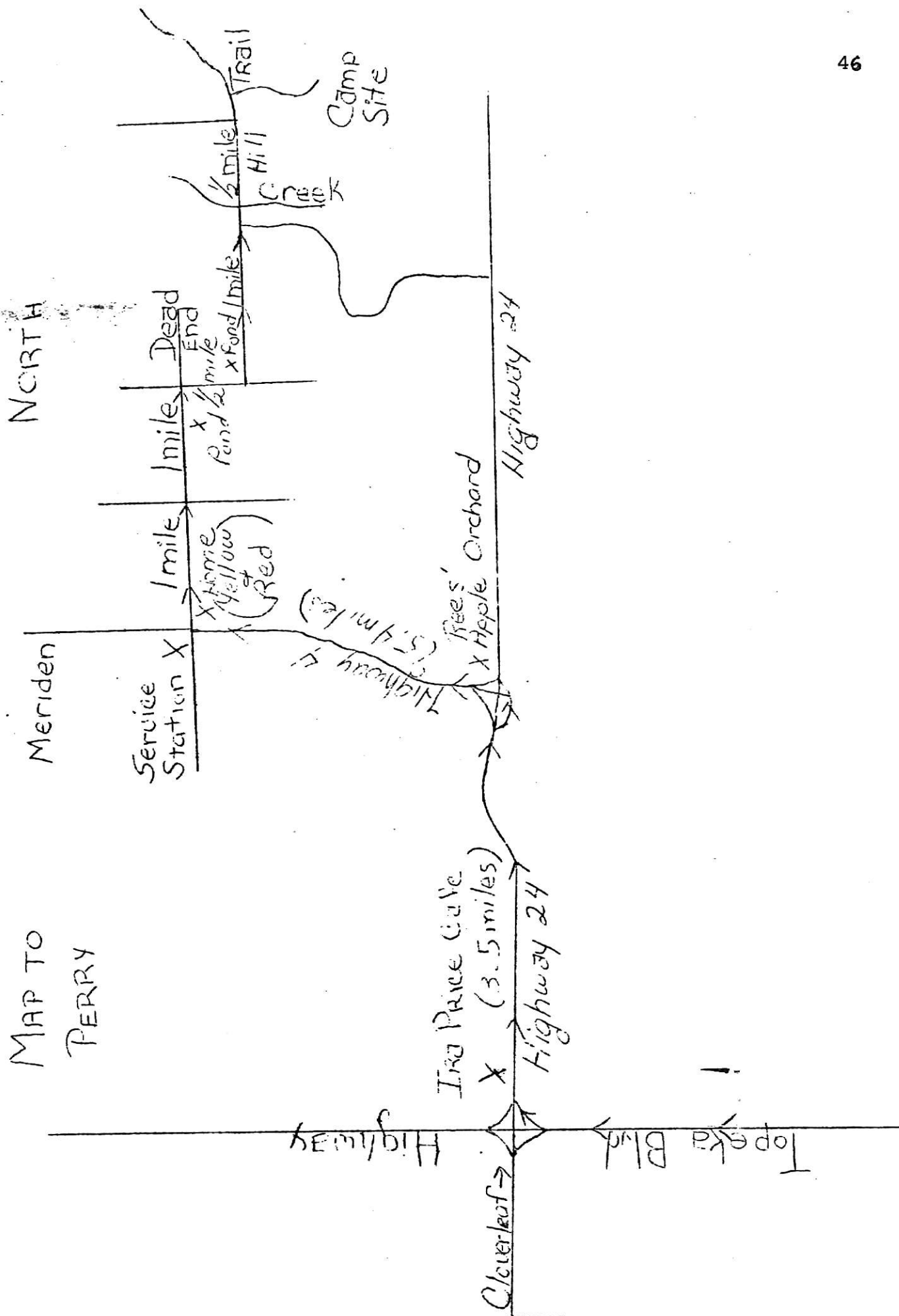
7. Was there enough class preparation?
8. Was the trip too long, short?
9. Was there flexibility in the plans? Were the volunteers capable of carrying out this flexibility?
10. Was the equipment adequate?
11. Were the volunteers adequate?
12. Behavioral problems!!
13. Should this be done again? If so, how would I improve it, change it, or better prepare for it?

