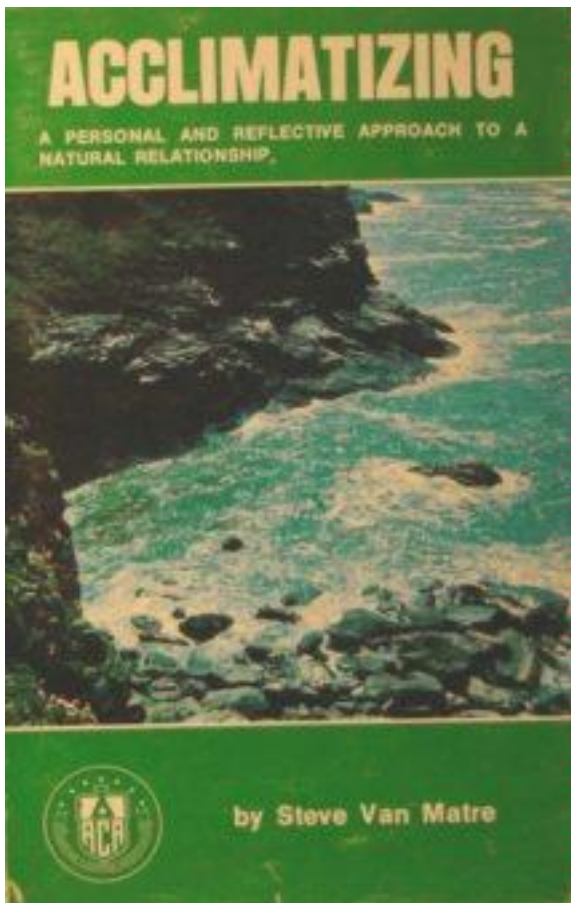


Acclimatizing



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著者:Steve Van Matre

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AL(~JMï¼ŒEt~IZING I\$
 AN INTRODUCTION
 \"Start where the learner isi¼Œ
not where you are.\" reads one of our
axioms for leaders. And as a resulti¼Œ I find
myself in something of a
predicament for I feel some inner pressure to tell you
where I am
coming from nonetheless. Perhaps I have been reading too much

>Perls (as one of my favorite professors was once wont to put it) =Steve
you've been reading too many damn books again~) for I believe I must be "up
front" with you about some of my more relevant thoughts and feelings. At any
rate it would be impossible for me to know where all of you are. This
way if by chance you can get your head into grasping (not agreeing with) my
viewpoint we'll both be starting from somewhere a little closer -- which is far
more than most Introductions do for you anyway. So let's begin with a look at
where I am. I CANNOT PRETEND TO BE AN EXPERT IN
ENVIRONMENTAL EDUCATION. In fact I cannot even pretend to know
what it is. I suspect that it is merely good education in general (which means we
might be more appropriately classified as lobbyists instead of educators). From
listening to others environmental education would appear to be a process
applicable to most any content. Unlike the serious academic discipline there
seems to be no recognizable body of knowledge; there are evidently no
standard skills either -- unless plaster casting or measuring air pollution will pass
for requisite abilities). In the beginning "outdoor education" may have been
a fitting title but the term indicates to me how we've departed from
our original origins. It is only from the entrenched mental position of one who
spends a great deal of time "inside" doors shut off growing things and
raw nutrients that one could speak of the outdoor. To use the term "outdoor
education" continually hints at the huge paradox when which we find ourselves
~ ~ Nough. I don't want to quibble needlessly for it is good to take
~ ~ q~q~gse s o u s d e o those damn buildings for whatever reason ~ ~ L~!}S j U~t Say
that I am interested in education for living as part of the ~ ~ 1 World that natural
world which exists in spite of man's ~ ~ Pi;e~nt aberrations and that I am engaged
in helping young people ~ ~ d e~ggt themselves not as isolated entities but each
one as a ~ ~ PlasCeOce in the sun's web of life. ~ ~ . A

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