

"Gathering of the Elders", April 15-17, 1988.

Transcript of "A Panel to the Past": Cliff Knapp, moderator.

Paul Spector: [Introducing the panel members]

Dr. Reynold Carlson, who is in the middle of the panel, has had a long association with Indiana University, including chairmanship of the Department of Recreation and Park Administration; he was cofounder of the AIN [Association of Interpretive Naturalists], which I know many of you are familiar with; a member of numerous national committees, and has authored many many articles, booklets and special publications, as well as co-authoring three textbooks.

Phyllis Busch, on my far left, is the author [of] probably twenty books (fifteen), emphasizing nature and the outdoors as a place of learning. And in recognition of her efforts as an author, she was the recipient of the Eva L. Gordon Award in 1974, and several of her books are on display with the rest of the Eva Gordon Award winners. I believe there's also one for sale, which, if you twist her arm, she might even autograph for you. Phyllis received her doctorate in science education from New York University, and has taught biology and general science- again, elementary through post-graduate students.

Helen Russell, who you have heard from several times, received her doctorate from Cornell, in the late forties, and has been going strong and never stopped ever since. Again, she has shared her knowledge with probably every educational level, and probably every imaginable setting. She is a Fellow of the American Association for the Advancement of Science, and in addition to her teaching, she continues to write. She has been an active member of American Nature Study Society since 1947, and, as recognized last night, was a past president. Helen also has a couple of her books over in the library there for sale.

John Gustafson, at the far end of the table, retired in 1981, from the State University of New York at Cortland, where he was a professor of biology. Gus has been a member of ANSS since 1949, including a stint as president and over twenty years as treasurer. So he really knows what's going on, because he's controlling the purse strings. In addition, as was mentioned before, he's a past president of the Alliance for Environmental Education, and is on the Board of the New York chapter of the Nature Conservancy. Gus is an author an nature photographer, and an experienced field trip leader as well.

Phyllis Ford, sitting between Dr. Carlson and Helen, is currently associated with Michigan State University in the Park and Recreation Department, and in the past was tied with the University of Oregon, and Washington State University; is also an author.

And that is everybody, so I'm gonna turn it over to Cliff, and sit down and enjoy.

Cliff Knapp:

It's a real honor to be a moderator for this panel. I've had contact with some more than others, but I'm looking forward to this, this morning as much as you are. The thing about history that makes it come alive for me are people; the people who have made history give me excitement. Just hearing Liberty Hyde Bailey's voice was very exciting, and so there's the human element that seems to make history live.

I guess a moderator is one who starts the proceedings and ends the proceedings, and makes sure no one dominates and everyone has a chance to have their say. And that's not only the panel, but it means you too, so we're gonna try to get you in there.

But I couldn't resist just taking a few moment to kick it off. Maybe that's one of the privileges of a moderator, or one of the power things that happens. I brought a collection of my books- someone asked, "Are they for sale?" I said, "No, no, they're not!" (laughter) I've been interested in collecting old nature books- probably kicked off by Phyllis Busch, who I met when I was teaching in New York City in the agricultural schools, and she turned me on to Gibson's Eye Spy, and from that point, I think that was really it. Then I said, "Gee, I want to continue collecting nature books".

I just want to explain my vest; it doesn't probably go well, fashion wise, with the rest of my outfit. But I didn't care, because this was L.B. Sharp's vest, and he was one of the people who influenced me most. I said, "I'm going wear it even if it doesn't go well with the rest of my outfit; just to recall him, a little bit, and to share it with you. So, this is a time for momentos, and I thought, "Well, I'll wear one, just to show you."

Let me just quickly go over some of these books. Now these names have been repeated several times through our session, from last night to this morning, but I'm wondering if you're familiar with some of the books that these people have written. And I'll just mention, very quickly, because I know you came for the panel and not me, but I thought this would be a kickoff, and a way that they could even refer to some of the stories or the books.

Anecdotes about the people of the past are what turn me on, and I hope it would turn you on too.

I also have a collected list here, and that's for everyone (at the end you can come up and get it), a list of dissertation's that deal with the history of the movement. The conservation movement, the organized camping movement, the nature study movement, the outdoor education movement, the environmental education movement; which I feel are all intertwined, and one helped the other move through the years. So, if anyone's interested, I've got a lot of these for you. Now they're not all easy to find. Dissertations are probably mostly written to put on shelves. But we do have them at the Lorada Taft Field Campus, and I think many of them are available through University Microfilms and that. So, if anyone REALLY wants to get into the history, I would suggest here is one way to begin.

Now trying not to dominate this too much, but I just want to kick it off by quickly running down here. These are Phyllis [Fords']: [William] Harlow's Trees of the Eastern United States; [William G.] Vinal's Nature Recreation"; E.L. Harbin's Encyclopedia of Fun; [Anna B.] Comstock's Handbook of Nature Study. These are all familiar names, and you might make a mental checkoff on yours; "Well, I read that, or I know that, or I know that name. And just to kind of test yourself, and see where you need to fill in the gaps-- we all have gaps.

Palmer's Fieldbook of Natural History; Freeman Tilden's Interpreting Our Heritage; Thoreau's "Journals- not original copy unfortunately. L.B. Sharp's Extending Education Through Camping. This is Education in the Out-of-Doors, a summary of a conference in 1962, held by Julian Smith. I know Rey [Carlson] was there, and his picture's in here. Julian Smith's Michigan States Outdoor Education; another one of his, Outdoor Education for American Youth. This one, Outdoor Education; Julian Smith, Rey Carlson, Hugh Masters, and George Donaldson.

Now this one, Complete Poems of Robert Frost, thanks to John [Gustafson]; he told me that he has used this frequently to lead walks in the woods, and then reading appropriate Frost poetry, so that's certainly something that influenced him. Sand County Almanac, Aldo Leopold; here's another Thoreau, Walden; Stickeen by Muir; now a whole bundle of these Cornell [Rural School] Leaflets--

John Gustafson: On top there (excuse me Cliff); Louis Agassiz, right there.

Cliff Knapp:

Right here, picture of--yes, that's a treasure. William Long, Wilderness Ways; he was one of the "nature fakers"; you know the story of the "nature fakers". Also Ernest Thompson Seton was put in there, with the "nature fakers", and then had this dialogue with Burroughs, and I think in the end, according

to Seton's autobiography he was taken off of the "nature fakers" list, and put back on the reputable people, and in his correspondence with Teddy Roosevelt, I think Roosevelt finally reneged, and brought him into the fold again-- but that's a neat story. So there's Seton; I've got about eight or nine of his books.

