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Principals and Practices of Outdoor Education

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MASTER PROJECT

PRINCIPLES AND PRACTICES OF OUTDOOR EDUCATION

PLEASE RETURN TO
NONFORMAL EDUCATION
RESOURCE CENTER
SOUTHERN CROSS CAMPUS
UNIVERSITY OF MASSACHUSETTS
AMHERST 01008

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APRIL 28, 1987

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Provincial Board of Education is supposed to plan and implement student camping training for the students within its supervision.

Only brief and abstract guidelines are given by the Ministry of Education. Thus, it is very hard for the school teachers and responsible authorities at the Provincial Board of Education to find research about and guidelines for planning and implementing outdoor education.

As the result, teachers and principals are confused about the way to provide students camping training: What are the general or possible goals and objectives of outdoor education or camping training? What are the needs of the students for outdoor education? What are the programs and activities that can best meet the needs of the students?

This confusion and lack of knowledge, on the part of teachers and principals, about the necessity and effectiveness of outdoor experiential education leads them to take reluctant position in providing outdoor education programs. Lip service and ineffectiveness of the outdoor education programs were the quite natural results.

PURPOSE OF THE STUDY

What do I want to do in this study?

First, the basic principles of outdoor education will be examined and summarized in a shortened form chiefly for the teachers, school principals and relevant educators. Books and articles about this subject contain different view points in many cases, and do not cover the whole range of outdoor education. Those people mentioned above usually are not the specialist in outdoor education, do not have enough time or passion to read even a whole book to get an understanding about

DEFINITIONS; Outdoor Education

Various kinds of educational programs have been taking place in the out-of-doors. Whether a certain kind of educational program taking place indoors or outdoors is called "outdoor education program" largely depends on personal orientation or on the major interests of the people engaged in such educational programs. To the school teachers, the term "outdoor education" might mean 'field trip', 'summer camp' or a science class held in outside of the four-walled classroom. To the people engaged in conservation movement, the term might suggest any kinds of educational activities or curriculum intended to increase the knowledge about, attitudes toward the conservation of natural resources.

But what is more controversial in defining "outdoor education" is that whether the outdoor education is primarily a "process", a "setting"(outdoors) or a "subject"(the outdoors).

If outdoor education is primarily perceived as process(education), a program taking place in the out-of-doors should intend to change the knowledge, attitudes or behavior of the participants through planned activities. It should have relatively clear and deliberate educational goals and objects beyond just having vague intention that it would be better if something good happen to the participants in their knowledge, attitudes and behavior.

From this point of view, a recreation program simply intend to get people together enjoying a certain moment in the out-of-doors cannot be called "outdoor education" program.

If outdoor education is primarily considered as a setting (outdoors), any program which has even a vague educational intention

societal background and also has historical aspects of its appearance in the educational world.

According to its different goals and emphasis, each significant program use different techniques and approaches. But, in a sense, all those programs have certain common characteristics as an outdoor education program.

The common characteristics of outdoor education might well be said as follows; (mainly based on Charles Lewis's basic concept of outdoor education, Lewis, 1975)

1. Outdoor education is a method or process of education, not a separate area of study or other subject matter areas.
2. The outdoor education method encourages the use of environment outside the classroom.
3. The outdoor education method is likely to provide direct experiences for students.
4. Outdoor education is in general a supplemental and effective method of learning to that of classroom education. But it is not always so. In many cases, it is more than supplemental learning method. It can achieve the educational goal that can hardly be attained through classroom education.
5. Outdoor education provides a setting that can make teaching more creative; several teaching methods and processes can be planned , executed and evaluated in a relatively short time.
6. Outdoor education is based on what is known about how children learn best-by doing,by seeing, and through the use of all the other senses.

SOCIETAL PERSPECTIVES OF OUTDOOR EDUCATION

In this chapter, I am trying to find the answer for the question "What are the social forces or factors that increase the needs for outdoor education?"

During most of man's existence, the outdoors has been his home. There, he has sought his food and shelter, learned and taught his

Hundreds of thousands tones of garbages thrown into the every corner of the outdoors have made the outdoors an ugly place to rest. Many of the outdoor visitors enjoy their own outdoor activities without considering others' right to equally enjoy in the outdoors. A great number of birds and other animals are killed by people. Needs for the environmental education to protect our own place to live and rest have emerged from this situation.

