Environmental Awareness is the theme of this bibliography compiled by the Friends Council on Education to assist in the task of implementing environmental awareness courses and experiences into the crowded curricula and extra-curricular life of schools and colleges. Part One, "Definition of the Problem," is a selected bibliography of printed material on the environmental crisis and what individuals, groups, or the academic community can do about it. Part Two, "Environmental Education," is an annotated bibliography with four sub-sections on (1) outdoor education, (2) conservation education, (3) nature education, and (4) environmental education—programs, courses of study, and lesson plans. Part Three, "Environmental Recreation," is an annotated bibliography of outdoor recreation literature including a number of references on canoeing, hiking, mountain climbing, cross-country skiing, backpacking, and other "outward bound" types of activities. This bibliography has been developed primarily to aid Friends schools and colleges in preparing for the Environmental Decade, one of renewed faith and practice based upon an ecological awareness of the total environment. (BL)
INTRODUCTION

The Friends Council on Education's Environmental Awareness Bibliography has been compiled to assist you in the difficult task of implementing environmental awareness courses and experiences into the crowded curricula and extra-curricular life of your school or college.

Part One, "Definition of the Problem" is a selected bibliography of printed material on the environmental crisis and what you as an individual, group, or academic community can do about it.

Part Two, "Environmental Education," is an annotated bibliography with four sub-sections on (1) outdoor education; (2) conservation education; (3) nature education; and (4) environmental education--programs, courses of study and lesson plans.

Part Three, "Environmental Recreation," is an annotated bibliography of outdoor recreation literature including a number of references on canoeing, hiking, mountain climbing, cross-country skiing, backpacking and other "outward bound" types of activities.

It is my hope and prayer that some of the materials listed in the bibliography will help you prepare for the Environmental Decade--the decade of renewed faith and practice based upon an ecological awareness of the total environment.

Fred C. Swan
Consultant on Environmental Awareness
ENVIRONMENTAL AWARENESS IN FRIENDS SCHOOLS AND COLLEGES

Part One: Definition of the Problem: A Selected Bibliography of Printed Materials as of January 1971

THE ENVIRONMENTAL CRISIS
(Man's Struggle to Live with Himself)

1. Abrahamson, Dean E., Environmental Cost of Electric Power, Scientists' Institute for Public Information, New York, 1970, 36 pp. One in series of eight solid "workbooks" grappling at college level with specific problems. See also #7, 13, 18, 43, 45, 49.

2. Ambassador College Research Department, Our Polluted Planet, Ambassador College Press, Pasadena, California, 1968, 78 pp. Calculated by dramatic style and pictures to jar people awake to the problem.


Prepared for the Friends Council on Education by Fred C. Swan as a part of his responsibilities as Consultant on Environmental Awareness.

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Part Two: A Selected Bibliography of Environmental Education Literature

OUTDOOR EDUCATION
(Man's Use of the Outdoors as a Classroom)

1. Brehm, Shirley A., A Teacher's Handbook for Study Outside the Classroom, Charles E. Merril Publishing Company, Columbus, Ohio, 1969, 100 pp. Elementary teachers will find this handbook very helpful in developing plans for study outside the classroom, and for following up those field trips with meaningful work back in the classroom. Contains an excellent section on how to set up a file of local places to visit for science, social studies, fine arts, mathematics, language arts, health, physical education, and recreation. For those who suffer from field trip planning headaches this book may bring real relief.


3. Freeberg, William H., and Taylor, Loren E., Philosophy of Outdoor Education, Burgess Publishing Company, Minneapolis, 1961, 445 pp. This textbook goes a long way in clarifying the real meaning and significance of outdoor education in the school curriculum. School trustees, heads, teachers, and parents not familiar with outdoor education will find this enlightening even though it's ten years old.

4. Freeberg, William H., and Taylor, Loren E., Programs in Outdoor Education, Burgess Publishing Company, Minneapolis, 1963, 457 pp. This book is a useful curriculum guide for outdoor education as a method of teaching and as a method of learning. It gives an excellent overview of benefits of the following types of outdoor education programs: the school journeys, the school garden, the school farm, the school forest, the school camp, school sanctuaries and outdoor classrooms. The book also suggests ways and means of enriching the following subject-matter areas through outdoor education: social studies, communications, mathematics, science, health, physical education, and performing arts.