John Burroughs; I've got a collection of that long of his books. Here's William Hamilton Gibson's Eye Spy; Fairfield Osborn, A Plundered Planet; [Donald Culross] Peattie, Singing in the Wilderness; John Kearnan, Footnotes on Nature. Here's Gifford Pinchot's, 1909, A Primer on Forestry, one of two volumes. Louis Agassiz, as Teacher--it's a biography. Our Humble Helpers, Fabre and Hodge; Nature Study and Life. William Harlow, Ways of the Woods (he also is down there), and Harlan Metcalf, a book about nature crafts [entitled Whittlin' Whistles, and Thingamajigs].

Well that's certainly not the whole picture is it? You know I've left out others, and if you have their books, I would be very happy to take them and add them to my collection. (laughter) But that's a piece of the past, and now these folks here, on the panel, have had contacts with not only the books, but the people. You know we hear this expression, "Study nature, not books" [Louis Agassiz]. But we don't follow that very well; we study nature, and books, I think the books do turn us on, and it goes back and forth; it's not either or- it's really both. I think all of us who are shaking our heads know that books are important too, but not the sole source of our inspiration.

I wanted to share a letter that I wrote to all the panelists, and then I'll be quiet, and shut up, and be a true moderator. And that is a person to try to keep everything moving and get you involved, and having them all share some time. [Reading]

The primary focus of the panel will be on your recollections of the history of the nature study/camping/outdoor education/conservation education movements. Participants--that's you, and that's all of us--want to hear your anecdotes about people you've met such as [L.B.] Sharp, and [William "Cap'n Bill"] Vinal, and [Edwin] Teale and [Eva] Gordon, and [Doug] Wade, and many more. You can help these people live again in our minds. Please bring along any momentos you have that are connected.

Certainly the memories are important.

Here are some question's I asked them. Now we certainly won't get to all these questions, but if one or two strike your fancy, you might want to direct some questions. I think I'll start them off with a question of--well, "What do some of those books mean to you?" Maybe that's a good start. But Rey [Carlson] asked me

last night, "Is this going to be a formal thing?" I don't know how to be formal; so no, it's not going to be formal. Once I start you off on maybe one question, could you each comment, a little bit about anyone or more of these books; what they mean to you, in terms of your growth. Then it's going to be a free-for-all, and all I'll do is close it at the end of the time. Here are some of the questions I asked them though:

Who were some of the memorable teachers and what are some specific lessons you learned from them?

What books and other written materials were influential in shaping your views?

Where were the "hotbeds of action" in our field in the early part of the Twentieth century?

What were some of the milestone events that shaped the development of our field?

What contributions have you made to our field that you are most proud of? That's an important question, you know? They've all made contributions, what are they most proud of?

Who were the five top leaders in the field and how are their impacts still felt today?

What experiences in your childhood influenced your direction in life? Hearing Peterson talk about his teacher, and I'm sure there were teachers in their lives too.

What current approaches to nature study are most exciting today to you?

[End of audiotape, side one; remaining questions from videotape]

What are we doing right, and how should we improve our profession? We can pat ourselves on the back--yes we can, but we might also do some things different.

Where do you see the fields of nature study/camping/outdoor education/conservation education going in the future? Will they become more or less important?

If you could be granted one wish for the future of this field, what would it be?

So I'm going to be a true moderator now, and sit like a lump, and enjoy. Hopefully, we will be able to get you involved in a very short time. I'd like to hear at least one thing from each of the panelists, and who knows where we'll go from there. So maybe we could go right down the line here--Helen, Do these books mean anything to you?

Helen Ross Russell:

Almost all of them are in my library. And as he read this stack, I said, "Wow, one, two, three, of the four are, or have been members of the American Nature Study Society; because a lot of the people who have been active in the field, have been members of the American Nature Study Society. But looking at this first stack, at the bottom of it is Anna Botsford Comstock's

## Handbook of Nature Study.

I can't answer one without the other. I started out because of a father more than any other single thing--because of parents. When I was three, and went dashing in the house, and told my mother I'd found a monster in the orchard, she stopped, and went out with me. She didn't laugh at me--it was the shed skin of a seventeen year locust. When I went dancing in at that same age and said, "I have this thing following me, and I couldn't get rid of it!", she not only went out, and we looked at shadows, but she read me Robert Louis Stevenson's "I Have a Little Shadow" that night. My father, from the very beginning, took us out, and we hiked every Sunday afternoon, and he asked questions; so I very early got turned on.

When I was a teenager, there was a neighbor, an old woman--probably not nearly as old as I am (laughter), who had been a teacher, and she studied under Anna Botsford Comstock, and she had Handbook of Nature Study. And I used to spend many Sunday afternoons at her house. When I wasn't hiking with my father, I was down at Miss Elizabeth's house, reading the Handbook of Nature Study. She never gave it to me, she let me sit and read it, and she told me stories of Anna Botsford Comstock. So perhaps that was one book that had a very early impact on me.

Phyllis Ford:

While we're talking about Anna Botsford Comstock, this is my textbook from a class- or classes with Cap'n Bill; this is the 1946 edition-'47 edition. It was one of our textbooks. I have kept this one all that time-- you can see it's a bit worn. Another textbook with Cap'n Bill was E. Laurence Palmer's Fieldbook of Natural History This is Cliff's. I don't have mine; I loaned it to a member of my family because I was so enthusiastic about what it had in it, I thought it should be shared. I don't remember which member of my family I loaned it to; I had to buy the new, revised edition.

This is an autographed copy of Moosewood Bill's Trees of the Eastern United States: "To Phyl Ford, from Moosewood" signed with a drawing of the leaf scar of the- what I call the Goosefoot Maple, or the Moosewood, and it's dated November 10, 1948. Cap'n Bill was excellent at introducing the class to other people, very indirectly. He knew Moosewood Bill [William Harlow], and said, "I can get you a copy of his books autographed, if you'd like it." This way, he not only got us autographed copies of books, but he started us in on collecting books. This was one of my first tree books; I hate to tell you how many tree books I have now, and I'll probably get more while I'm here.

Cap'n Bill was also interested in every phase of recreation

possible, not just nature recreation; square dancing, group singing, games, parties. He was able to get E.L. Harbin who published for the Methodist Publishing Company, and wrote this book on The Fun Encyclopedia, to autograph this book for students. E.L. Harbin always drew a picture, put in a song, and wrote something about Cap'n Bill. My name is Ford, and E.L. Harbin writes "Many a Ford travels the shady lane, says Cap'n Bill"; and "Greetings and best wishes." Now this book is well worn, because I found one of the things I learned least from Cap'n Bill was all the ways I could put recreation into use; and I've used this and used it and used it, because this is my weakest area in recreation, so that was a reference book.