Materialism which was brought by the technological development lead us to see our nature as the object to be exploited by us. Getting accustomed to this way of viewing the nature, most of us are apt to damage the nature, the sources of our living, the place to rest. Most of the youngsters in developed area do not know the importance of the nature, and would not appreciate its contribution to their living.

Sedentary living style created by industrialization and automation have removed from man most of the opportunities for normal physical exercise. This soft living with lack of exercise has been one of the major causes of man's ills and diseases.

Outdoor activities have been pursued by a many people for the physical exercise and mental stimulation (Smith, et al., 1963, pp. 6-9).

Another characteristics of modern society can be said the **abstractions**. These excessive abstractions brought about 'do-it-yourself' atmosphere and a lot of people began to pursue outdoor activities. These characteristics of modern society have created certain basic human needs which can in part be met by outdoor education.

These needs can be said; 1) the need for creative living; 2) the

Comenius. He believes that human beings in general are born with great potential. He likens man to a rich soil in which the seeds of knowledge, morality, and religion are planted by Nature. Therefore, the aim of education is to help the people to cultivate their potential. Comenius is confident that this cultivating could and should be given to all children, and that it can be done without blows, severity, but gently and spontaneously. He believes that children are willing to learn if they see the immediate use or purpose, and if they are taught things they can understand in an interesting way. He further thought that since the children have great interests in learning things through direct experience, through all the senses, they should be enabled to learn through the senses (Hammerman, 1980, p. xv, Curtis and Boultonwood, 1975, pp. 171-205).

Rousseau emphasizes that the first thing to be considered in the education of a child is the child and his present nature as a child. He wrote; "Nature wants children to be children before they are men" (Curtis and Boultonwood, 1975, p. 276). Jean-Jacques Rousseau also believes that one of the important characteristics of children is curiosity, and this curiosity should be utilized fullest by educating the children according to principles found in nature. Rather than learning indirectly from books, children should learn through direct experience. He contends that our feet, hands, eyes are our first teachers. He suggested that education should be more sensory and rational; less literary and linguistic.

Pestalozzi is also one of the educational philosophers who emphasized the use of direct, first hand experiences and real objects.

He said,

...the young people in traditional schools do have experiences and, secondly, that the trouble is not the absence of experiences, but their defective and wrong character...everything is depend upon the quality of experience it had (Dewey, 1970, p. 27).

To provide the learners with experiences of good quality, teachers should arrange their educational environment according to the individual learner's pattern of growth or direction. In selecting and arranging the educative experiences for individual learners, the teachers should be aware of the general principle of the shaping of actual experience by environing conditions, but they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, he said, teachers should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worth while (Dewey, 1970, p. 40).

Education based upon the personal experience seems to be more in accord with the democratic ideal and its method are humane, because it respects individual learners. It wouldn't impose any values or social norms from outside. It can give the learners more concrete concept about the things taught and the learners can easily apply those knowledge and skills learned through their experiences to their everyday life events. Indeed he held the belief that "education is a development within, by and for experience" (Dewey, 1970, p. 28).

Outdoor educators' and ecologists' thoughts

Another trend of philosophies related to outdoor education can be

education is preparing young people for careers in the highly exploitative ecologically disastrous technological society, because education is believed to be inextricably linked to the world view and values of the society (Sessions, 1983, pp. 27-28).

Outdoor/environmental education came to emerge from this awareness of the problems of modern technological paradigm and the malfunction of educational system which transfers that values to the young.

On the contrary, ecological philosophers stress the interrelationship between man and the rest of the nature. The early and simple thought of this kind claimed that humans were a part of Nature. It seems to have meant this in a somewhat superficial sense for they still pictures humans as dominating the rest of the Nature, as manipulating, controlling, or managing biosphere (Sessions, 1983, p. 29).

Modern ecological perspectives stress the interrelationship between man and Nature in a much more deeper, more intimate way which goes far beyond the kind of linear cause-effect relationships. Humans are totally interrelated with the natural world-our mutual fate is inexorably intertwined. Aldo Leopold believed that the earth was a living organism and humans did not stand apart or above the rest of Nature in any way-humans are plain member and citizen of the biotic community (Sessions, 1983, p. 29). Ecologists are for the future possibilities of an ecologically harmonious balance of man-in-nature.