5. Hammerman, Donald R., and Hammerman, William M., Teaching in the Outdoors, Burgess Publishing Company, Minneapolis, 1964, 120 pp. An excellent introduction to teaching in the outdoors. This book gives the rationale underlying outdoor education; the relationship of learning in the out-of-doors to the school curriculum; effective techniques and procedures for outdoor teaching; suggestions on organizing, implementing and evaluating resident outdoor school programs; and the implications of outdoor education for teacher education.
6. Hammerman, Donald R., and Hammerman, William M., compilers, *Outdoor Education: A Book of Readings*, Burgess Publishing Company, Minneapolis, 1968, 401 pp. This anthology should serve to stimulate the imaginations of our Friends Schools and Colleges in initiating and developing outdoor education programs appropriate to the needs of their respective academic communities. The outdoor education literature is clustered under the following chapter headings: (1) outdoor education: an emerging educational philosophy; (2) historical perspective: the outdoor laboratory; (3) what and how; (4) programs and practices: diversity in education; (5) teacher education out-of-doors; and (6) evaluation and research.

7. Hug, John W., and Wilson, Phyllis J., *Curriculum Enrichment Outdoors*, Harper and Row, New York, 1965, 214 pp. An outstanding feature of this fine book is its activities listing according to grade level for the following grades: primary level (grades 1-3); intermediate level (grades 4-6); and junior high level (grades 7-9). Unfortunately no activities were listed specifically for the secondary and college level (grades 10-16); however, students at these levels will find it a useful reference in working with children in the lower grades.


10. Schramm, Wilbur, *Classroom Out-of-Doors: Education through School Camping*, Sequoia Press, Kalamazoo, Michigan, 1969, 193 pp. This is the story of the 24-year-old San Diego City-County school camping program for sixth grade boys and girls.

11. Smith, Julian W., *Outdoor Education for American Youth*, American Association for Health, Physical Education, and Recreation, Washington, D.C., 1957, 150 pp. The thesis of this book is that secondary schools have a vital responsibility for equipping every boy and girl with attitudes, knowledge, skills, and appreciations which are so essential for lifelong enjoyment of the out-of-doors. The book is divided into four sections: (1) The setting and need for outdoor education; (2) Outdoor education in the high school program; (3) Facilities and resources for outdoor education; and (4) The lack of teacher preparation in outdoor education.

CONSERVATION EDUCATION
(Man's Use and Misuse of the Environment)

1. Ba'e, Robert O., Conservation for Camp and Classroom, Burgess Publishing Company, Minneapolis, 1962, 145 pp. An excellent guide to meaningful conservation activities, demonstrations, and experiments for elementary and junior high teachers. Activities are grouped by soil-centered, wildlife-centered, forest-centered, and interrelationships-centered.


3. Brainerd, John W., Natural Areas as School Conservation Education Aids, Springfield College, Springfield, Massachusetts, n.d., 6 pp. mimeo. The author makes a strong case for the use of natural areas by schools to achieve higher levels of ecological understanding of our natural resources.


"People and Their Environment" is a series of eight curriculum guides designed to help teachers develop a program of conservation education as an integral part of a school's existing curriculum. Written by teachers for teachers, these guides were developed as the South Carolina Conservation Curriculum Improvement Project. They have been used experimentally in classrooms throughout the United States and reviewed by Departments of Education in all 50 states and by curriculum committees in several foreign countries.

They offer a unique program of action - a series of curriculum experiences relating to all areas of conservation: natural resources, human resources, sociological resources, and economic resources. They apply to various areas and cover all levels of education from grade one through twelve.

The eight volumes are as follows: (1) Grades 1-3; (2) Grades 4-6; (3) Science, Grades 7-9; (4) Social Studies, Grades 7-9; (5) Social Studies, Grades 10-12; (6) Biology; (7) Home Economics, Grades 9-12; (8) Outdoor Laboratory, Grades 1-12. ($4.25 per volume or $27.20 postpaid for the eight volume set from J. G. Ferguson Publishing Company, 6 North Michigan Avenue, Chicago, Illinois 60602)


8. Dasmann, Raymond F., *Environmental Conservation*, John Wiley and Sons, Inc., New York, 1968, 375 pp. Takes a global view of environmental problems. Deals with the difficult question of the spiritual needs and the aesthetic needs that only a healthy environment can supply us. Unlike many early conservation textbooks this one deals with the consequences of overpopulation, of urbanization and the urban environment. Teachers and upper division high school and lower division college students will find this book enlightening.


