ABSTRACT

INTERRELATIONSHIPS OF OUTDOOR EDUCATION

WITH ART AND SCIENCE

by

© Cynthia J. Dykes 1977

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The intention of this thesis is to stimulate the reader to reconsider the established boundaries of artistic and scientific activity, and to recognize their potential to function as a team within the framework of outdoor education.

The format is arranged in a logical sequence which is concerned with developing certain aspects of the interrelationships of outdoor education with art and science. A combination of descriptive photographs and original artwork are dispersed throughout the manuscript for enhancement and visual clarification. The implication that art forms are the basis of logic and science is stated in the introduction and is given validity in succeeding chapters. Discussion of critical areas which concern the survival of qualitative life are emphasized in the first two chapters, concluding with the suggestion that a possible solution to these problems may be found in the field of outdoor education with new emphasis placed on developing a partnership between art and
science in the curriculum. Recognition is also given to art as an essential subject in education because of its inherent qualities pertaining to creativity and a creative attitude towards life. Chapter three stresses factors regarding basic thought processes, the importance of images and symbols in the continuing growth and development of individuals and cultural progress, and builds a comprehensive view of the ingredients necessary for a creative attitude to exist. The artificial dichotomy between art and science is explored in the fourth chapter. Inquiry is made into the qualities shared by these two fields in their mutual discovery of knowledge and truths concerning the inner and outer worlds of existence. The ways in which art and science influence one another are also investigated. Chapter five turns the reader's attention to the quest for form through discovery of art forms in natural structures, forces, and energies. Perception of beauty and ways in which to visually explore natural phenomena are discussed at length. Finally, with the closing lines of the thesis, the reader is guided toward concluding that there is great importance in developing and maintaining an attitude of creativity in all aspects of living. The assertion is made that in order to have a balanced life of quality, we must have well-rounded individuals who have had direct and equal contact with art, science, and the outdoor environment in their educational backgrounds.

This thesis remains open to further investigation. Future experiences will undoubtedly provide new perspectives and dimensions to understanding the relations between art and science. The next step must be the implementation of art as a serious subject in both formal and informal education.