My favorite book here is, of course, this one. This is a hard copy of Cap'n Bills Nature Recreation, with a little long inscription in it, where he sounds like he's quoting from Joseph Lee (the father of the American playground movement). And his influence from Joseph Lee blends in with his Nature Recreation in one very long sentence; and Rey, you know what long sentences Cap'n Bill used. This [showing inscription] is one sentence here (laughter); and he signs it, "Cap'n Bill, Greencorn Moon, at Vinehall, 5, 1955. Well, if you don't know what the "Greencorn Moon" is you don't know what month he signed this in, because he never really told you things, you had to look things up. Where was the "Greencorn Moon?" I'll let you look that up, because I'll use Vinal's methods.

The rest of these books--I counted sixteen of the nineteen I have used, partly because of Vinal's influence-- I guess directly because of Vinal's influence. He was a facilitator, he was an expeditor; he was a very humble person, who gave a lot of credit to a lot of people.

I wanted to go into youth camp work, and camp administration. The only course in camp administration at what was then Massachusetts State College was in the men's physical education department, taught by an ex-football coach for ex-football players. And Cap'n Bill said, "Why don't you go see if you can take the course?" Well in 1947, young ladies did not go to the men's physical education department, and say, "I would like to take your course," but Cap'n Bill said, "Go ahead." So I did, and the professor let three women in, he said he had to have more than one, so we have some company. He didn't want just one woman with all those men. (laughter)

So I took several courses in the men's physical education department, and got interested in the American Camping Association. Cap'n Bill said, "Why don't you go to the the regional meeting?" And I said, "Oh, I can't, it's during school time." And he said, "Well isn't it educational for you? Why don't you go?" So I went to that meeting, never knowing that he was a former president. He was a very humble person; he never said, "I can get you in," or anything like that. He was always giving credit to others, never to himself.

When he was talking one day, I listened very carefully, and I heard him say something about camping, and he said, "Mr. Camping USA," is Rey Carlson, at Indiana University." And I said, "Mr, Camping, USA, Rey Carlson, Indiana University." I haven't any idea what the rest of the lecture is about, because all I was thinking about was (I was a junior in college), "I am going to get my doctorate under that man." And I did. I went to Indiana University, where Mr. Camping USA was teaching, and Mr. Camping, USA introduced me to all the rest of the books. Everything ties together.

Reynold Carlson:

I should say, to begin with, that I think my background is quite different from other people on the panel, because I grew up in California, and my early experiences in this field were with the National Park Service. I think the finest educational experience I had in my lifetime was participating in the field school for park naturalists, started by Dr. Harold C. Bryant in Yosemite National Park. But when we're talking books, I look over here at William Harlow's book; and a little story I'd like to tell you-- Harlow came to National Camp, when I was working on the staff of L.B. Sharp's National Camp. At that time, we had a good many teachers colleges, and many of the teachers came and he [Harlow] was taking them out on a field trip one day. During the course of it, he got into an argument with some of his students about the identification of a tree. And so he said, "Well let's key it down." So he takes out the book, and keys it down (of course he was right), and he shows them that he was was the author of the book. (laughter)

I should make another comment. I mentioned my experience, coming out of the west, from California. When I came east, in 1936, all of my outdoor experience had been west, and although I was going to be teaching with Dr. Vinal, to begin with, I had to start in learning things about all the eastern aspects of natural science. I can tell you it was hard work, knowing that I was going to be taking field trips pretty soon-- I really had to get in there and dig. But I do remember Anna Botsford Comstock's book, that I spent a lot of time on, because it did have so much in it that would be of practical value to someone coming from a western area into the eastern part of the United States. Now I had been familiar with most of the other publications here of course, and I think all of us, who have been involved in this field for a long time, often look back at certain publications, and say, "These are the things that gave us real help when we began our movement in the out-of-doors."



Phyllis Busch: [deleted] . . . (pages 9-14)

John Gustafson:

Well I think that what you've heard here indicates, especially from Phyllis [Busch], and the evidence in her life, a very strong direction, and a purpose that she aimed toward. I think that that is not my experience. I have responded and reacted to events, rather than controlling them in my own experience. Mainly I guess, because of the age I'm at, coming into the war (Second World War) influenced my collegiate direction, and so on.

It just happened that I had a very strong early interest in natural science and outdoors. I was a city kid too, from Boston-- didn't know anything about these things; except what I picked up, a little bit, during high school. But the good ole U.S. Marine Corps sent me to Dartmouth College. At Dartmouth, they had a college naturalist program. The first college naturalist was Dick Weaver, who was very prominent in the American Nature Study Society, and he was followed by Doug Wade (Doug just died a few months ago). Doug was hired by Dartmouth College, not to teach, but to run extracurricular programs. They gave him a building, some budget, and he was to do his thing with the outing club group, or whatever. He had field trips, and we went off some distance, as much as we could, to see exciting things. We did a peregrine [falcon] study on the Connecticut River. By the way, the peregrines have come back this year, for the first time, to Holt's ledge right near Hanover, New Hampshire, and that's wonderful news.

So Doug sparked up this interest in me-- I didn't know a pigeon from a robin. He took me on bird trips, we did the flowers, we did the trees; we got into the natural world, and it was an extracurricular program. When the war was over, and I'd finished up (I was very active in the outing club), I really didn't think about graduate school. You know, "What do I do next?"; it just never entered my mind. I was just having a great time, and all of a sudden, a month from graduation, "What am I going to do next?" Maybe it was two months. Anyway, he said, "Well, I think you ought to go to Cornell." He had heard of E. Laurence Palmer; I don't think he was really knowledgeable too much of the Cornell program. But he says, "Your interests are things that nature study people do at Cornell very well."

So I applied to Cornell; I applied so late that I was put on a waiting list of applicants. "If somebody else doesn't shows up, we might take you", that sort of thing. We graduated in June; I hadn't heard whether I was admitted or not. A friend of mine from Dartmouth, who was going to Cornell, Harlan Brumstead, said, "Why don't you come on out with me, and you can go down and see what's going on in Ithaca." So I made my first trip to Ithaca, came down on the train, hiked around the campus, finally

got to see Dr. Palmer's secretary. She said, "Dr. Palmer's not in right now", but she looked on her roster, and she said, "Oh, we just sent you a letter of acceptance."

So I came to Cornell, and that opened a whole new world to me, in terms of more formal instruction, because, as I say, most of my interests and academic preparation had been extracurricular. And yet, you know, we talk about the spirit that Liberty Hyde Bailey talked about the spirit of nature study: the enthusiasm, the passion that's in it. That comes, I think, out of an extracurricular, as opposed, often times, to a formal, study.

