

OUTDOOR EDUCATION
PROGRAM DESCRIPTION
Fall Quarter, 1978

The prime focus of the program for this quarter was on the philosophy of education. Assigned reading was in both the theory and the fictional literature of this topic and included: Glasser, Schools Without Failure; Dewey, Education and Experience; Whitehead, The Aims of Education; Rogers, Freedom to Learn; Neill, Summerhill; Sparks, The Prime of Miss Jean Brodie; Conroy, The Water is Wide; and Huxley, Brave New World. Seminars were held either three or four times a week to discuss the reading and one lecture period a week was available for relevant films and speakers.

To promote the ability of the program to function as a single unit, a weekly session on Group Process and Activities was planned and carried out by selected groups of students. We also had All-Program meetings each week.

Writing workshops were held each week in each seminar with each student responsible for turning in four papers during the quarter. Students gave both written and verbal critiques of each other's papers and were also assigned to read Elbow, Writing Without Teachers. Frank Motley conducted two library module tours for each seminar and gave them two written assignments in library use.

The entire program was divided into four to eight person groups for doing a Quarter Project. The results were shared with the rest of the program during a two day Mini-Symposium during the final evaluation week. Credit for this project was awarded on an individual basis depending on the type and amount of work done by each student.

Finally, each student was expected to work out regularly as part of their Physical Education agreement. And they got started on next quarter's emphasis on Wilderness Ethics and Esthetics by reading and discussing Waters, The Man Who Killed the Deer.

Faculty Team:

Diana Cushing, Psychology
Lynn Hammond, Literature
Frank Motley, Library Science
Willi Unsoeld, Philosophy

PROGRAM DESCRIPTION
OUTDOOR EDUCATION: HOBOKEN TO HUMPTULIPS

The program opened with a work week at Mr. Rainier during which the following covenant was hammered out:

"Contract work will consist of four activities: reading writing, workshops, and projects.

-- We commit ourselves to reading the books chosen for seminars (see list below).

-- We agree to do five types of writing:

1. Formal responses to readings (1-2 pages).
2. Keep a "program" journal.
3. Evaluation of all program workshops that we attend.
4. Write a paper in reference to our individual projects.
5. Write a formal synthesis of each quarter's work.

-- We agree to a minimum of teaching one and attending two workshops per quarter.

-- We agree to do a project each quarter."

Topics emphasized by lectures and seminars on the following reading list included: attitudes towards the out-of-doors, principles underlying education at TESC, the need for social value change and how education can help, ethical decision making, and educational theory and principles.

Reading List:

Herriger, Zen and the Art of Archery.
 Amy, The Greatest Climber in the World (article).
 Tussman, Experiment at Berkeley.
 Agne and Nash, Environmental Education: A Fraudulent Revolution? (3 articles).
 Trend Analysis Program Report #12, A Culture in Transformation: Toward a Different Societal Ethic.
 Bender, Sharing Smaller Pies.
 Ruggiero, The Moral Imperative.
 Whitehead, The Aims of Education.
 Dewey, Experience and Education.
 Rogers, Freedom to Learn.

Widely read supplemental assignments included:

Fletcher, Situation Ethics.
 The Second Club of Rome Report, Mankind at the Turning Point.

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