Criticizing that current educational trends concentrate on preparing young people for an unreal technologically based future, Carey and Abbs suggest that students should be taught the physical skills and crafts

LEARNING THEORY PERSPECTIVES OF OUTDOOR EDUCATION

Four learning functions and experiential learning

It is said that there are four primary functions of persons; intuition, sensation, feeling and thinking. Each person has varying abilities in these four areas. A person can not be regarded as wholesome if he developed relatively highly only one or two of these four functions. But the cultures of developed countries tend to be skewed toward sensory-practical matters and place less value on other modes of consciousness (Swan, 1977, p. 5).

Besides, the classroom education in most developed and developing countries is likely to give more emphasis on memorization and passive reception of information without much opportunity for feeling and direct sensation. But education programs in the outdoors provide direct experiences involving feeling, sensation, intuition and even thinking. Therefore, according to Swan's assertion, education programs in the outdoors can supplement the shortcomings of classroom education.

Experience in learning

Experiential learning theorists have asserted that one learns in the light of his own experiences, and one cannot learn without experiences. And it is also said that the individual learns best when he is ready to learn. One gets ready by gaining the experience needed to have something to hitch onto, and by becoming involved. Readiness does not mean willingness. One may be ever so willing, but one cannot learn without adequate experience.

Smith says;

already known knowledge. It is transmitted to the learner in the form of abstract verbal language. The learners do not have the enough chance to relate the knowledge to their real life problems. All too often, these knowledge are beyond the experiences of the learners, especially the children (Dewey, 1938, p. 19).

The lack of direct relationship with real life problem results in diminishing the interests in learning on the part of learners. Only the learning about the concerns of the learners can drive the learners without extrinsic reward. With the increased interests in learning in outdoors, learners can devote themselves to the learning.

VALUES, POTENTIALS OF OUTDOOR EDUCATION

Outdoors; its educational potential

Our Nature has been equipped with countless kinds of both exciting, inspiring, encouraging and frustrating, discouraging materials from her birth. Not only equipped with those kinds of materials, but she also makes whole lot of events by using her materials and power. Not a moment of her life, she would give up any one of her potentialities resulting from plenty of materials and power equipped with. Only the human beings who were born in this very Nature has changed their perception about and attitudes toward the Nature; from the perception that Nature and human beings are not precisely discernable, to the notion or attitudes that the Nature is deemed to be exploited for the good of human beings. As the human beings march into more industrialized era, the potentialities of the Nature looms greater than any other time in the history of mankind. This is proved every

The outdoors is a good climate for achieving some of the accepted goals of education, at least in part, more effectively than can be done in the classroom alone, then the educational experiences in the outdoors become an integral part of general education. Outdoor education will enlarge their general education and teach the students to observe, analyze, and criticize, allow them to sympathize and give them an appreciation of humanity and of human fellowship.

Values of outdoor education

The out-of-doors has boundless potential for education. The educational programs in the out-of-doors can meet various kinds of educational needs that can not be met effectively in classroom education.

Impact of Outdoor Education Experiences on Affective Domain

Since the inception of outdoor education, many claims have been made regarding its effectiveness. A number of empirical observations and scientific research show that outdoor education programs contribute to positive development in the affective domain.

Impact on self-concept

Outdoor education programs improve self-concept. Beker (1960) found out that in posttests conducted immediately after resident camp experiences, participants showed marked increases over members of control groups. Other experiments which show the same results are those of Kriger's (1970), and Clifford and Clifford's (1967).

Mastering a variety of physical skills and applying them to various tasks can alter a student's locus of control in the internal

The outdoor school environment provides countless experiences designed to help elicit a strong appreciation for good human relations. Good human relations involve the development of understanding of one's self and consideration of other human beings. Ample opportunities to develop good manners and other considerate behaviors are evident in the many socially interactive occasions imminent in the living situation of the resident outdoor experiences (Wheeler and Hammerman, 1965, pp. 2-4).