Another person at Dartmouth that very strongly influenced me was the poet-in-residence, Robert Frost. And Doug Wade and Robert Frost would have wonderful discussions together. Doug called Robert Frost the poet-ecologist, and there is a lot of ecology in his poetry. We would sit at his seminars and just listen to him talk; I was strongly influenced by that. And, Doug Wade had been a student of Aldo Leopold, at Wisconsin, so I got that indirect connection, and when Sand County Almanac was published, there was something tangible to live with. So Doug took us down to New York. We met with Bill Vogt--I remember going into his office in Washington D.C.. He took us to New York City, where we went to the AAAS [American Association for the Advancement of Science] meetings. All these wonderful things happened.

E.L. Palmer was an enigma to me, in some respects. I developed a relationship with him that was almost like father and son. He was over sixty when I came to Cornell; I didn't go too far along with him--I guess I took my qualifying exams with him. He told me at the end, he said, "Gus, you can't get by all your life on your personality all your life." . . . He said, "You've got to know some things." I passed the qualifying exams, but he wasn't as pleased, I guess, as he might have been, about what I did or didn't know. Then he went off on a Fulbright Scholarship to New Zealand, and then he got ill, and decided to retire.

That was probably the best thing that happened to me, because I had to look for a new leader of my committee, and that was Eva Gordon. Eva Gordon was a woman par excellence; just the most empathetic and genuine person; interested in me as a person, as well as my career and knowledge. I just found Eva Gordon to be such an inspiration, and she guided me through to the end of my doctoral work. She was the one who called me in one day and said, "How would you like to teach at Brockport?" She says, "There's a guy up there named Verne Rockcastle"--now I had never met Verne, but he evidently had been doing graduate work at Cornell also, and we had just not met each other in any classwork or anything. He was teaching at Brockport, and he had to come back to do a year of residence. And so I went to Brockport and took Verne's place there for one year. So I kind of worked into the nature study business in these happenstance

sort of ways; no direction, or plan, but it just sort of came, and it just sort of happened.

At Cortland, when I finally went to teach at Cortland, I got to know Harlan "Gold" Metcalf, and Moosewood Bill, and all these other people. Fay Welch was another guy that was at Syracuse that used to come down. Gold Metcalf, was a wonderful, genuine person who really empathized with students and got you to feel for the natural world, and for people, and for the interaction between them.

I didn't know Cap'n Bill all that well, although I did go to interview him when he was an elderly man, and we worked up the special Nature Study issue on Vinal. There again, he used that Socratic method of drawing people out with questions, not really telling you much, but having you find it out for yourself. These kinds of things were very influential in my own teaching method.

Let me just say that my experience with the [American] Nature Study Society has been more as an administrative type person. You know, a lot of nature study people- and I would think that E. Laurence Palmer, and some of the giants in the field, fall into this category- are relatively weak in terms of day to day administrative details. They are the big-picture people, and they write, and they do wonderful things. But there needs to be somebody to kind of pull loose ends together, and keep an organization on its administrative feet. The Nature Study Society was sort of floundering along, in the postwar period. We had a mimeographed newsletter, with Dick Weaver as editor. Then we lost our connections with Nature Magazine, when it merged with Natural History; didn't have any publication voice to speak of.

I remember Verne Rockcastle and I went to see Eva Gordon- sat in her house in Brooktondale, and said, "What can we do? Is there something we can do to give the members of the ANSS something that ties them together? Something that means something in terms of membership. I had the idea, I guess, that our meetings at AAAS [American Association for the Advancement of Science] every year produced a number of papers worth publishing, so lets draw those together, and put out an annual. I didn't even know there had been an annual in 1925, and you'll see a copy of it out here, but we did another. We upgraded our newsletter, and made it into a journal with a fancy cover, and began what is now Nature Study.

After I was president I was still a relatively young person-- twenty five years ago I was president, so you can see how young I was at that point. So I took the treasurer's job that involved the details of membership and communicating with people, and have been somewhat innovative along the way.

You know, maybe we'll come to this later, but there's a little bit of a dark side to the personalities we've talked about, some of them not so much.

Cliff Knapp: Everyone in the room.

John Gustafson: I can't remember a dark side to Eva Gordon, but Verne and I have been driving together-

Verne Rockcastle: She couldn't drive a car.

John Gustafson:

She couldn't drive a car, but that was her only failing. But we've been sharing some anecdotes about Palmer, and some of his foibles, and how you had to handle him if you were going to get anywhere--if you were a woman, especially, I think there were problems. Eva Gordon suffered from that too--well we don't want to get into that, but you know, they're human beings. The Nature Study Society somehow survives us, and goes on, and now is in its eightieth year. By the way, I think that this year (Helen, correct me) but I think this year would be E.L. Palmer's one hundredth year. I think he was born in 1888, and so he would be one hundred this year.

Helen Ross Russell: We'll dedicate the women's journal to him! (laughter)

Phyllis Busch: [deleted] . . .

Phyllis Ford:

Let me respond to what may be a dark side of Cap'n Bill Vinal. It's a strange story I think, because I think it's kind of funny. He was a generalist, he knew a lot about everything, but very rarely did he finish all the details. And he talked about a great many people that he knew, and had worked with, and were marvelous. And I always perceived that he was talking about his colleagues, because he never identified people by age, by position, whether they were former students, where he'd met them. I always thought he was talking about his colleagues.

Several years ago, I had the fortune to meet Helen Ross Russell at a conference- I don't think you [Russell] know this, but I met her, and I looked at her, and I said to myself, "My she looks young. She should be over one hundred years old by now!" (laughter) Because I heard about the ten minute nature walks from Cap'n Bill as if he was talking about his colleague, and his equal, you see?

Bob Russell: I come in to all these nature study people, basically because I'm an artist, I'm a sculptor, and a craftsman, and amongst the artists they have the same thing you feel, this unity, and all these great people in this nature study. When Helen and I were first married, one day she came back from college, she said, "Cap'n Bill Vinal is coming to talk with the college." Right Helen? She had a letter, and he had to take a nap, have his quiet time in the afternoon. She said to me, "He's

got to eat, and then has to have his rest before he goes to bed, and all that, so don't keep him up." Well, about twelve o'clock, he's still talking; he's a generalist, he talked about everything. And I didn't keep him up, but he wasn't about to go to bed; from suppertime right to midnight he was just telling us stories. It was a great night--right Helen?

Helen Ross Russell:

Right. This is one of the things that happens to us elders. I told you this morning, when Palmer said, "Don't keep Liberty Hyde Bailey up. "People look at us, and say, "Take care of them", and sometimes we don't like being taken care of. We just want to do our own thing, and have our own audience. But that was one of the privileges I had. I had met Cap'n Bill- this is one reason for belonging to American Nature Study Society, if you don't already belong; you meet great people. I had met Cap'n Bill, but I really didn't know him. And I went to teach in Massachusetts. So I just called up, or wrote, and said, "Here I am in Massachusetts, I'd like to visit you." I never was one of his students, but like John Brainerd, I was treated like one of his students.