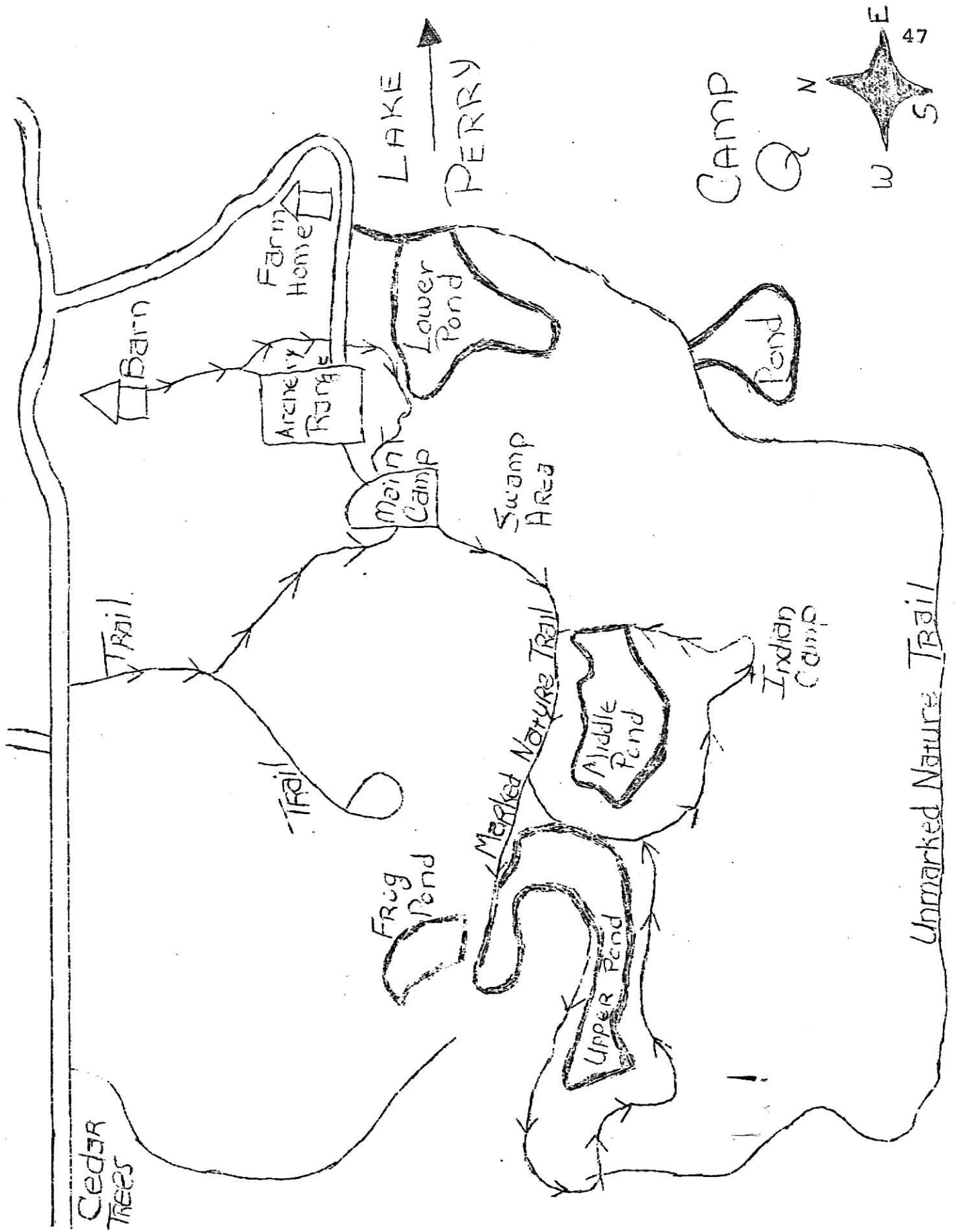
MISCELLANEOUS

LIST OF RESOURCE MATERIALS

APPENDIX B

MAPS





APPENDIX C

OUTDOOR EDUCATION EVALUATION (Student)

OUTDOOR EDUCATION EVALUATION
(Student)

Please check:	Yes	No
I have made new friends this week	244	23
I have learned something I didn't already know	249	18
I did things I had never done before	248	18
I worked and played with other races more than I did in school	184	83
I understand other races better now than I did before	194	71
I like and understand teachers better now than before	178	186
I liked the science and nature trail more than I thought I would	243	23
I enjoyed making things with my hands	248	8
I learned to appreciate nature more	236	29
I enjoyed the bus ride each day	224	39
I found out that kids from other schools and parts of town are fun to be with	236	30
Others seemed to enjoy playing and working with me	251	13
I am going to go to another outdoor camp this summer	30	275
I believe the outdoor education program is worthwhile	257	10
The teachers seemed to enjoy working with me	254	10
I told my parents about what I did at Camp Q	252	12
I liked the work experience day	249	14

APPENDIX D

LETTER

Marion Carter
15th in Monroe
Topeka, Kansas

Dear Vickie,

I was over... shooting bow and arrows
When I heard the bad news I'm sorry you miss
the rest of the day I want to tell you that you
are the first white girl I ever had much fun with
as you. I hope I could see you again soon.

I caught 8 frogs when you left. You was
the best friend I enjoyed at Lake Q.
I'll be seeing you Get Well Soon.

by Marion
Carter



OUTDOOR EDUCATION IN THE TOPEKA PUBLIC SCHOOLS

by

Nicholas Ray Gieber
B.S., Kansas State University, 1972

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of
the requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The purpose of this report has been to explain the outdoor education program in Topeka, Kansas, and also to acquaint others with the program in hopes of stimulating some interest in this area of curriculum enrichment.

The following procedure was used in making the report:

1. The literature at both Kansas State University and Washburn University was gleaned to find out what had been published on the subject of outdoor education.

2. The consultants for the two outdoor education programs in Topeka, Kansas, were interviewed and kindly turned over all the information they had on the subject to the writer.

3. The writer's actual experiences in the outdoor education program in Topeka, Kansas, as a result of working throughout the school year of 1970-1971 and during the summer program of 1971 were also sources of information.

The student evaluation completed by the students who spent a week in the summer outdoor education program of 1971 clearly shows that the goals of the camp are being met. Also the letter of Marion Carter, the little Negro

girl, to Vickie, the little girl who broke her ankle, is another indication that the goals of the camp, the goals of understanding others and one's self better, of developing better human relations, is being attained.

The following conclusions seem justified as a result of this report:

1. The outdoor education in Topeka, Kansas, is offering a new and successful experience to many young people and for many classroom teachers is adding a new dimension to curriculum enrichment.

2. An outdoor education program can be initiated into any classroom, and attitudes and ideals can be taught in this type of learning situation which can help young people to understand themselves and others better and as a result help develop better citizens.