11. Forest Service, *Teaching Conservation through Outdoor Education Areas — PA 837*, U.S. Department of Agriculture, Washington, D.C., 1968, 23 pp. This booklet gives many valuable suggestions on how National Forests can be used to teach the total environment - the total relationship between man and the world around him.


14. The Izaak Walton League of America; Conservation Education Association; and the Nature Center Division of the National Audubon Society, Guidelines to Conservation Action. The Izaak Walton League of America, Glenview, Illinois, 1966, 132 pp. While this guidebook is aimed primarily at certain conservation groups, teachers and students in our Friend's Schools will find it a useful introduction to the grassroots of the American Conservation Movement.

15. Michaud, Howard H., and Whitaker, Prevo L., Conservation Teaching Tips, Department of Forestry, Purdue University, Lafayette, Indiana, 1955, 23 pp. This booklet was sponsored by the National Association of Biology Teachers, the Indiana Department of Conservation, and the National Wildlife Federation. It contains conservation teaching tips, ideas and schemes suggested by teachers as aids to teaching conservation.

16. Michaud, Howard H., Teaching Conservation in Indiana Schools (Bulletin No. 232), Indiana Department of Public Instruction, Indianapolis, 1959, 50 pp. Contains excellent material on human conservation and scenic and recreation conservation in addition to good coverage of the traditional areas of soil, water, mineral, plant and wildlife conservation.

17. Sawyer, Luella K., editor, How to Teach Wilderness Conservation, The Sierra Club - San Francisco Bay Chapter, 1968, 32 pp. This teaching unit prepared by the San Francisco Chapter of the Sierra Club approaches wilderness preservation as one of several important reasons for having parks. The topics, concepts, suggested activities, sources of films, publications, and agencies to contact make this a very valuable teaching aid for teachers, grades K-16.

18. Schneider, Gerald, "Conservation Teaching in the City," (L-174), The N.Y. State Conservationist, August-September 1968, 6 pp. Here is an urbanite's view on how to reach urbanites with a natural resource story.


1965 - Quest for Quality is a full-color outline of the challenges presented by a rapidly growing America. Urges us to look at our handling of natural resources with a view to tomorrow's demands and needs. Of exceptional interest to all conservationists, students, teachers, and naturalists.

1966 - The Population Challenge is about our expanding population and how it has abused the nation's resources, often turning beautiful areas into wastelands. Describes steps necessary to preserve our way of life.

1967 - The Third Wave is a report to the growing millions concerned with preserving the quality of the nation's air, water, land, minerals, recreation, and fish and wildlife. The title is based on the historic third phase of conservation - the ecological approach. (See #12, Hamm and Nason, An Ecological Approach to Conservation)

1968 - Man...An Endangered Species describes how man through unbridled technology and population pressures has made himself a threatened species. Report is excellent for classroom and discussion groups.

1969 - It's Your World tells of the new grassroots movement in the U.S. in which people, individually and in groups, have taken positive action in improving their environment. Many full-color pictures and examples of successful projects make this an excellent discussion and teaching aid.


25. Weaver, Richard L., editor, Manual for Outdoor Laboratories, Interstate Printers and Publishers, Inc., n.d., 81 pp. A compilation of articles by the National Association of Biology Teachers intended to promote the development and use of school grounds as outdoor laboratories. It contains descriptions of ways to establish them, features to emphasize and uses to make of the areas. Practical suggestions include school gardens, weather stations, outdoor theaters, and winter field experiences for biology teachers. (High School Level)
1. The Association of Interpretive Naturalists, Inc., *Preparation of the Interpretive Naturalist*, Columbus, Ohio, 1969, 10 pp. One of the best statements available on the training and experience necessary for one to become an interpretive naturalist.

2. The Association of Interpretive Naturalists, Inc., *Selected Sources of Information for Interpretive Naturalists*, Columbus, Ohio, 1969, 48 pp. An annotated bibliography of readily available information related to the activities of interpretive naturalists.