He used to put this catalogue out of all his students plus. Then after he had a heart attack, Dave Ryan used to be sent along with him. Dave was one of my students who had known Cap'n Bill as a child, and who still works at Norwell in enterprizes launched by Vinal. He was sent along with him to see to it that Cap'n Bill didn't do too much. It used to wear Dave out, when he came to American Nature Study Society meetings, and he'd try to keep Cap'n Bill from leading field trips and sitting up all night to all hours talking.

Phyllis Ford:

That newsletter that Cap'n Bill put out, he did by himself, and his own funds. He typed it and mimeographed it, and he had an old mimeograph machine--the kind that all the centers of the o's dropped out, and you had black circles instead of o's. He did it at his home, at Vineholler, and for years after he retired, he continued to put out a newsletter that contained excerpts from letters that had come from people he had known. Because of this newsletter, those who received it were able to learn about many other people. Learn about, I suppose, everybody here, because everybody on this panel was mentioned in the newsletter, and many of you people out there were mentioned. So that newsletter was a networking of anybody who was associated with nature recreation.

Howard Weaver: The newsletter was called "The Vineholler".

Phyllis Ford: "The Vineholler".

Helen Ross Russell:

The last time I visited him was to interview him for the

journal. And I called, and his daughter-in-law said, "Well you know, he really--he's had several heart attacks" and Mother B. had died and she said, "But the big problem is to keep him busy and happy, because he's not happy if he's not busy." So Frannie Ludwig--who was seven when I was thirty seven when we first met, and who got hooked on nature study--Frannie and I went down to see Cap'n Bill; and he's typing, because he's still working on the "Vineholler"-

Phyllis Ford: He could hardly see!

Helen Ross Russell:

Right. He could hardly see, but he could type, and so he was typing. We went out--he said, "We have a choice of places, but if we go out under the tree, you look at the cornfield. It was an Indian cornfield before it was my great, great, great, great grandfathers." It was, to me, a very touching thing, because I said (and Cap'n Bill wasn't quite sure he liked it), I said, when I wrote the article, "This to me is important. Frannie is going to replace me; I am doing some of the things that Cap'n Bill did." Cap'n Bill didn't like the idea that he was going to be replaced in any sense. But this is important; if we don't train people to take our place, we've lost it.

[End of tape, side one]

Reynold Carlson:

As long as we're talking about Cap'n Bill, I should throw in a few comments here. I don't know if you know that during the depression, with the tremendous number of unemployed people hired by the U.S. government under the Works Progress Administration, the National Park Service and the National Park and Recreation Association were asked to set up a training program for these people throughout the United States. Cap'n Bill Vinal was asked to organize the nature study part of that. There were instructors in music, and arts and crafts, and social recreation, and so forth. But in 1936, I got a phone call from the Director of Education and Information, of the National Park Service, Dr. Harold Child Bryant, asking if I was interested in taking over the program that Vinal had started, as he was going back to Western Reserve University. So I had the privilege of spending four weeks with Dr. Vinal before he left. All of my experience had been in the west. But I spent four weeks with him, in these two week training institutes, in which we were moving from city to city. Then when he went back to Western Reserve, I took over his program, and for the next six years we literally barnstormed the whole United States in forty-seven major cities of the United States, including all of the largest cities.

But that program was started by Vinal, and he had been responsible for getting it under way. I should say one thing about Dr. Vinal. Coming from the west, into the east, I was very much in need of learning more about the natural science of the eastern states, because my experiences had been west. But you know Vinal didn't tell you many things; you had to learn them

pretty much by yourself. He was more interested in getting people to become aware, to observe and participate, than he was in providing information. But I did have some fantastic experiences with him. When I worked on the staff of L.B. Sharp's National Camp, Dr. Vinal came in and participated in that program. So throughout the years, I had a good many associations with him and a great deal of respect for him. I do think that one of the things that he wanted to do was try to get people to analyze, to think, rather than just to learn factual information.

Phyllis Ford:

He used to say that. His own doctoral dissertation was on a scallop that lived off the coast of Massachusetts., and he didn't have much respect for his own dissertation, even though he was a member of Sigma Xi from Brown University. I heard him say more than once, "If you people are going to go on for a doctorate, write your dissertation on something more significant than the eyeball of a flea." (laughter)

John Gustafson:

By the way, that was in Western Reserve University. So that was right here in Cleveland that Vinal had some teaching experience; so we have these mid-west connections.

Helen Russell: That's sort of where the nature recreation movement started.

Gustafson: Right; then he went back to Massachusetts.

Cliff Knapp (Moderator):

I'm going to take a risk, and ask them a very difficult question, one that I'm sure they've thought about. But the reason it's difficult is it would be to ask them, "What one contribution that they are most proud of." That's hard for people to talk about, themselves, because these old messages that "Oh, I'd appear conceited, or--" You know these are a part of people, and we have to recognize how hard it is. But I think it's important that each one of the panel pick out something that they're most proud of, in their contributions. So I wonder Helen, would you take a hard question and handle that?

Russell:

Well, I already gave you a clue. I think that Frannie is important to me, and so is Dave Ryan, and so are a lot of young people coming along. If I can help young people, who in turn, will teach the next generation, to me that is the important thing. I may do it by doing workshops. I may do it, as I did with Frannie, age seven, on a one to one basis. One of my proud moments was at Burlington, when Frannie said, "I know the day I decided to become a naturalist. I stood in your backyard, and looked at a butterfly." She does not come from a family with any of that kind of background. And, Ten Minute Field Trips, because it's the same thing. Ten Minute Field Trips on paper,

which deals with using the school grounds to teach; starting indoors, going out, coming in. Phyllis [Busch] said, "I did it alone". We tend to feel alone. Phyllis is in a big city, and other people around her weren't doing it. When I was teaching in a city school, there wasn't a tree on the street; it was bounded on two sides by streets- the school (junior high), and two sides by alleys. I took my junior high kids out on field trips time and time and time again. I had to get the permission of the principal every time. And he would shake his head, and he would say, "You're young. When you grow up, you'll know better." I've never grown up.

Phyllis Ford: Phyllis Busch said she shouldn't have gone into this field-

Busch: I never said that; I positively should have gone into this field.