Researchers have evaluated four different dimensions of the impact of outdoor education experiences on socialization. They are:

1. peer socialization and peer perception
2. racial integration
3. impacts on disadvantaged groups
4. teacher-student relationship

The resident outdoor education experience effected desirable social and democratic behavioral changes more rapidly than were likely to take place in the regular classroom (Kranzer, 1958). It is also found that all of the children seemed to fight less at camp than in school. Fletcher found that there was a moderate transfer of these positive trends back into the classroom situation after the outdoor education experience (1973).

Outdoor education, by furthering mutual respect and understanding, can contribute directly to reducing racial tensions among young people and to easing the traumas sometimes associated with school district desegregation plans. According to Life Camp's counselor's reports, pupils from different ethnic groups respected one another's backgrounds and exhibited friendly cooperation (New York City Board of Education, 1948).

outdoor education setting (Hammerman & Hammerman, 1963, p. 11).

It is also reported that the curriculum innovation of school camping through its democratic atmosphere proved to be an important factor in strengthening rapport between teachers and students (Stack, 1960). Through the school camping teachers can identify new areas in which specific children could succeed and in which certain individuals needed help in meeting the problems of living.

The impact on attitudes toward the out-of-doors as a learning environment.

It is suggested that:

One element lacking in many curriculums today is the sheer joy of discovery. The classroom when extended into the outdoors provides the setting in which students may enjoy the pure thrill of discovery along with the plain, down-to-earth fun of learning (Hammerman and Hammerman, 1973, p. 13).

This means that the out-of-doors provides a more stimulating learning environment for relevant fields of study than does the school classroom. Many of the outdoor programs, especially those planned and operated by schools based on this assumption that outdoors can teach certain specific areas of some subjects.

It is also suggested that outdoor experiences increase the interest in what is in-the-textbook. After having captured insects, finding some unnoticed plants or birds, students are motivated to learn more about his discoveries (Hammerman and Hammerman, 1973).

Other effects of outdoor education/experiences

Outdoor experiences, especially wilderness experiences, contribute

instructor or how comprehensive the curriculum.

Outdoor education also gives us the clear concepts necessary for our everyday living through firsthand learning. Outdoor education provides the classroom teacher the vehicle for providing real meaning to abstract verbal learning, through experience (Hammerman & Hammerman, 1963, p. 4).

Today's young children desperately need to develop an awareness of the natural wonders of this amazing world. They are missing the basic aspect of their own existence continuously interacting with their environment. Outdoor education can contribute to reestablishing the fast disappearing bond between man and the soil (Hammerman & Hammerman, 1963, pp. 5-6).

Outdoor settings offer unusual opportunities for the development of appreciations that contribute to spiritual satisfactions. Educational programs in outdoor setting can effectively increase the sociability of participants and it also provide the opportunities for realistic appraisal of one's self, development of social relations and identification with social models of behavior and this enhance mental health (Magner, 1967, p. 22).

Outdoor education can also effectively facilitate problem-solving capacity on the part of participants. Learning in the out-of-doors, especially in the extended resident outdoor education experience, is particularly conducive to learning through problem-solving (Hammerman & Hammerman, 1963, p. 12). Opportunities to develop a certain amount of independence and self-reliance are provided in this outdoor education program.

information which support a specific value(e.g., giving ecological reasons why controlled hunting of deer is useful), (g) structuring various value-focused activities that enable students to freely examine specific issues. It seems likely that all of these seven methods are used to varying degrees in most outdoor education programs. Recently, there has been an interest in, and resources for, planning value outcomes as the prime purpose of outdoor lessons (Knapp, 1980, p.60).

Outdoor education programs can effectively strengthen the spirit of young people against hardships, both mental and physical. Outward Bound schools have been famous for this kind of education. By placing the students into unusual situations, they can instill in them the desired attributes of the seasoned seamen during the World war II. Still, these schools teach the individuals to learn more about themselves and their abilities and thus build self-respect and self-confidence (Goering, 1980, pp. 77-82). Survival and outdoor living skills are also stressed by another outdoor school, the Outdoor Leadership school.