9. Brown, Vinson, *The Amateur Naturalist's Handbook*, Little, Brown and Company, Boston, 1948, 475 pp. Divided into four sections: (1) the beginning naturalist; (2) the student naturalist; (3) the advanced naturalist; (4) becoming an explorer naturalist.

Five other books by the same author contain many activities and techniques not found in "modern" biology texts. These are *How to Make a Home Nature Museum*, *How to Make a Miniature Zoo*, *How to Explore the Secret Worlds of Nature*, *How to Understand Animal Talk*, and *Reading the Woods*.


22. Faris, John T., *Seeing Pennsylvania*, J. B. Lippincott Company, 1919, 350 pp. For students interested in following the trails of history and man's impact on the face of Pennsylvania. Retracing some of these routes would give one a feeling for the changes that have taken place since 1919.


26. Gibbons, Euell, *Stalking the Wild Asparagus*, David McKay Company, Inc., New York, 1970, 303 pp. This field book on the gathering and eating of wild foods provides an exciting "new" approach to nature study and nature appreciation. Two other books by Gibbons should also be helpful to Quaker outdoor educators—*Stalking the Healthful Herbs* and *Stalking the Blue-Eyed Scallop*.


37. Leopold, Aldo, *A Sand County Almanac and Sketches Here and There*, Oxford University Press, New York, 1970, 226 pp. In part one the author describes his activities and thoughts during weekends at his Wisconsin farm; Parts II-III deal with development of the author's concern for the preservation of the out-of-doors and for the establishment of a "conservation ethic."


40. Murie, Olaus, *A Peterson Field Guide to Animal Tracks*, Houghton Mifflin Company, Boston, 1960, 374 pp. This field guide covers every mammal for which tracks have been obtained in North America, Mexico, and Central America. Well illustrated, this book could be used by ecology students at any of our schools and colleges.

41. National Audubon Society, *Audubon Nature Bulletins*, The Society, New York, n.d., 70 Bulletins. The complete set of bulletins can be purchased for $12.00. Fourteen are good teaching aids; thirteen are on animals and how they live; nine are on insects and spiders; twelve are on plant identification; seven are on conservation; nine on ecology, and the remaining six on flannel boards. Highly recommended for elementary and middle school as well as adult ecology and conservation groups.

42. National Audubon Society, *Audubon Study Programs*, The Society, New York, n.d., five programs. Five attractive programs (Ecology, Birds, Trees, Plants and Mammals), in kit form, which stress the discovery approach. They are planned as units of study to spark the natural curiosity of young people about the world around them. (A Study Booklet - A Guide for Adult Leaders - Wall Chart in each kit.) All five kits for $10.00.


44. Osborn, Ben, *Introduction to the Outdoors*, Audubon Naturalist Society of the Central Atlantic States, Inc., Washington, D.C., 1965, 34 pp. This booklet is a collection of hints and references for people who want to become acquainted with the natural world outside the limits of urban streets and parks.

45. Osborn, Henry Fairfield, *Cope: Master Naturalist*, Princeton University Press, New Jersey, 1931, 740 pp. The life and letters of Edward Drinker Cope is a study of a Quaker pioneer in vertebrate palaeontology in America. Like Longstreth #38, Cope was also a Westtownian. Merely included here to document Friends Schools and Colleges long period of involvement in environmental research and education. Map of Cope's Travels in Fossil Regions of the United States and Mexico 1847-1897 might be of interest to retracing some of the steps of this early earth scientist.


58. Shomon, Joseph J., Manual of Outdoor Interpretation, National Audubon Society, New York, 1968, 104 pp. A multiple-author report on attempts to stimulate nature appreciation and develop an outdoor conscience in national park and forest users; in state, county and city park users; as well as persons at nature centers, on school and college lands, in caves and underwater areas, as well as in urban environments.

59. Sloane, Eric, Weather Book, Duel, Sloan and Pearce, New York, 1952, 90 pp. The diagrams and drawings in this book help clear up some weather concepts that are difficult to describe or understand with words alone. One of many introductory books on weather.

60. Swedrup, Ivan, Dogs in Color, M. Barrows and Company, Inc., New York, 1961, 149 pp. One of the best "field guides" to dog ecology, a valuable identification tool as well as containing much information on the relationship between dog and man. More than 146 breeds are shown and their origins traced.