Phyllis Ford:

You say you were not likely to go into it, because you were from New York City. Well, I was not unlikely to go into this field too, because as a child, I was very frightened of anything in the out-of-doors. I had recurring nightmares of being trampled to death by a donkey, and I would wake up screaming. I also had recurring nightmares of being attacked by a giant blue jay; would wake up screaming. My father analyzed the fact that I had books, and I read at an early age, and I had a book that had a lion on one picture, and next to that was a picture of a chicken. The lion was very ferocious, and my father thinks that I must have assumed because the chicken was the same size as the lion in the picture, that chickens were ferocious. But I was petrified of anything in the out-of-doors. During the depression, we moved from Newton, Massachusetts out to Lincoln, Massachusetts; which was in the country, and my parents let me explore. I overcame my fear of the out-of-doors, because whenever I was frightened, my father and mother would say, "Let's look at what it is that frightened you, and see about it."

I grew to love the out-of-doors because of my parents, and because of a fourth grade teacher who did exactly what Roger Tory Peterson's teacher did; had us join the Junior Audubon Club, and because of the fact that I grew up during the depression, and had to work. So that by the time I was fifteen years old, the out-of-doors was not something to be afraid of, it was a way of life. But I wanted to go to Mount Holyoke College, and major in literature, because I thought I could be a great writer. Because it was during the depression, we didn't go to Mount Holyoke, we went to Massachusetts State College, and I found from Cap'n Bill that there was a way of making a living through something which was a way of life. The entire out-of-doors was a way of life, and I could continue to share this with other people, as you [Helen Russell] were saying, I could continue to share it with people who were afraid of the out-of-doors like I had been, or didn't know about the out-of-doors.



At one time, if you had asked me this earlier, Cliff, I would have said I was very pleased with the books I've written: but most of them are out of print now. So I've analyzed this more, and I think I'm most proud of the people that I have influenced about the out-of-doors. I taught Environmental Interpretation; I taught Outdoor/Natural Resource Recreation; and somebody once said that a teacher may effect eternity, because a teacher never knows how far the influence goes. It's like the ripples on a pond. So I like to think that the people I have taught may be teaching other people, who may be teaching other people. And I hope that's the contribution.

Reynold Carlson:

When I first came to Indiana University, way back in 1947, I had been teaching at L.B. Sharp's National Camp, and I was employed with the understanding that we were going to endeavor to develop an outdoor education program for school children. The university owned a piece of property (2300 acres, now Bradford Woods) that at that time was not available to us, because the medical center had planned a convalescent center there. But in 1951, we found it was available, and as a result of that, we began development of Bradford Woods property. Our first school groups, however, were one-week school classes that did day camping, sometimes on property that I owned privately, and later at Bradford Woods itself. We had four things in mind in the development of that property: one, it was to be a place, for school outdoor education programs; two, it was to be a place for organized camping; three, it was to be a training center for the students of the university in the outdoor field; and I forget the fourth.

Audience member: Handicapped children.

Reynold Carlson:

Oh yes, and the Riley Memorial Association was interested in the handicapped program. In the early days, we didn't have much money, but the Riley Association helped get money for it. Our program there has grown tremendously; I should say that the handicapped childrens program now, I think, is one of the best in the country. This last year we had fourteen different school systems using the property for five-day programs for school outdoor education, with forty-three different schools using the property during the school year. During the years when I was teaching, for eighteen years, we had from twenty-five to thirty-eight graduate students at Bradford for six weeks in the summer time. I did that until 1972, the year I had to retire. The American Camping Association has a new building, costing 1.25 million dollars, that's just been added to its headquarters at Bradford Woods. So we have made progress in those major aspects of the program at our Bradford Woods property, and as we look to the future, we see no reason why it should not continue to expand and serve the whole field of outdoor education.

Phyllis Busch:

I think each of us, as teachers, have experiences with students who are inspired by us, as we have in turn, been inspired by our teachers. In that sense, one thing that I realize as I think here and look around, is that we're never going to die, which is a very comforting thought. We'll continue to live on with what we produce. While I'm alive, the most important thing that I enjoy thinking about, and that I feel I have contributed is the emphasis of using the immediate area as an extension of the classroom, and teaching environmentally.

I do think that the hope of our future in education will be if we learn and teach others to teach environmentally in every single discipline, but certainly in the one with which we are most trained to use. Now mine is science, so that teaching science environmentally is what I think is my greatest contribution. I am fortunate in having been invited to contribute regularly (which I do, and have for the last several years) to the Outdoor Communicator. I write an article every single issue, teaching basic science environmentally, where I divide it into what you do indoors, which is the usual thing that the program- the basic curriculum provides; whether its cells, and they study the onion cell, I begin there. If its earthworms, and they study it as just an invertebrate made up of parts, I begin there. Then I tell them how to extend that outdoors and end with some kind of environmental understanding. That I think- and that's where I came to use the dandelion so very importantly. So that's where I feel my contribution is greatest; in that type of teaching.

John Gustafson:

Well, I certainly agree with several others here, in terms of the influence upon students. There are a number of students that have been inspired by what I've done with them, and the experiences I've helped them to have, and this is a thrilling thing, to see this happening, and see it going on into the future.

But I guess in terms of more specific American Nature Study Society connections, I've played the role of a facilitator, and an expeditor, and helped to develop our publication program. I think these have been worthwhile in keeping the Society [ANSS] moving ahead, and so those are the things I'm most pleased with.

Cliff Knapp:

You also mentioned your contribution of introducing to a group, Frost readings at appropriate places in the outdoors, and since you've mentioned that to me, I've been reading Frost, and collecting poetry, and I plan to spread that to others; so I appreciate the suggestion.

John Gustafson:

I guess the emphasis that I have tried to capture- it's very intangible. The [American] Nature Study Society is based on the nature study idea, and that idea is an intangible idea. It's the matter of what Bailey said, "putting pupils into sympathetic relationship with nature". The development of a rapport, a feeling; and so there's a dimension that's more than just content, and concept. It's the idea of an emotive response, which I think is important if people are going to behave towards the natural world like we want them to. We have lots of people that know lots of things, but they don't put what they know into action. And so the poetry, the hands-on experience, and the quiet times in the woods; those things can sort of get into persons through osmosis some way, and give them a feeling toward the natural world. So this is what I've tried to continually repeat and emphasize in the nature study movement.

Reynold Carlson:

Can I throw in a comment here? I'm not responsible for this, this came after I retired. But I think one of the most fruitful things that our outdoor education program has been doing in recent years with our Bloomington schools is this: They take high school seniors, who had been to Bradford when they were fifth or sixth grade children, and they come to Bradford to help the teachers in the program for fifth or sixth grade children. It is amazing to find the kind of enthusiasm that some of these high school students have. For the first time in their lives, they find themselves in a position where they are assisting the teacher. They have to learn, they have to be able to teach, they have to be able to conduct outdoor experiences. I think we ought to offer this type of opportunity more often to high school students, because it is amazing how much trying to teach something helps you understand it and gives you a kind of enthusiasm that just learning about it doesn't do.