GOALS AND OBJECTIVES OF OUTDOOR EDUCATION

There are often confusion regarding the differences between aims, purposes, goals and objectives. Although often used interchangeably, these words more often go from the general to the specific, from the abstract to the concrete, or in terms of the broad end result to the specific intermediate behavior. Here I use the term "goal" as that concerns with the end result, and objectives as that concern with attainable results within a specified time, results which are either observable or measurable. Each outdoor education programs and

pursuits as follows:

1. Development of leadership
2. Development of desirable personality traits
e.g.: initiative, resourcefulness, independence, co-operation, self-realization, preservation, self-sacrifice
3. The provision of lasting leisure time recreation
4. The increase in fitness and health
5. An introduction to wilderness environments
6. An opportunity in field work in remote tracts
7. Training for military service(Parker, 1973, p. 141).

In 1968, Clinton Fitzpatrick researched goals of outdoor education. As the result of his study, he came to define them as follows;

Highly significant goals:

1. To help realize, through outdoor education, the full potential of the individual toward optimum development of the mind, body, and spirit.
2. To utilize fully and constructively resources beyond the classroom as a stimulus for learning and a means of curriculum enrichment.
3. To development awareness, appreciation, and understanding of the natural environment and humanity's relation to it.
4. To develop knowledge, skills, attitudes, and appreciation for the wise use of leisure time.
5. To promote democratic human relations and procedures through outdoor learning and group living experiences.
6. To help the individual become more civic minded through the of resources within the community, state, nation, and world.
7. To permit an atmosphere conducive to the

aesthetic development of the individual.

Significant goals:

1. To help the individual become self-reliant in the outdoors.

Optional goals:

The information assimilation process (classroom learning process) is known as having the learning steps of a) receiving information; b) assimilating and organizing information; c) steps of being able to infer a particular application from the general principle, and d) moving from the cognitive and symbol-processing sphere to the sphere of action.

On the contrary, experiential learning process in outdoors can be said to have the learning steps of a) action and observation of the results of action, observation of the natural phenomena or materials; b) understanding this effects in a particular instance; c) understanding the general principle under which the particular instance falls, and d) its application through action in a new circumstance within the range of generalization (Coleman, 1976, pp. 50-52).

The experiential learning process is exactly the reverse of that of information assimilation process.

Properties of the experiential learning

While the information assimilation process has the properties of reducing the time and effort necessary to learn something, its depending very heavily upon a symbolic medium, ordinary language, and its depending on artificial or extrinsic motivation, the experiential learning process can be said as time consuming, having intrinsic motivation mode, but having also the property of being less easily forgotten than learning through information assimilation (Coleman, 1976, pp. 53-58).

The intrinsic motivation mode of experiential learning allows the learners to enjoy and to be attentive to learning

It is to help the learner become aware of the strangeness of the familiar and to incorporate these discoveries into his own systems of appreciations and understandings that an exploratory approach to learning can be most effectively employed by the teacher out-of-doors (Hammerman and Hammerman, 1963, p. 43).

Clue chart approach

In a broader sense, this approach can be within the category of discovery approach. This approach also utilize leading questions, but the essence of clue chart approach is the chart that consists of several clues helpful to finding the characteristics of the objects. This approach comes from the basic assumption that merely seeing a certain objects does not guarantee that the learning objects will be recognized. (Hammerman and Hammerman, 1963, p. 44) and the learner out-of-doors should be guided to make his own observations, draw his own conclusions and thus find his own answers to the countless "unknowns" in the natural environment (Hammerman and Hammerman, 1963, p. 47).

The clue chart can easily encourage the children to record their observations, because the children or learners can get help from the clue charts when observing and comparing the results of their observation. Without appropriate guide, which they can get from this clue chart, the children will be easily confused and lose their interests in observing and they will not be able to make finer discriminations. The clue chart leads the learners to look first at an object as a whole, and then to look for specific characteristics which will enable the observer to distinguish it from the other objects of

for problems they might confront in their daily life.

Teachers are not expected to give answers for that problem, even though the learners raise questions, but to throw them back to the learners for them to solve. This method can also motivate the learners to study the problems.

CONCLUDING REMARKS

Outdoor education has so many varieties in its goals and program orientation. Different socioeconomic and cultural context, educational system and philosophy have been influential to the shaping of outdoor education. Main stream of outdoor education has also been affected by those changes in all sectors of society.

