

1969

Iowa Outdoor Education Center Planned

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the Science and Mathematics Education Commons

Let us know how access to this document benefits you

Copyright © Copyright 1969 by the Iowa Academy of Science

Recommended Citation

(1969) "Iowa Outdoor Education Center Planned," *Iowa Science Teachers Journal*: Vol. 6 : No. 4 , Article 4.
Available at: <https://scholarworks.uni.edu/istj/vol6/iss4/4>

This Article is brought to you for free and open access by the Iowa Academy of Science at UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

er than just a few that are easily measured. If all of the above are expected outcomes in earth science investigations, it is difficult to see how any youngster can earn a very low grade on such an experience. When we base the grade on the final answer to an investigation, the problem of grades becomes sticky. The reason is simply that grades are normally supposed to reflect the amount the students have learned through the experience.

If you consider all of the expected outcomes indicated here, you will realize that the specific answer to a question is only one small part of learning. Students know what they have learned. Unfortunately, teachers don't so we have to try to find out. We are not always successful in doing so, but this does not mean that we shouldn't try. We have all experienced receiving a low or high grade in some particular activity or course,

but if we were to evaluate ourselves we would give ourselves a different grade, based on how much we did or did not learn. Unfortunately, the means of evaluation did not reflect the kind of learning that we experienced. The same thing is true with youngsters in the classroom.

Investigate this problem yourself. Ask your own students what they expect from their earth-science course or a lab investigation. Let them be as free-wheeling as possible in their responses. Beforehand make your own list of possible outcomes. Do not indicate to the youngsters what your list says. Put the two lists together (theirs and yours) and try to base your evaluation on both lists. It should provide a different perspective to the learning experience. We need not sacrifice any quality in education by taking this approach. If anything we stand to increase the .20 correlation between school work and education.

Iowa Outdoor Education Center Planned

Hawkeye Naturama, a proposed recreation center designed to improve outdoor recreation and outdoor education experiences for all of Iowa's citizens as well as out-of-state tourists, is in the initial development stage. The 62nd (1967) Iowa General Assembly appropriated \$1 million for cooperation with the Corps of Army Engineers to begin development of a lake area centrally located near the Saylorville Impoundment at Polk City.

A recreation area involving 5,000 to 6,000 acres and a tree-bordered 900-acre permanent water level lake have been proposed. The timbered hillsides along Big Creek near the Des

Moines River at Polk City will provide a picturesque setting for the development. The nearness of the site to Iowa's intersecting interstate highways makes it readily accessible to 81 per cent of Iowa's residents with a three-hour drive.

Outdoor education, outdoor living, and sports activities will provide many forms of relaxation.

Outdoor Education

To save the few remaining natural areas in Iowa, it is important that Iowans learn to live with nature without destroying it. Counselors trained (OUTDOOR—Continued on page 13)

The late evening of a cool winter's night finds you visiting the shore of a nearby stream about five miles from town to observe a sampling technique. When you return to the automobile, it won't start. The young lady calls her father from a farm house two miles away to which you and she have trudged. Her father gets out a special car to come get you. He slips behind the wheel of the non-starting car, turns the key and the car starts. Silence reigns all the way home.

You have a student working with estrogen and its effects on plant growth. I know it is an animal hormone. He tries it on the family dog and produces somewhat of an inversion. It turns out to be a pampered dog and you almost get your papers. Walking, that is.

A student writes to an eastern firm dealing in metals and asks for a few samples of such things as gold, arsenic, platinum, and uranium. Your principal receives a note from the head of the firm asking what kind of Pandora's box does he think exists that he allows his science teacher to encourage his students to write such letters. I submit a letter . . . you know. . . .

Another student wishes to build a jet engine. He is getting along fine and one evening asks me to watch it operate. I have suggested alcohol for a fuel in the past. The machine does not operate. My student asks me to check from the rear to see if the spark plug is operating. Unknown to me is the fact that he has laced the alcohol with ether. I go behind to take

a look. He starts the compressor. I look in and it takes off—my eyebrows, my hair (what I have left) and a few patches of flesh. The boy is a jet engineer today. I am a bit balder and wiser.

What else is there? A great many things I could relate, but most of all it feels so good when you stop hitting yourself with that hammer that I think I'll try it again next year. They are necessary, you know, for you and for young people everywhere.

(OUTDOOR—continued from page 8) in outdoor education will provide leadership, instruction, and information.

A group camp program designed to teach nature conservation to grade-school children is planned. The camp, to be located where it will not be overrun by the general recreationist, will be staffed by a trained counselor who will teach regular subjects but will relate them to the out-of-doors setting.

A nature museum where visitors, including handicapped individuals, can touch, see, and actually hear Iowa's wildlife is planned. Interpretive facilities will include exhibits showing Iowa's pioneer history, prehistoric animals, archaeology, soil conservation, forestry, botany, birds and mammals, ecology, geology, and astronomy.

Floral gardens, inspiration and meditation gardens, nature areas, and an outdoor amphitheater will be developed as part of an esthetic education program.