61. Teale, Edwin Way, North with the Spring, Dodd, Mead and Company, New York, 1952, 366 pp. Earlham College graduate Edwin Way Teale shares his 17,000 mile naturalist journey north with the American spring with readers all over the world. Now available in paperback. Score one more environmentalist to the Quaker ecology movement.

62. Teale, Edwin Way, Autumn Across America, Dodd, Mead and Company, New York, 1956, 386 pp. A naturalist's record of a 20,000-mile journey through the American autumn. In both Teale's spring and fall journeys he passed through the regions in which the majority of our Friends Schools and Colleges are located; for this reason they may alert some of our schools to natural wonders in their own region as well as in other regions in our Friends Schools and Colleges environmental awareness system.


64. Tilden, Freeman, National Parks: What They Mean to You and Me, Alfred A. Knopf, New York, 1968, 326 pp. Excellent reference, unfolding the purpose and meaning of our national parks.

65. Thoreau, Henry David, Walden, Mentor, New York, 1953, 221 pp. Life in the Woods or Walden is the record of Thoreau's famous experiment in essential living, a life bare in its creature comforts and shorn of superficialities, but rich in contemplation and thought and observation of nature. See #38 and #56.

66. van der Smissen, Betty, and Goering, Oswald, A Leader's Guide to Nature-Oriented Activities, The Iowa State University Press, Ames, Iowa, 1965, 210 pp. Teachers will find this one of the best sources available for a successful nature program. It tells how to develop the basic program and make use of community resources.

68. Wallin, Harold, *Interpretation: A Manual and Survey on Establishing a Naturalist Program*, American Institute of Park Executives, Inc., Wheeling, West Virginia, 1963, 40 pp. All aspects of an environmental awareness program are considered. What it is; who should do the job; facilities (nature trails, exhibits, center building); and the program itself. An excellent guide for the ecologist in residence.

69. Watts, May Theilgaard, *Reading the Landscape*, The MacMillan Company, New York, 1968, 230 pp. Watt discusses various ecological relationships which can be found in 13 different habitats. By looking at what is around us, we can explain the past, understand the processes existing today, and on the basis of this information, predict the future. An absolute "must" for the high school and college ecology library. An extensive bibliography is at the end of each chapter.


ENVIRONMENTAL EDUCATION  
(Programs, Courses of Study and Lesson Plans)  


7. Bennett, Mrs. Eleanor B., Guidelines for Environmental Sensitivity, Pennsylvania Department of Public Instruction, Harrisburg, 1969, 15 pp. Defines environmental education as dealing with both human and natural resources and their relationship to each other- in other words with the total environment.


10. Carlson, Reynold E., and others, Outdoor Education Through School Camping, Indiana State Department of Public Instruction and Indiana State Board of Health, Indianapolis, 1958, 36 pp. Designed to serve as a guide for school personnel who plan to initiate similar programs.

11. Columbus Metropolitan Park Board, Leader's Handbook of Nature Interpretation and Outdoor Education, The Park Board, Columbus, Ohio, 1963, 200 pp. mimeo. A collection of more than thirty articles, papers, and outlines by various outdoor educators.

13. Davidson, Harry R., and others, *School Farm Guide*, Battle Creek Public Schools, Battle Creek, Michigan, 1962, 40 pp. mimeo. An excellent guide written to help fifth and sixth grade teachers become sensitive to the learning potential at their school farm. (Westtown School, George School, and others take note.)


16. Eldredge, H. Wentworth, editor, *Taming Megalopolis*, Anchor Books, New York, 1967, 1166 pp. (two volumes). *Taming Megalopolis* brings together the ideas of more than sixty experts from many disciplines to delineate what the city now is, what it might be, and how that urbanized world may be managed.


18. Hafner, Everett M.; Fowler, John M., and Williams, Curtis A., *Environmental Education 1970*, Scientists' Institute for Public Information, New York, 1970, 28 pp. Faculty and students describe a variety of needs, approaches and experiences in undergraduate environmental education. Lists courses for a number of colleges and universities—but none from Friends Schools or Colleges were mentioned.