Cliff Knapp:

Let me take a time check. According to our schedule, we are to go for another seventeen minutes; and I also said we'd like to bring the audience into it a little bit more. So why don't we open it now for people to either direct questions to the panelist, or extend some of the thoughts that they have already offered. Would you like to get into it now, more?

Ruth Melvin:

I'd like to say something about geology. We haven't heard anything about geology- it's the basis for all of us. And somehow or another, we ignore it, or apply the ecological principals on top of it. But you can't get around without those basic rocks; and the fact that the glacier had a great deal of

influence upon our environment.

I wanted to tell you, what a thrill I got at a certain stage of my life, when I started teaching geology at the National Audubon Camp in Wisconsin. It was the first time really- I'd been doing geology workshops for Boy Scouts and Girl Scouts, and Boys Clubs, and a few things like that. But in the process of raising six children, there wasn't a whole lot of time for that sort of thing. So I had to wait till they were pretty far along before I was able to get into the teaching act. But I was so excited with this Audubon experience. It was a time when Audubon was changing from specializing in the four elements of ecology to tying it all together. I was to come as a geology instructor, but to emphasize the ecological aspect of it.

And everybody had to take geology, even if he or she didn't want to. They generally preferred to study birds, or plants; quite a few were interested in the animals also, but geology was not a favorite subject. So you can imagine what a challenge it was to put something together that would be of interest to those people. And somehow or other, I would say that was probably the most exciting period of my professional life--if you could call my life professional.

But I will tell you that at one point, I was chided by the birders, who said, "I can't believe it, but nobody used to ever look down when we're on bird hikes. Now we find they're looking down for agates, and jasper, and granite, instead of watching birds." So I made a rule that whenever we saw a bird, we would stop as geologists, and look at the birds. Whenever we saw a plant we'd stop and see the plant. They were all a part of the ecological picture.

I would say that, one of the things that I did was decide to make a rock cycle. Every good geology book has the rock cycle in it, but I was very impressed with it in undergraduate days. So in order to tie things together, I had my people in the geology session at the Audubon Camp make a rock cycle. What they did was just to put the rock cycle at the top. Then we gathered the samples of igneous rocks and glued them on the board; and found the sediments around the sedimentary rocks; and you found the rock, and you pasted them on the board. Then we hunted metamorphic rocks and then saw how the rocks are broken into sediments and reformed. So you saw the earth as a great big cycle.

Well, this caught on, and practically everybody at the Audubon Camp would go home with one of these boards. It was a nice sixteen inch square board the boys had cut out for me, and I still run into those in different parts of the country. I will say that some people actually decided to go into geology, and some of the students hadn't had a geology course. But many of the teachers who came, who had had several courses of geology said, "I never could tie it together. I've had physical geology

and paleontology, but I never saw how they fit together." But this rock cycle tied them all together. One Teacher from Wisconsin made it as big as a wall, with all the minerals at the side, the rocks mounted. I said, "You don't have to make it that big; why don't you just pick a little board, your students will understand it just as well. She said, "I don't want this for my students, I want it on a wall for my office, so that everybody can see that I understand the rock cycle!"

So we're going to have a guided walk this afternoon; this isn't a preliminary recruitment program, but I do think we'll be able to do it.

Cliff Knapp: There's a hand way back there. Howdy, did you have a question?

Howard (Howdy) Weaver: Just a little story on her comment. A Phi Beta Kappa candidate at Cornell asked Dr. Palmer, "Dr. Palmer, how do little rocks grow into big rocks?" "I think he saw to it that she did not make Phi Beta Kappa.

Glidden Baldwin: I want to ask a question. Are there any members of the Association of Interpretive Naturalists here?

Reynold Carlson: Yes!

Baldwin: Right! I know you were there.

Carlson: May I say that they were organized at Bradford Woods [Indiana University's Outdoor Education Center].

Weaver: Rey Carlson was the guy that brought it together, and had the stature that attracted these people (state, regional, national park, metropolitan park, teachers, etc.)

Verne Rockcastle:

Since Dr. Palmer's name has been mentioned, he probably had, among the living American Nature Study Society people, as much influence as Liberty Hyde Bailey had among those who are not here. I never had him, I got there just after he retired. Anyway, one of my friends, who was a student of Palmer's, like all of his students, had to make a collection. Dr. Palmer, at one time, required everyone to make a collection. It could be a collection of leaves, it could be a collection of minerals, it could be insects. So he made his into a cloud collection. He filled several vials with a drop of water; and "This one comes from a cumulus cloud, this one comes-" (laughter). Dr. Palmer was completely nonplussed, but had to accept it.

Carlson:

Can I make a comment or two about the Association of Interpretive Naturalists? I should say that back in--I forget

the exact date, but at the Great Lakes Training Institutes, we always had a group of naturalists--including Harold Wallin, from Cleveland, and Garrett Eppley, from Indiana University, and Frank Bunce, from [Bernheim Forest] Kentucky, Walter Tucker [Executive Secretary, Columbus Metroparks] began by saying, "Shouldn't the naturalists get together and do a little planning on their own?" They decided that this would be a very good idea. So the next year, 1955, we invited a group to come to Bradford Woods for a workshop on interpretive programs. We expected to have eight, ten, or twelve people, and I believe we had thirty-six people that first year. The next year, we jumped up to fifty-nine. We outgrew Bradford Woods as the years passed; we didn't have accommodations for them. They had to live in motels, but we were amazed (and Howdy Weaver was so much involved in this) at the interest of people in that particular field. It was in 1961 we actually organized the National Association of Interpretive Naturalists [AIN].

John Gustafson: The names been changed now, hasn't it? What's the name now?

Phyllis Ford: The National Interpreters Association, NIA.

Carlson: NIA. Of course, you see, there was a western group; the two have now combined into one organization.

Knapp(Moderator): Who else has a question for the panel?

Audience member: I'm curious about the name Bill Vinal- how did the Captain get attached to his name?

Phyllis Ford:

He was the director of a sailing camp for girls, in Massachusetts, on Cape Cod, in the early 1920's, co-directed by a woman named Harriet Belding. As a camp director of a sailing camp, he became the Captain. From that time on, he wanted to be known as Cap'n Bill, and was rather offended if people referred to him as Dr. Vinal.

Cliff Knapp: Phyllis and I interviewed for a little article in Camping Magazine back about two--three months ago [January, 1988]; and in that, she talks about her reflections of Bill Vinal, Cap'n Bill Vinal.