Outdoor educational programs have been developed by the field workers, outdoor educational specialists and professions in academic field. Awareness of the importance and necessity of the outdoor education by the influential leaders ,and social and educational organizations have been the main forces to develop the outdoor education.

Many research have been done to find the effectiveness of outdoor education programs, but only a few research have been done from the view point of educational philosophy and psychology.

For the future of outdoor education, it is quite necessary to develop the educational philosophy and learning theory of outdoor education that is appropriate to the structure and characteristics of that society and its educational system.

these youth organizations. In 1983, about 440,000 among students were enrolled in one of these organizations. Even though there are many other institutions which offer outdoor education programs, they serve only limited number of students. And the clients of these institutions are those from above middle class.

1983's Youth Camping Education Policy

In 1983, the Ministry of Education decided to provide camping training to most of primary and secondary students. According to this policy, primary and secondary schools, especially those schools in urban area, were strongly recommended to conduct camping training for their students.

In that year, there had been an astonishing increase in the number of students who received camping training. Since then, the number rapidly increases every year.

This can be explained by three facts. First, the Ministry of Education has urged school principals more and more strongly to conduct camping training. Secondly, more and more principals and teachers became aware of the value and importance of outdoor education including camping training. Thirdly, more and more financial support was given to the Provincial Board of Education to build camping training centers and to equip training facilities. Today, most of primary and secondary schools are providing camping training to their students.

considered as the failure for their not being able to enter the higher education. First thing they have to do, they think, is to prepare their students for the entrance examination. It is easily understandable how much the students are stressed under this circumstance. Most of the secondary students are trying to enter college whether they themselves are willing to or forced by their parents.

Not only the secondary students but also the primary ones are under high pressure to study hard. To memorize the content of various subjects are what they have to do more than anything else. Even though they are allowed more time to spend on discovery kind of learning in the outdoors, this is not prevailed in reality. Besides, many of the students in urban areas, have to study at private institutions to learn more about playing musical instrument, painting, typing, oriental computation and self-defense skills, and others. In many cases, they are forced to study one or more of these subjects against their will.

They are plagued by the abstract and uninteresting learning, and they are experiencing high stress. They are always seeking ways to pour out their energy. They need more activities and frequent contacts with the great Nature. They are in needs of more participation in outdoor education programs.

Worry about the Juvenile Delinquency

As in many other countries, juvenile delinquency has rapidly increased in Korea. In 1982, the law violations made by juveniles increased by 24% when it compared to that of 1981 (The Committee for

time in a constructive manner. Therefore, many of the youths visit places only for adults such as bars and drink shops, and they are easily influenced to imitate adult behavior.

- o. Youths in general are experiencing enormous stress caused by their study load and worry about their future. But they do not have appropriate methods to dissolve the stress.
- o. Youths have great energy and passion for doing something, but they usually do not find ways to disperse these energy and passion in a constructive manner.
- o. Today's youths are poor in their endurance, patience and ability in reasoning. Most of the juvenile delinquent acts are committed because they cannot control their and they cannot perceive the results of their misbehavior (Ministry of Education, 1983b, p. 20).

A lot more causes were reported, but those mentioned above seemed to be the seeds that brought forth the student camping training.

Goals and Objectives of Youth Camping Training

The goals and objectives of camping training in Korea are closely related to that of perceived causes of juvenile delinquency and outdoor educational needs of primary and secondary school students. In addition to the previously stated causes of delinquency, I'd like to mention about the demands for outdoor education and camping training.

Needs and Demands for Outdoor Education/Camping Training

Demands for outdoor education have been widely perceived by teachers, educational administrators, youth leaders and others who are interested in outdoor education. Even though the needs and demands for outdoor education/camping training has never been assessed officially and systematically at a national level, these have been perceived through empirical evidences. All these kinds of incidence were interpreted as the sign of needs for outdoor/environment education,

- o. To acquire or improve camping skills
- o. To improve the ability to control self.
- o. To improve physical fitness.
- o. To develop adventure spirit.
- o. To develop cooperative attitudes and citizenship.