20. High School Geography Project, *Geography in an Urban Age*, The Association of American Geographers, Washington, D.C., 1970, six units. A one-year geography course for students in grades 9 through 12. The six units in the course deal with (1) cities, (2) manufacturing and agriculture, (3) cultural processes, (4) political processes, (5) habitat and resources and (6) Japan. Additional information and sample materials are available at the Macmillan Company nearest you. Penn Charter and Baltimore Friends are two schools that the consultant knows of that have been experimenting with this approach to environmental awareness.


23. Horn, Kenneth W., *Proposed Plan for a Fifth Grade Outdoor Education Resident Facility for the Denver Public Schools*, Denver Public Schools, Denver, Colorado, 1970, 105 pp. mimeo. This material was sent to John Emerson by Royce D. Forsyth, supervisor of the Balarat Center for Environmental Studies, during the time the Friends Rural Education Center Committee was researching its proposal for the Executive Committee of the Friends Council on Education. It contains many useful details for those seriously interested in resident environmental education programs for Friends Schools and Colleges.


33. Morton, Duryea, *Wildlife Sanctuaries: The Improvement and Use of Local Areas for Birds and Other Wild Animals*, Audubon Center of Greenwich, Connecticut, n.d., 24 pp. Like #3 this will help you plan and manage nature areas on or near your campus.


46. Pennridge School District, Bucks County Park Board, and Bucks County Public Schools, A Pilot Project in Outdoor Education at Lake Towhee, Bucks County Administrative Building, Doylestown, Penna., 1967, 20 pp. mimeo. The study of ecology and natural sciences in Bucks County—this type of program could be duplicated by any of our Friends Schools and Colleges.


54. Schoenfeld, Clay, editor, Environmental Education, Dembar Educational Research Services, Inc., Post Office Box 1605, Madison, Wisconsin 53071. An excellent new conservation journal. Published four times per year; $7.50 is the subscription price.

55. Schoenfeld, Clay, editor, Outlines of Environmental Education, Dembar Education Research Services, Inc., Madison, Wisconsin, 1971, 256 pp. Should help clear up some of the confusion caused by the environmental crisis. It is one of the first reviews of a new movement aimed at ecological awareness, attitude, and action.


60. Stratton, Larry B., and others, *Organizational Plan for Curriculum Development*, Southeastern Pennsylvania Outdoor Education Center, Media, Pa., n.d., 18 pp. mimeo. The main purpose of this center is to make outdoor education an integral part of the curriculum of every school in Chester and Delaware Counties. Friends Schools and Colleges in these counties should avail themselves of the services of this center.


64. Vivian, V. Eugene, *Guidebook for Resident Environmental Education Programs*, CESC, Inc., Whitesbog, N.J., 1969, 64 pp. This booklet was devised to help develop a resident environmental education program. Friends considering such programs would be wise to consult it.


67. Warren, Roland, *Study Your Community*, The Free Press, New York, 1965, 385 pp. This is a manual for layman and student interested in finding out just what their community is, what it does, what it has neglected to do, and what its facilities and assets are for meeting new needs or solving new problems.

68. Wentzel, Fred D., editor, *Site Selection and Development: Camps - Conferences - Retreats*, United Church Press, Philadelphia, 1965, 174 pp. This is by far the most comprehensive and authoritative work in this field.

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Part Three: A Selected Bibliography of Environmental Education Literature

ENVIRONMENTAL RECREATION
(Outward Bound Types of Activities)


4. The American National Red Cross, Swimming and Water Safety Textbook, The Red Cross, Washington, D.C., 1968, 142 pp. Contains survival skills and knowledge that should be acquired as early as possible by all Friends School students and faculty.


28. Cunningham, Gerry, *How to Keep Warm*, Colorado Outdoor Sports Corp., Denver, Colorado, 1967, 15 pp. This pamphlet plus *Wilderness Trips You Can Enjoy* and *How to Enjoy Backpacking* by the same author will make your wilderness outings safer and more enjoyable.

29. Dana, Samuel T., *Education and Outdoor Recreation*, Bureau of Outdoor Recreation, Washington, D.C., 1968, 47 pp. Stresses the role of the Nation's schools and colleges in preparing their students to enjoy and properly manage our outdoor recreation resources.


53. Mendenhall, Ruth and John, *Introduction to Rock and Mountain Climbing*, Stackpole Books, Harrisburg, 1969, 192 pp. Your outward bound enthusiasts are probably already familiar with this fine introduction to mountain climbing. See also Blackshaw #16.


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