Gustafson:

Let me just make a (maybe) final comment. It was referred to earlier, that there are many strands to this nature study business; conservation education, outdoor education, outdoor recreation, nature study, and so on. In Ecclesiastes, there's a comment that one strand is easily broken, but three, braided together, are stronger. I think that we've made some attempt--and I think this is another thing that ANSS can be proud of--as the oldest organization, and not a very large organization, to take the leadership role in trying to braid

these groups together. We've been flexible enough to cooperate, and yet recognize that there are nuances of difference.

It was ANSS that went to CEA [Conservation Education Association] twenty years ago, and said, "Look, we need to begin to work together." And out of that grew the Alliance for Environmental Education. We are a charter member of the Alliance; I was the second president of the Alliance, but we've had other ANSS people, Jack Padalino and others, who were prominent in the Alliance. Now the Alliance represents thirteen or fourteen million members, because it has big groups in it like the National Audubon Society, the National Wildlife Federation. But we smaller groups have carried the brunt, or the major load, in terms of leadership, of that organization, and I think that's something that we ought to be proud of.

Reynold Carlson:

I have a little story about Cap'n Bill Vinal that I think is rather amusing. At National Camp, most of the people were teachers. But one year, we had two graduate students from New York University who when they got credit for the attendance at National Camp would receive their Masters Degrees. So L.B. Sharp said, "Let's have a little fun with a graduation ceremony for them." So he got Cap'n Bill involved in it, and Cap'n Bill got himself a kind of a robe to wear, and put a pillow in front, because he said he wanted to be a "full professor" when he came to the meeting. So they had this ceremony. Among other things, they had some corn tassels put on some cardboard caps for the graduates to wear. I still remember Cap'n Bill Vinal going up to the one of the graduates, moving the tassel from one side to the other, and saying, "Now you are educated!" (laughter)

Glidden Baldwin:

I have one more question. This is called "A Gathering of the Elders"; and I want to be called the eldest here. Does anyone dispute me?

Reynold Carlson: How old are you?

Baldwin: Eighty six.

Carlson: I'm eighty six!

Howard Weaver: When are your birthdays?

Baldwin: October 26.

Carlson: October 17.

Phyllis Busch:

I think that one of the most important questions you asked on your questionnaire was about the future, and I'm afraid we don't have the time to discuss that. What could be more important than what do we do to make our work more important? And that's the most urgent thing for us to do- when are we going to do that? Because I think have the answer.

Cliff Knapp(moderator): Could you give the answer in a minute, so that we could have four other minutes left?

Busch:

In one minute? Okay. I think that the only way to succeed in what we want to do, is to do what we know that environmental education should do, and that is to have informed citizenry, to feel responsible, to do something about it. And we have to educate them for it. You- we are the people who have to do it; the only way to do it is to have it mandated to the teachers. No matter what you say- you can coddle them, you can say you can do it on your time off. NO! Get the supervisors, work with the supervisors, work with the principals.

If you address yourself to that somehow, and have them make it absolutely essential that we teach nature, nature study, environmentally, with all our basic subjects, we will begin to get somewhere to do something, possibly, if its not too late to reverse what's going on. Because the proof of our efforts is that the planet is getting worse. And although we congratulate each other, because we are wonderful- we've done great things at great effort, where are we getting, and what is the future going to be? It will be what we can do now- we the elders, can somehow pass on- get a hold of these administrators, get a hold of these principals, and say, "Make your schools do these things!" Then you will have it done.

Helen Russell: New York State just passed a law requiring the teaching of environmental education. We who helped to get it passed are well aware of the fact that unless it is put into the-

Busch: Curriculum.

Russell:

Not into the curriculum, it doesn't make a bit of difference in the curriculum; unless its put into the regents examination, it has no teeth. That is one aspect of it. The other aspect of it is; I think whether we like it or not, we are living in a world of computers, television, radio, and we have to use them. I was just asked to do a program on animals in the city, by the Cathedral of St. John the Divine, which is doing the city environment on a whole block of radio time. Last year in that same block of time, they did the homeless, and they reached a lot of peoples thinking. Now that's just a beginning; but we have to reach people, and we're not going to get them all in little groups out on our street corners. For us to let television usurp our thinking--and it is-- Just watch the ads, and you know that it is- absolutely environmentally destructive- most of what we're feeding our young people; and they sit in front of it. I think we have to use every single facility- no one is going to do it.

Cliff Knapp: Are there others on the panel who could add, with one minute, of what we be needing to do? What do we need to do?



Rey?

Reynold Carlson:

Well certainly, there are several things. I am firmly convinced that direct contacts with the environment are extremely important. The field experiences offered in camps, in school outdoor education programs, and in other field trips provide learning settings that are very effective. It is very difficult to make outdoor experiences available, however, when we think of our big cities, with the tremendous numbers of people that never get into the out-of-doors at all, and I wish we had some way of being sure that these experiences of actually living in outdoor settings, learning directly from nature itself, under leaders that have enthusiasm, skill, and knowledge we're available to all children. Only by doing so are we going to develop, in the long run, an educated populace to take care of these wonderful resources that are America.

Phyllis Busch: Get to the principals.

John Gustafson:

I guess, let me just say, my wish for the American Nature Study Society is a very practical one. And that is, to find some young people who will become the editor, and the treasurer, and some other things. I think we elders are still too much in the middle of things; not that we don't like to do that, and not that we aren't doing it, maybe, fairly well. But let's start pulling in some young folks, because you know, Helen's not going to be able to carry that editing load into the future, too many years, and I think even now it's a burden for her. So if we can maintain our publication schedules, and increase our circulation, we'll make an impact into the future.

Cliff Knapp: Well, let's close with Phyllis' view for the future, and then we'll wrap this up.

Phyllis Ford:

I think the nature study movement has trained leaders who have been apolitical, excellent teachers, but not the political animal who can crusade, can be an advocate, can change laws; and I think we need to have a cadre of people who will not be leaders of children, but will be leaders of the voting public-leaders of the adults. Because what I think we need to is to educate the taxpayers, the educators, the regents, the business people, for a commitment to global awareness, and global environmental ethic. If we don't do that, it won't make any difference how good a teachers we are, because the laws will be passed without any concern for the environment.

Cliff Knapp:

Very Good. Well now for my last role as moderator, and that's to end it. How do you end something like this? The stories are endless; in fact, we only scratched the surface of history and the future. But I think Paul Spector and Bob Faber

need to be congratulated for bringing people together in this way, as a beginning, as a model. Let's hope that this is not the last, because you people in the room are that tremendously important link to the past and the future. And what happens is really up to us, and what sort of message we pass on to the future. So thank you very much, it was an honor, and I'm glad that we all reached some sort of resolution, but there's also more in the future to do. I'd like to remind you to pick up a copy of the dissertation list, and browse the copies of the books. Paul, what is the plan for- at this point, for lunch?

[End of taping]