(The Ministry of Education, 1983a)

The focus of the camping training was placed on teaching camping skills and getting the students become aware the joy of camping with family or peers. The underlying belief and assumption of those who established these goals is that if the students become familiar with camping and the joy it gives, and if they have appropriate camping skills, more and more students would visit the nature individually or in group and they could enjoy their free time in a constructive manner. And the creative energy which has been depressed by the academic oriented and passive type of education can dissolve in a quite wholesome way.

To these goals given by the Ministry of Education, each Provincial Board of Education added a few more goals and objectives. For instance, Gyonggi Provincial Board of Education added such goals as; 1) To foster the attitudes to be gratitude to his/her parents; 2) To restore the self-esteem of the students who are unpopular among his/her peers in the school and those who are behind in their academic achievement ; 3) To improve the relationships among students, and between teachers and students; 4) To develop attitudes toward the environment; 5) To develop survival skills (The Gyonggi Provincial Board of Education, 1983b).

Boards of Education developed a handbook for student camping training and distributed them.

Camping training for students are delivered through several channels. Schools and Youth Camping Training Centers are the major channels, and Boy Scouts, Girl Scouts and Korean Federation of Youths are the second most important providers. There are also other organizations and private outdoor education centers which offer camping training or outdoor education for students, but they cover only small proportion of the camping training.

When the camping training started in 1983, most of the schools did not follow the recommendation of the Ministry of Education and the Provincial Board of Education. The recommendation was that every school should provide camping training to at least one third of their students every year. But school principals and teachers were hesitate in conducting camping training for several reasons. These reasons were:

- a. They do not want to take additional burden.
- a. They worried about accidents that might happen during camping training.
- a. Many high school principals place more emphasis on the improvement of academic achievement and on passing the entrance examination for colleges.
- a. They do not know how to plan and implement camping training.
- a. They thought that it costs a lot and many of the students can't pay the expenses for training.

strongly recommended to follow the guideline made by the Ministry of Education; the programs should be planned based on what the students have interests in.

Since only a few broad guidelines for planning and implementing camping training are given by the Ministry of Education, and the principals and teachers in most of schools ask the Provincial Board of Education to make guidelines, because they are confused about the purpose and characteristics of camping training which was initiated by the Ministry of Education. Responding to the request, every Provincial Board of Education made its own guidelines which supplement those of the Ministry of Education.

Those guidelines are as follows.

- o. The program should be designed so that it can use the natural resources at the most.
- o. The developmental stage of children should be considered in designing activities.
- o. The activities should be designed so that participants get direct experiences as much as they can.
- o. Recreational type of activities should be emphasized.
- o. The students should be given the opportunity to practice appropriate camping skills so that they will be able to conduct their own camping with friends or with their own families.
- o. Activities which will foster the adventure spirit should be designed for the students in higher grade.
- o. Activities should not be necessarily related to classroom

considered, the camping training programs in Korea seem to lean toward "Camp Centered" extreme. Because, all those stated above are quite similar to the characteristics of "Camp Centered" programs rather than those of "School Centered" programs. This notion of Camp Centered and School Centered approaches is expressed by Ford as follows.

School Centered

1. Camping experiences are evaluated on their contribution to the work of the classroom.
2. Experiences are planned in the classroom.
Practical applications are possible in the camp so the experiences are more meaningful.
3. The program is centered around "classes" in mathematics, science, English, arts and other classroom subjects of the school. Time is given to recreational activities but this is not stressed.
4. The classroom teacher operated the program with the help of resource persons in much the same manner as a resource person is brought into the classroom.
5. Pupils are housed in comfortable cabins and their food is prepared by hired personnel. Occasional "cook-outs" give limited experiences in living in the open but this aspect of the camp is not considered highly important.

Camp Centered

1. Camping experiences supplement the school curriculum with new and different experiences which are not directly connected with the classroom work.
2. Experiences are not planned to bring out specific learning but valuable concepts are gained by incidental experiences.
3. Recreational type activities dominate the program with "nature study" groups, "craft" groups and other activities which contribute to academic learning but are not named to parallel the courses offered in school.
4. A trained staff in outdoor education operates the program with the pupils and teachers participating.
5. Much time is devoted to living. Primitive living, including out-of-door cooking and building shelters, takes a large portion of the time. One of the major objectives of the camping experiences is recapturing some of the aspects of pioneer ancestry (Ford, 1981, p.

the camping training initiated by the individual schools.

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